



Department of Psychology
Psych 101
Introductory Psychology
Mondays, Wednesdays, Fridays 11:30am – 12:20pm, STC 1012

Instructor and T.A. Information

Instructor: Dr. Paul Wehr

Email: pwehr@uwaterloo.ca

Office Hours: Mondays, Wednesdays & Fridays: 9:30am - 10:30am in SJ2

Mondays, Wednesdays & Fridays: 10:30am - 11:20am outside STC 1012

Tuesdays & Thursdays: 10am – 12pm in PAS 4037

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Course Description

Psychology 101 introduces students to the fundamental theories, concepts, phenomena, methods, and issues relevant to the field of psychology. Psychology helps to inform us of the human condition by studying behaviour using the scientific method. As a student of psychology, you will gain greater insight into yourself and those you interact with. The field is diverse, covering a broad range of topics such as human development, the social forces that affect behaviour, memory and decision making, language, learning, mental disorders and treatment, neuroscience, and many more. Given that this is only a 12-week course and the number of topics is large, it is not possible to cover all the content during class time. Students will be expected to complete a large number of assigned readings on their own, but should take advantage of the instructor’s office hours to discuss and clarify concepts.

COURSE GOALS AND LEARNING OUTCOMES

Upon completion of this course, students should:

- A. Build a foundation of knowledge upon which upper division psychology courses can build: i.e., explain and apply the core concepts of psychology.
- B. Gain an appreciation for the role of science in learning about human behaviour:
 - 1. Appraise research conducted in psychology.
 - 2. Participate in psychological research.
- C. Gain greater insight into yourself, others, and the human condition:
 - 1. Apply core concepts to yourself and others.
 - 2. Recognize and value human diversity.

Textbook

Krause, M., Corts, D., Smith, S., & Dolderman, D. (2015). *An introduction to psychological science (Second Canadian edition)*. Toronto: Pearson.

NOTE: First Canadian Edition is also fine.

Included with the purchase of a new text is a subscription to **LearningCatalytics**, which is a web based student response system (similar to clickers) that we will be using regularly throughout the term. To take advantage of this learning tool, please bring a smart device (laptop, tablet, or smart phone) or a text-capable cell phone to class beginning week 2. In the event that you elect to purchase a used copy of the textbook, you can purchase a code to LearningCatalytics separately from the bookstore.

Course Assessment

Unfortunately, given that large size of the class, it is a practical impossibility to evaluate students using paper submissions. Consequently, 90% of students' grades will be determined by examinations. Participating in class using *LearningCatalytics* is worth an additional 6%, and the last 4% of your grade will be based on participation in research (or the library option). There is also the potential to earn a bonus of +2% by engaging in extra research participation (or library option).

Assessment	Date	Weight
In-class Long-answer Exam 1	SEP 27	10%
Online Multiple-choice Exam A	OCT 04/05	15%
In-class Long-answer Exam 2	OCT 25	10%
Online Multiple-choice Exam B	NOV 15/16	15%
In-class Long-answer Exam 3	NOV 22	10%
Final Exam	DEC 06 – 21	30%
LearningCatalytics		6%
Research Experience		4%
Research Experience Bonus		2%
Total		102%

Examinations

There will be five midterm examinations in this class: three long-answer examinations to take place during class time in STC 1012 and an additional two multiple-choice exams that take place online (LEARN). There will also be a final exam during the December final exam period.

LONG-ANSWER EXAMS (10% each). These assessments will take place on the Friday of the week that they are scheduled. Half the class will write the exam at 11:30am and the other half will write at 11:55am. Everyone will have approximately 20 minutes to answer two questions. On LEARN, you will find a list of potential exam questions, TWO of which will appear as the long-answer questions on each exam. These questions require considerable thought and preparation. Students should craft detailed, accurate, disciplined answers prior to each exam.

MULTIPLE-CHOICE EXAMS (15% each). These exams will become available Friday immediately following class (12:30pm) the week that they are scheduled and will remain open until 10pm Saturday night. Thus, you will have a 32.5 hour window during which to complete the exam. Exams will consist of 40 multiple-choice questions (each worth 1 point) and cover approximately 1/3rd of the course content (i.e., they are NOT cumulative). Half of the questions will be drawn from lecture content and half from the assigned readings.

FINAL EXAM (30%) The final exam will take place during the final exam period and will also consist of 40 multiple-choice questions and 3 long-answer questions from the list of questions posted on LEARN. The exact date of the final exam will be announced later in the term after the university publishes the final exam schedule.

POLICY ON MISSED EXAMINATIONS: If an exam is missed for a legitimate reason (e.g., illness or kidnapping), valid documentation (e.g., a verification of illness form or ransom note) is required in order to avoid receiving a zero for that assessment. Make-up exams will ONLY be provided for students with valid absences. Please submit your documentation to the instructor as soon as possible. Absence due to *religious holiday* is a valid excuse, but notify your instructor at the beginning of the course in the event of a conflict. Absences for varsity athletics, family obligations, co-op interviews or other similar engagements are NOT part of University policy and students should not assume that they will be accommodated. If you have a pressing issue that conflicts with an exam, you should discuss this with your instructor as soon as possible.

LearningCatalytics Participation

LearningCatalytics is a Student Response System similar to clickers but is web based and utilizes smart devices and text-capable cell phones. Student Response Systems add interactivity to the classroom and help students to assess their understanding of the content in real time. If you purchased a new textbook, you already have access to LearningCatalytics (instructions on how to use the system will be provided in class at the beginning of week 2). Alternatively, you can purchase a code for Learning Catalytics from the bookstore. **When registering your account for Learning Catalytics, it is essential that you use your uWaterloo e-mail address, otherwise, I will have difficulty assigning your participation grades.**

Most class meetings beginning in week 2 will include questions posed using LearningCatalytics. Students who answer 80 or more of these questions during the term will receive FULL participation marks (6% of your final grade). Getting the questions correct is NOT necessary, simply attempting the question receives credit. Plus, it's fun! In the event that you answer fewer than 80 questions, you will still receive partial marks proportionate to your participation (i.e., 40 questions = 3/6 marks).

An alternative assignment worth 6% is offered for students who are unable to bring a smart device or text-capable cell phone to class. If this describes you, then contact the instructor before the end of week 4 to learn more about the assignment.

Grading

In order to maintain equity among sections and conformity across University, faculty, department or school norms, students can expect a class average of approximately 72% – 73% by the end of the course. It should also be noted that students can expect to receive the grade that they earn. **The Instructor does not respond to requests from students for a higher grade.**

Results for each exam will be posted in the gradebook on LEARN. Following the Long-answer exams, the instructor will announce the time and location of a 4-hour exam review session hosted by the TAs. Students are strongly encouraged to review their exams during this time, but may make an appointment with one of the TAs for an alternative time if unable to do so. Results for the LearningCatalytics and Research Participation will be posted on LEARN at the end of term, but before the final exam.

Research Experience Marks

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this and writing an article review is another.

Students in PSYCH101 can earn **up to 6%** through research experience. Course work totals 96% of the final mark; thus research experience will make up the last 4% with a potential bonus of up to 2% (although your final grade cannot exceed 100%). The two options for earning research experience are described below. Students may combine these two options in any proportion.

OPTION 1: Participation in Psychological Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychological research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychological studies have undergone prior ethics review and clearance through a University of Waterloo Research Ethics Committee.

Educational focus of participation in research: To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study and the expected results
- Dependent and independent variables
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record the student's participation and will advise the course instructor of the total number of credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

How to log in to Sona and sign up for studies:

<https://uwaterloo.ca/research-experiences-group/participants/sona-information>

More information regarding the Research Experience Group:

<https://uwaterloo.ca/research-experiences-group/participants>

***** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.*****

OPTION 2: Article Review

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews of research articles (i.e., scientific journal articles). Each review article counts as one participation credit. Thus, up to 6 reviews should be submitted for full credits. Reviews are graded as a pass/fail. As long as it is clear that an honest effort has been invested to produce the review, the student can expect to receive a pass.

Guidelines:

- The article must be a RESEARCH article (i.e., introduce new data) from the journal *Psychological Science*.
- Each review should be 1.5 – 2.0 pages, typed and double-spaced with a cover page. A copy of the original article must be attached.
- Content of the review should briefly summarize the research question, methods, variables, results, and implications of the study. In addition, you should indicate the pages in the textbook that are relevant to the article and critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-and-effect relationships, errors in reasoning, etc. Provide examples whenever possible. **DO NOT QUOTE WORD-FOR-WORD FROM THE ABSTRACT OR ANY OTHER PART OF THE ARTICLE!** Instead, you should **PARAPHRASE** and cite from the source.
- A copy of the review(s) must be submitted to your instructor by e-mail before the last lecture in the course. Late submissions will **NOT** be accepted under **ANY** circumstances. If you are submitting multiple reviews, please do so all at once, rather than at separate times during the term.

Accommodation for Students with Disabilities

The AccessAbility Services office, located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

<https://uwaterloo.ca/disability-services/>

Counselling & Psychological Services

The Counselling & Psychological Services office at the University of Waterloo, located on the second floor of the Needles Hall extension, offers a variety of resources for those struggling with the challenges of university life, including coping skills seminars and workshops, peer support, group therapy, and clinical referrals. Their home page is:

<https://uwaterloo.ca/counselling-services/>

Student Success Office

The Student Success Office at the University of Waterloo, located on the second floor of South Campus Hall, offers tutoring, workshops, success coaching, and a variety of other resources for students looking for guidance to be successful in university. Their home page is:

<https://uwaterloo.ca/student-success/>

Writing Centre

The Writing Centre, located on the second floor of South Campus Hall, works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at either the Dana Porter or Davis Centre libraries for quick questions or feedback. Group appointments for team-based projects, presentations, and papers are also available. To book a 50-minute appointment and to see drop-in hours, visit:

<https://uwaterloo.ca/writing-centre/>

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes' contact information is as follows: Email: mafernan@uwaterloo.ca, Phone: 519-888-4567, x32142. A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 – Student Discipline.

<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 – Student Petitions and Grievances, Section 4.

<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 – Student Appeals.

<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>

Other sources of information for students

Academic Integrity (Arts): <https://uwaterloo.ca/arts/ethical-behavior>

Academic Integrity Office (uWaterloo): <https://uwaterloo.ca/academic-integrity/>

Term Schedule

Week	Dates	Lecture Topics	Reading Assignment	Assessment
1	Sep 04 – 06	Memory	Course Outline	
2	Sep 09 – 13		Perspectives in Psychology (Modules 1.2, 2.1, 2.3)	
3	Sep 16 – 20	Learning	Thought & Language (Ch. 8)	
4	Sep 23 – 27	Research Methods & Statistics	Intelligence (Ch. 9)	Long-Answer 1 (SEP 27)
5	Sep 30 – Oct 04	Biological Psychology	Sensation & Perception (Ch. 4)	Multiple-choice A (OCT 04/05)
6	Oct 07 - 11	Development	Motivation & Emotion (Ch. 11)	
7	Oct 14 – 18	THANKSGIVING & FALL BREAK	No Classes	
8	Oct 21 – 25			Long-answer 2 (OCT 25)
9	Oct 28 – Nov 01	Consciousness	Personality (Ch. 12)	
10	Nov 04 – 08			
11	Nov 11 – 15	Psychological Disorders	Social Psychology (Ch. 13)	Multiple-choice B (NOV 15/16)
12	Nov 18 – 22			Long-answer 3 (NOV 22)
13	Nov 25 – 29	Psychological Therapies	Health Psychology (Ch. 14)	
14	Dec 02		Salvatore & Shelton (2007). Cognitive Costs of Exposure to racial prejudice, <i>Psychological Science</i> , 18, 810 – 815.	

Note: Lecture topics BEGIN during the week they are scheduled, but will often spill over into the following week before completed.