



UNIVERSITY OF WATERLOO

Psych 101, Section 2
Introduction to Psychology
Winter 2020
Tues/Thurs 4:00-5:20, M3 1006

Instructor: Dr. Megan McCarthy

Office: PAS 3050

Office Phone: x36690

Office Hours: Tuesday 2:30-3:30, Thursday 12:00-1:00, or by appointment

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I acknowledge that I live and work on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

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Office Hours	By appointment	By appointment

Course Description

Psychology 101 is designed to provide you with an understanding of the basic concepts, theories, and methods of modern psychology as a behavioural science. The field is diverse, covering a broad range of topics such as neuroscience, human development, learning and memory, the social forces that affect behaviour, mental disorders and treatment, and many more. Based on those topics, I expect that you will develop a more thorough understanding of yourself and the world that you live in. But since psychology is in essence the study of our human experience, I'll also expect that each of you is coming into this course with some intuitive assumptions about the field. You will find that many of your beliefs about human existence are scientifically supported; but you will also find many beliefs are refuted by the evidence. Therefore, another goal of this course will be to encourage you to think critically about your preconceptions so that you can become a better consumer of the psychological information that is available in the world, and especially the media.

Course Goals and Learning Outcomes

Through lectures, readings, videos, discussions, and class activities students will:

- A. Become familiar with the broad range of topics that make up the discipline of psychology.
- B. Gain an appreciation for the role of science in learning about human behaviour.
- C. Gain greater insight into yourself, others, and the human condition.

Required Text

- Krause, M., Corts, D., Smith, S., & Dolderman, D. (2018). *An introduction to psychological science (Second Canadian edition)*. Toronto: Pearson. ****NOTE: 1st Cdn edition is also fine**

Included with the purchase of a new text is a subscription to Learning Catalytics, 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 Learning Catalytics separately from the bookstore.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
In-Class Midterms	Jan 28, Mar 5, Apr 2	50%
Application Paper	March 27	15%
Final Exam (cumulative)	During final exam period	25%
Learning Catalytics	Jan 14 – Mar 31	6%
Research Experience	Jan 6 – Apr 3	4%
Bonus Research Experience	Jan 6 – Apr 3	+2%
Total		102%

Midterm Tests

Midterm tests will be completed in class (in our regular classroom and at the regular time). There are three midterms throughout the term, and your lowest midterm score will be dropped. Your highest two scores will count 25% each toward your final grade. Midterm tests cover material equally from both lecture and assigned readings, and consist of multiple choice questions. Midterms are NOT cumulative.

Application Paper

You will also write a short paper (1000 to 1200 words in length or approximately 3 pages, but use the word count). For this paper you will take any topic from a published news source that has been published during this term and provide a psychological analysis of the topic. It could be anything from why Canadians are so divided about politics, to why vaping has risen in popularity, to why university students don't like morning classes. You need to include three references--one can be the textbook, a second should be from a psychological journal, and finally you need to reference the news article you are analyzing. Full instructions will be available on Learn. The paper will be due the second last Friday of the term, March 27th.

Final Exam

The final exam will be completed during the final exam period, and will consist of multiple choice questions. The final exam IS cumulative and will cover material from both lecture and assigned readings.

Learning Catalytics

Learning Catalytics 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 Learning Catalytics (detailed instructions on how to use the system will be provided in class). 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. Each week beginning in week 2, questions will be posed during class with Learning Catalytics. Students who answer 80 or more questions during the term will receive participation marks (up to 6% of final grade). Getting the questions correct is NOT necessary; simply attempting them counts. Plus, it's fun! 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, contact the instructor before the end of week 4.

Research Participation

The remaining 4% of your grade will be based on participation in research. You can also earn an additional 2% in bonus marks. More detailed information appears later in this syllabus.

Notes/Policies:

1) Website

Please check the LEARN website regularly. I will post announcements, lecture slides, assignment information, grades, etc. Lecture slides will be posted before lecture to help you with your note-taking. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes.

2) Attendance

To succeed, attend all lectures. I will present a great deal of material not covered in your readings and expand on some of the important points in the readings. For the most part, lectures and readings overlap only minimally. Students who attend all lectures do much better in this course than those who attend irregularly. Remember that "attending" is more than just being physically present! Try to keep your mind focused on the material and free from distractions (see section on technology). You should also exchange contact information with a classmate for notes sharing in case you have to miss a lecture.

3) Accommodations for Illness or Unforeseen Circumstances

I follow the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See the Uwaterloo Accommodations due to illness page. If you miss a test due to severe illness or other extenuating circumstances, you must provide documentation within 48 hours, and the weight of that test will be spread across the other tests.

4) Technology Regulations

Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops can also be a distraction for other students. Please be courteous to your fellow students and only use your laptop for the purposes of engaging in course content (e.g., taking notes, participating in Learning Catalytics). Keep in mind that studies also show that pen-and-paper note-taking is more effective and leads to higher grades than laptop note taking. Laptop use during lectures for email, Facebook, or other non-course related activities is not permitted.

5) Important Information

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. See the [Office of Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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.

Intellectual Property: Students should be aware that this course contains the intellectual property of the instructor, which can include lecture handouts and presentations (e.g., PowerPoint slides), lecture content, both spoken and written (and any audio or video recording thereof), questions from various types of assessments (e.g., assignments, quizzes, tests, final exams), work protected by copyright.

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

6) Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880

- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

7) Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Sona and Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn **up to 4%** of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further **"bonus" of up to 2%** may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 6% to their final grade.**

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology 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 psychology research and related concepts. Many students report that participation in research is both

an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

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
- Dependent and independent variables
- Expected results
- 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 student's participation and will advise the course instructor of the total 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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

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

More information about the REG program in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

Option 2: Article Review as an alternative to participation in research

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 (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. 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-effect relations, errors in reasoning, etc. Provide examples when possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Course Outline

Week	Date	Topic	Module Readings Due
1	Jan 7 Jan 9	Welcome to the Science of Psychology! Research Methods	1.2, 2.3, 2.4
2	Jan 14 Jan 16	Biological Psychology Biological Psychology	3.1, 3.4
3	Jan 21 Jan 23	Sensation and Perception Sensation and Perception	4.3, 4.4
4	Jan 28 Jan 30	Midterm Test 1: Jan 28 Consciousness	5.2, 5.3
5	Feb 4 Feb 6	Learning Learning	6.3
6	Feb 11 Feb 13	Memory Memory	7.1, 7.3
	Feb 18 & 20	<i>READING WEEK</i>	
7	Feb 25 Feb 27	Thought and Language Motivation, Emotion, and Well-Being	8.1, 9.1, 9.2
8	Mar 3 Mar 6	Motivation, Emotion, and Well-Being Midterm Test 2: Mar 5	14.2, 14.3
9	Mar 10 Mar 12	Human Development Human Development	10.3, 10.4
10	Mar 17 Mar 19	Personality Social Psychology	12.2, 12.3 13.2, 13.3
11	Mar 24 Mar 26	Social Psychology Psychological Disorders and Therapies	16.1, 16.2, 16.3
12	Mar 31 Apr 2	Psychological Disorders and Therapies Midterm Test 3: Apr 2	