**St. Jerome’s University in the University of Waterloo**

**Department of Psychology**

**Psych 101**

**Introduction to Psychology**

**Spring 2016**

**6:30pm – 9:20pm,**

## Instructor and T.A. Information

Instructor: Dr. John Campbell

Office: STJ 1026

Office Phone: Instructor Phone Number

Office Hours: Mondays 4:30pm – 5:30pm

Email: jdcampb2@gmail.com

Extra information on contacting the instructor.

| T.A. | Emily Grant, | Martyn Gabel | T.A. 3 Name | T.A. 4 Name |
| --- | --- | --- | --- | --- |
| Email | [e3grant@uwaterloo.ca](mailto:e3grant@uwaterloo.ca) | [msgabel@uwaterloo.ca](mailto:msgabel@uwaterloo.ca) | T.A. 3 Email | T.A. 4 Email |
| Office | T.A. 1 Office | T.A. 2 Office | T.A. 3 Office | T.A. 4 Office |
| Office Hours | T.A. 1 Hours | T.A. 2 Hours | T.A. 3 Hours | T.A. 4 Hour |

## Course Description

An introductory survey of the methods and findings of modern scientific psychology. The following topics will be covered:   
History and methodology, biological psychology, sensation and perception, learning and motivation, verbal and cognitive processes, developmental psychology, social psychology, individual differences (intelligence and personality), and clinical psychology.

## Course Goals and Learning Outcomes

This course is an introductory level survey of the methods and findings of modern scientific psychology. The goal is to provide students with an overview of various topic domains within the realm of psychology. As such, students will be exposed to diverse theoretical viewpoints and various methods and procedures for the scientific investigation of psychological issues.

Note: Modern psychology is scientific in nature. Consequently, we will spend some time discussing science-related topics such as research design, research findings, neural functioning, sensory mechanisms, etc.Upon completion of this course, students should be able to:

## Required Text

* Passer, M.W., Smith, R.E., Atkinson, M.L., Mitchell, J. B., & Muir, D.W. (2013).   
  Psychology: Frontiers and Applications. Fifth Canadian Edition. Toronto: McGraw Hill Ryerson

Notes on the required text

## Readings Available on LEARN

* Passer, M.W., Smith, R.E., Atkinson, M.L., Mitchell, J. B., & Muir, D.W. (2013).   
  Psychology: Frontiers and Applications. Fifth Canadian Edition. Toronto: McGraw Hill Ryerson

## Course Requirements and Assessment

Information on course requirements and assessments.

| Assessment | Date of Evaluation (if known) | Weighting |
| --- | --- | --- |
| Test #1 | May 30th | 29% |
| Test #2 | June 27th | 29% |
| Test #3 | July 25th | 38% |
|  |  |  |
| Research Experience Marks | Date of Evaluation 5 | 4 – 6 % |
| Assessment 6 | Date of Evaluation 6 | X% |
| Assessment 7 | Date of Evaluation 7 | X% |
| Total |  | 100% |

Notes on the various class assessments

## 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 undergone prior ethics review and clearance through the Office of Research Ethics.

## *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:

## INSTRUCTIONS/DATES/DEADLINES: 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:

## [REG Participants' Homepage](http://www.arts.uwaterloo.ca/~regadmin/regparticipant/)

## 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 article review must:

## · Be submitted before the last lecture in this course. 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 whenever 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 / Class Schedule

Notes on readings.

| **Week** | **Date** | **Topic** | **Readings Due** |
| --- | --- | --- | --- |
| 1 | Mon. May. 2 | Introduction/ History of Psychology | Chapter 1 |
| 2 | Mon. May. 9 | Methodology/Data Analysis/Statistics/Neurophysiology | Chapter 2 |
| 3 | Mon, May 16 | Biological Foundations of Behaviour/Genetics and Evolution | Chapters 3 & 4 |
| 4 | Mon, May 23 | No Class - Holiday |  |
| 5 | Mon, May 30 | Test #1 | Chap Chapters 1 - 4 |
| 6 | Mon, June 6 | Sensation and Perception/Consciousness | Chapters 5, 6 & 7 |
| 7 | Mon, June 13 | Consciousness/Learning | Chapters 7 |
| 8 | Mon, June 20 | Memory | Chapter 8 |
| 9 | Mon, June 27 | Test #2 |  |
| 10 | Mon, July 4 | Language & Thinking/ Intelligence/Motivation and Emotion | Chapters 9, 10, 11 |
| 11 | Mon, July 11 | Behaviour in Social Context/Personality | Chapters 13, 14 |
|  | Mon, July 18 | Psychological Disorders/Treatments | Chapter 16 & 17 |
| 12 | Mon, July 25 | Test #3 | Chapters 9 – 11, 13, 16, 17 |

## Late Work

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:   
• A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness.  
• If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.  
• The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.   
• Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time

## Important Information

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility.

[**Academic Integrity Office (UW)**](https://uwaterloo.ca/academic-integrity/)**:** A resource for students and instructors.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](https://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Petitions and Grievances (other than regarding a petition) or the St. Jerome’s University Policy on Student Discipline if a ground for an appeal can be established. Read the [St. Jerome's University Policy on Student Appeals](https://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

**Note for Students with Disabilities:** The [AccessAbility Services](http://uwaterloo.ca/disability-services/) office, located on the first floor of the Needles Hall extension (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.

***Instructors are to include the following statement if using Turnitin® in the course:***

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin® in this course. *Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. See* [*guidelines for instructors*](https://uwaterloo.ca/academic-integrity/guidelines-instructors) *for more information.*