

General Elective

Fall 2016

Section(s): 01

AHSS 1120

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Academic Advisor:	General Elective Course. Please contact appropriate Academic Advisor within your program area.
Guelph Humber Website:	www.guelphhumber.ca

Course Title:	Introductory Psychology: Principles
Pre-requisites:	None
Co-requisites:	None
Restrictions:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description:

This course provides an introduction to the experimental study of the evolving nature of human and animal behaviour. Particular emphasis is placed on linking the biological, behavioural and cognitive scientific findings that describe the life long processes involved in learning, perception, memory, thinking, consciousness, motivation and emotion.

Course Learning Outcomes:

On completion of this course the student will be able to:

1. Distinguish that there is not a single “Psychological Explanation” but several depending on the perspectives adopted by groups of Psychologists based on their assumptions about the importance of physiological mechanisms, experience, cognitive mechanism, and maturation.
2. Discuss from a Psychological Perspective; a) “*How* humans (and when relevant Animals) **Act**, b) *How* do they **Know**, and c) *Why* do they **Act**?”
3. Argue that Psychology is the study and science of Behaviour and Mental Processes.
4. Describe the underpinnings of basic behaviour by the Nervous System.
5. List the steps in the process by which raw information is received (sensation) interpreted (perception) and stored (memory) by humans.
6. Relate the self-regulatory motives like hunger and thirst as well learned Behaviour such as a preference for hamburgers and fries to their daily lives.
7. To explain how thinking may both organize and reorder knowledge stored in memory.
8. Demonstrate the process by which language serves as the crucial component of the human cognitive system and the primary means of communicating knowledge.
9. State the differences, strengths and weaknesses between Experimental, Correlative and Descriptive Psychological Research.
10. Interpret properly the differences established by descriptive and inferential statistics in Psychological research.
11. Read the factoids and survey results in tabloids or heard as sound bites on television and recognize when the trivial is made to seem important.

Learning Resources

Required Textbook(s):

Title: Psychology: Frontiers and Applications
Author: Michael W. Passer, Ronald E. Smith, Michael L. Atkinson, John B. Mitchell, and Darwin W. Muir
Edition: 5th Canadian edition
ISBN: 978-007087741-2
Publisher: McGraw-Hill

Supplementary Text/Other:

PowerPoint Lecture slides and additional readings can be found on the course website.

Course Schedule

Lesson/ Week	Topic	Readings/Activities
Sept. 14	Introductions & Review of Course Outline	
Sept. 21	Psychology & Its Methods (A Review)	1 (pp. 1-26) 2 (pp. 34-39)
Sept. 28	Sensation & Perception	5 (pp. 136-142 & p. 166-167)
Oct. 5	Biological Basis of Behaviour	3
Oct. 12	Test #1	
Oct. 19	Motivation & Emotion	11 (pp. 380-384 & 403-424)
Oct. 26	Stress & Health	15 (pp. 562-568, 572-587)
Nov. 2 Nov. 3	Test #2 Last Day To Drop Class Without Penalty	

Lesson/ Week	Topic	Readings/Activities
Nov. 9	Leadership	Online Handout
Nov. 16	Learning	7
Nov. 23	Learning Cont. Essay Due	7
Nov. 30	Memory	8
Final Exam – (to be scheduled within final exam period) Please check www.guelphhumber.ca for exam schedules		

Evaluation and Due Dates

Students will be evaluated in this course through:

Test #1(Oct. 12)	25%
Test #2 (November 2)	25%
Group Project (November 23)	10%
Final Exam ((Dec. 3-14)	40%
TOTAL	100%

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Policy for Late Work

Late assignments will be penalized at a rate of 5% per calendar day.

An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.

The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Assignment Details

See additional documentation distributed by instructor

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place.

This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. ***Instructors must provide meaningful and constructive feedback prior to the 40th class day.*** This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.