

**University of Waterloo**  
**Department of Psychology**  
**Psychology 101, Sec. 1**  
**Introduction to Psychology**  
**Winter 2015**  
**Tuesdays 6:30 – 9:30 HH 159**

**Instructor and TA Information**

**Instructor:** Stephanie Denison

Office: PAS 4020

Office Phone: 519-888-4567 ext. 33409

Office Hours: Mondays 10 – 11 and by appointment

<b>T.A.'s</b>	<b>Sarah McCrackin</b>	<b>Jordan Rozario</b>	<b>Drew Weatherhead</b>
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Office	PAS 2248	PAS 4044	PAS 4016
Office Hours	Mondays 3:30 – 4:30	Thursdays 1 - 2	Wednesdays 1 – 2

In this class, your TA is assigned by surname (last name). If you need to contact an instructor regarding an exam conflict or illness on the day of an exam, contact your TA. If you have questions regarding course content, attend your TA's office hour or make an appointment if you are unavailable during their office hour.

I encourage you to come to my office hours, make appointments with me, or talk to me before or after class. Contact me early in the semester if you need help with the material. Most students wait until it's too late and I cannot help you nearly as much after you've already written most of your exams. To request an appointment with me, email me directly at [stephanie.denison@uwaterloo.ca](mailto:stephanie.denison@uwaterloo.ca). Your TA's and I check our email accounts daily from Monday to Friday, and the TA's will forward questions to me if they cannot answer them. Do not email the TA's or instructor with questions regarding research participation or SONA (see pg. 4 of this document). You must contact the REG coordinator ([regadmin@uwaterloo.ca](mailto:regadmin@uwaterloo.ca)) with these questions.

**Course Description**

As is the case for all introductory classes, the purpose of this class is to provide a foundation for students to understand and interpret a new field of study. Psychology is the study of human behaviour. Researchers in the field ask questions about why people think, feel, and ultimately behave the way that they do. You will learn about the sub-fields of Psychology including the basic terminology and the concepts that are of interest to psychologists.

**Course Goals and Learning Outcomes**

Upon completion of this course, you will have learned (at least) three things:

- A. First, I hope that you will learn what psychology is and what psychology is not. In a discipline that studies the human experience, which we all participate in each day, it is tempting to think that all of psychology boils down to our common-sense intuitions. You will find that researchers in the field have discovered that some of our intuitions regarding human behaviour are correct and some are not. The work of psychologists is to formulate scientific theories with testable hypotheses and to create innovative experiments that can potentially falsify these hypotheses.
- B. Second, you will develop your critical thinking skills. This will help you interpret “pop” psychology and will aid you in your other studies. By the end of this course, when you set out to read a newspaper article or a book on psychology, you will know to ask yourself questions like: “How did this person arrive at this theory? Are there any strong empirical data to support this?”
- C. Finally, I hope that you will develop a deeper understanding of yourself and the people around you. You will learn how infants, children, adults, and aging populations think and learn; how persons of different cultural backgrounds interpret behaviours; how psychological pathologies impact people’s lives. These insights should enrich your personal relationships and increase compassion.

### **Required Text and Materials**

- Custom course material from the University bookstore. This is a compilation of chapters from Peter Gray and David Bjorklund’s Psychology. Alternatively, you can purchase an ebook of Gray and Bjorklund Psychology seventh edition or a used copy of this textbook (note that it must be the seventh edition).
- The textbook will be available at the Dana Porter library.
- You will read one short journal article, which will be posted on LEARN called: An fMRI investigation of Emotional Engagement in Moral Judgment
- Optional: Launchpad. To register:  
<http://www.macmillanhighered.com/launchpad/gray7e/1008007>

### **Lecture Slides Available on LEARN**

The course website will include PowerPoint slides for lectures. The PowerPoint slides will be posted before lecture whenever possible, as many students prefer to take notes directly on the slides. That said, these slides will be minimal, providing an outline of the material covered in lecture. Solely studying these slides will NOT be sufficient for success in this course; class attendance will be critical.

\*\*\*\*\*There is very little overlap in this course between the lecture and textbook for many topics. This is due to the vast number of topics that must be covered. Reading the textbook and attending the lectures are critical – doing just one or the other will not be sufficient\*\*\*\*\*

### **Course Requirements and Assessment**

As students, you have a number of responsibilities in this course:

First, you should note that this syllabus is extensive, and it is your responsibility to read it in its entirety.

Second, class attendance is mandatory but you should not email instructors if you will miss a class (except in the case that you'll miss an exam). You are responsible for obtaining notes from a classmate if you miss a lecture. You are responsible for being aware of any important announcements made in class.

Third, you are responsible for checking your uwaterloo email account daily for possible important announcements about the course. You must check LEARN daily for important announcements, particularly from the News function.

	<b>Date of Evaluation/Due date</b>	<b>Weighting</b>
<b>Assessment</b>		
Exam 1	Feb. 3 (during class time)	25%
Exam 2 (non-cumulative)	March 10 (during class time)	25%
Final Exam (cumulative)	Exam period	46%
Research participation	Ongoing (Please note the REG deadlines)	4%
Bonus (optional) Research participation	Ongoing (Please note the REG deadlines)	2%
Total (not including optional bonus)		100%

### **Exams (96%)**

This course consists of three multiple-choice exams– see the schedule for dates. Only your final exam is cumulative.

Make-up exams are not permitted in this course without medical documentation. Email your specific TA immediately if you think you need to write a make-up exam for any reason. **Note that make-up exams may be in a different format than the original exam (they may include short answers, essays, multiple choice, fill in the blanks, or a combination of these question formats).**

Your medical documentation must state that you were, or will be, incapacitated on the day of the exam. Please send an email to the course email account **before** a missed exam. If you do not email within 48 hours of missing an exam to attempt to schedule a make-up, you will receive zero on the exam, even with medical documentation. We strongly prefer that you email before the missed exam if possible so that we can prepare.

The only other reasons that I typically grant make-up exams are if you have a religious or varsity sport conflict. There are some other situations for which I will allow exceptions on a case-by-case basis if you send an email to your TA **as soon as you discover the conflict** to schedule an alternate date. Your TA will let you know whether an exception can be made in your specific case immediately. These make-up exams almost always occur before the date of the in-class exam.

### **Research Participation (4%)**

4% of your grade will be based on participation in research in the Psychology department. Please see the details on pages 5-6 of this syllabus.

Note, for questions regarding any aspect of your research participation, you must contact REG

(regadmin@uwaterloo.ca) and not your instructor or TAs. This is not because we don't want to help, it's because we can't help, as we do not know any more about this system than you do.

**Extra Credit**

You can gain an additional 2% by completing additional experiments in the Psychology department. Again, see the details below on how to participate.

**Grading Policy**

As per University policy, professors are not permitted to alter grades or grading weights for individual students.

**Course Outline – tentative schedule**

It is recommended that you read the assigned chapters before the lectures on these topics. Note that for many chapters, you will only read some sections, as identified by the page numbers indicated.

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
Jan. 6	Introducing Psychology and Research Methods	Chapter 1 pgs 3 - 22
Jan. 13	Research Methods cont'd	no assigned reading
Jan. 20	Biological/Neuro Psychology	Chapter 5 pgs 147 – 179
Jan. 27	Developmental Psychology	Chapter 11 pgs 413 – 414 (stop at the heading, "Physical Development") pgs 420 – 442 (stop at the heading, "The Nature of Language...")
<b>Feb. 3</b>	<b>Midterm 1</b>	Includes material from Jan. 6 - 27
Feb. 10	Cognitive Psychology (learning)	no assigned reading
Feb. 24	Cognitive Psychology (memory)	Chapter 9 pgs 321 – 357
Mar. 3	Motivation	Chapter 6 pgs 195 – 231 (stop at the heading, "Foundations for Understanding Emotions")
<b>Mar. 10</b>	<b>Midterm 2</b>	Includes material from Feb. 10 – March 3
Mar. 17	Social Psychology (social behaviour & cognition)	Chapter 13
Mar. 24	Social Psychology cont'd and Clinical/Abnormal Psychology	Chapter 16 pgs 631 – 661
Mar. 31	Clinical/Abnormal Psychology cont'd and journal article discussion	Read <u>An fMRI Investigation of Emotional Engagement in Moral Judgment</u> before class.
<b>Exam period</b>	<b>Final Exam</b>	cumulative (includes all material)

## **Electronic Device Policy**

Laptops can be used during class. Cell phones should be set to silent. You may audio record the lectures only if you first ask the instructor for permission – you only need to ask once and then you can record all lectures. Under no circumstances can lecture materials including slides, your notes, exam review guides, or audio recordings be posted online or sold by students. No electronic devices are permitted during exams. You may keep them turned off in your bags during exams.

## **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](#)

### **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 on time: late submissions will NOT be accepted under ANY circumstances. See the document on LEARN with the specific instructions and deadlines for this class called "Article Reviews". Read this immediately, as you will miss the deadlines if you leave it to the end of the semester.**
- 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.

### **Cross-listed course**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **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](#).

**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](#).

**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](#).

### **Other sources of information for students**

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

### **Accommodation for Students with Disabilities**

**Note for students with disabilities:** The [AccessAbility Services office](#), located in Needles Hall Room 1132, 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.