

# PSYC\*1000-01, Course Outline: Winter 2016

## General Information

**Course Title: Introduction to Psychology**

**Course Description:** This is an introduction to the content and methods of psychology. It will cover the major areas such as neuroscience, sensation and perception, learning, motivation, cognition, development, personality, social psychology, and psychopathology and its treatment.

**Credit Weight: 0.5**

**Academic Department (or campus): Psychology**

**Semester Offering: W16**

**Class Schedule and Location: Tuesdays & Thursdays 11:30-12:50 in WMEM 103.**

## Instructor Information

Instructor Name: Dan Meegan

Instructor Email: dan.meegan@uoguelph.ca

Office location and office hours: Tuesdays 2:00-3:30 in room 3018 of the Mackinnon Extension

## GTA Information

GTA Name:

Caroll Lau (caroll@uoguelph.ca)

Tyler Burleigh (tburleig@uoguelph.ca)

GTA office location and office hours: n/a

## Course Content

### **Specific Learning Outcomes:**

There are four **central** intended learning outcomes for this course. Upon successful completion of this course, students should be able to do the following.

*Depth and Breadth of Understanding:* Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary boundaries.

- 1. Identify and understand basic concepts from core areas of psychology, including:**

- a. Identify key historical events the of field of psychology
- b. Identify the elements and understand the of the scientific approach in psychology
- c. Identify and delineate the key neuroscience concepts tied to psychology
- d. Identify and delineate the key concepts child psychological development
- e. Identify and delineate the key concepts of human sensation and perception
- f. Identify and delineate the key concepts of classical and operant learning
- g. Identify and delineate the key concepts relevant to understanding encoding and retrieval of memories
- h. Identify and delineate the key concepts of human cognition
- i. Identify and delineate the key concepts of socio-cognitive approaches to personality
- j. Identify and delineate the key concepts of social psychology
- k. Identify and delineate the key concept relevant to understanding psychological disorders and treatments

*Integrative Communication:* A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum.

**2. Relate psychological concepts to one's personal experiences and interests to aid in the learning process**

*Personal Organization / Time Management:* An ability to manage several tasks at once and prioritize

**3. Recognize the importance of planning for completion of many tasks**

**4. Prioritize and complete important or urgent tasks**

There are also two **secondary** intended learning outcomes.

*Methodological Literacy:* The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science

**5. Recognize and describe basic research methodologies commonly used in psychology (e.g., random assignment, correlational).**

*Sense of Historical Development:* Understanding of psychology in a modern society; its limitations and developments

**6. Describe some of the influence of historical context on psychological knowledge development**

The intended learning outcomes are taught via the required readings and the lecture content. The intended learning outcomes are assessed by weekly quizzes done on the course website, a midterm exam and a final exam. These allow assessing the outcomes by the specific content of the questions as well as by the preparation process to perform well on these tasks (e.g., studying large amount of material as covered in this course requires

students to prioritize their tasks). The table below shows a detailed mapping of the teaching and assessment of outcomes:

<b>Intended learning outcomes</b>	<b>How taught</b>	<b>How assessed</b>
1	All lectures and all readings	Weekly quizzes, midterm exam, final exam
2	The application sections found in the readings; in-class reflective activities; lecture content	Weekly quizzes, midterm exam, final exam
3 & 4	First lecture of the course, which introduces tips for success at university. Also covered in readings and lectures related to components of planning and organizing (e.g., memory; stress & health); research participation activities requires securing and keeping appointments	Weekly quizzes, midterm exam, final exam; research participation
5	Week 1 lectures and their associated readings (esp. modules 1.1, 2.1, 2.2); research participation	Weekly quizzes, midterm exam, final exam, research participation
6	Week 1 lectures and their associated readings (esp. module 1.2)	Weekly quizzes, midterm exam, final exam

**Lecture Content:**

<b>Week</b>	<b>Textbook Modules</b>	<b>Quiz availability</b>	<b>Meeting Date</b>	<b>Lecture Topic / Activity</b>
1	1.1, 1.2	Jan 11-18	Jan 12	review course outline & answer student questions
			Jan 14	Introduction
2	2.1, 2.2, 3.1	Jan 18-25	Jan 19	Psychological research
			Jan 21	Genetics / Evolution

3	3.2, 3.3, 3.4	Jan 25-Feb 1	Jan 26	Brain & behaviour
			Jan 28	
4	4.1, 4.2	Feb 1-8	Feb 2	Sensation / Perception / Attention
			Feb 4	
5	6.1, 6.2, 7.1, 7.2	Feb 8-15	Feb 9	Learning
			Feb 11	Memory
<b>Winter Break</b> (Feb 13-21)				
6	8.1, 8.2, 8.3, 9.2	Feb 22-29	Feb 23	Thought
			Feb 25	Language / Intelligence
7	14.2	Feb 29-Mar 7	Mar 1	<b>MIDTERM EXAM</b> (11:30-12:50, WMEM 103)
			Mar 3	Stress & health
8	10.1, 10.2, 11.1	Mar 7-14	Mar 8	Development
			Mar 10	Motivation / Hunger
9	11.4, 12.1, 12.3	Mar 14-21	Mar 15	Emotion
			Mar 17	Personality
10	13.1, 13.2, 13.3	Mar 21-28	Mar 22	Social Psychology
			Mar 24	
11	15.1, 15.3	Mar 28-Apr 4	Mar 29	Psychological disorders
			Mar 31	
12	16.2, 16.3	Apr 4-11	Apr 5	Therapy
			Apr 7	
<b>FINAL EXAM</b> (Apr 19, 7:00-9:00 pm, location tba)				

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm Exam	March 1	38	1-6
Research Participation	April 8	4	3-5
Quizzes	Jan 11-Apr 8	20	1-6
Final Exam	April 19	38	1-6

### Quizzes:

- There are two goals to the quiz component of the course: (1) to motivate you to keep up with the textbook readings, and (2) to enhance your learning and better prepare you for the exams (see the *testing effect* on p. 299 of the textbook).
- There will be one quiz per week for a total of 12 quizzes. Each quiz will be available on Courselink for a 7 day period beginning on the Monday (see schedule above).
- Your grade will be based on your best 10 of 12 quiz grades, with each of these 10 quizzes contributing 2% to your final grade.
- Each quiz is comprised of 15 multiple choice questions that are specific to the textbook content (i.e., not on lecture content). You will have 20 minutes to take each quiz and you will have only one opportunity to take it.
- If you are registered with Student Accessibility Services, and you are normally granted extra time to complete timed assignments, then you should email the TAs (and CC your SAS advisor) to request extra time for quizzes.
- If you had technical difficulties that affected your ability to complete a quiz, please contact the TAs via email.
- For security reasons, feedback about your quiz performance is quite limited. For example, you cannot review the questions you answered incorrectly. Our apologies for this annoying but necessary limitation.
- If you wish to test yourself while learning textbook content, you have other options. Each textbook module contains a *Quick Quiz* at the end of each major section; it is recommended that you take these quizzes before moving on to the next section. Also, students with access to MyPsychLab can find self-assessment tools there.
- Your quiz grade will not appear at the Courselink *Grades* page until the end of the quiz period even if you take the quiz before the end. You can see a quiz grade at any time, though, at the *Quizzes* page.

### Exams:

- The Midterm and Final exams will be comprised of multiple choice questions on material covered in the lectures and textbook. The Midterm exam covers all material reviewed between January 12 and February 25 (Weeks 1 - 6), and the Final exam covers all material reviewed between March 3 and April 7 (Weeks 7 - 12).
- Study Guides for both exams will be made available in the *Exam Preparation* folder of the Courselink site.
- If you are unable to attend the Midterm exam as scheduled because of medical or compassionate reasons, you must contact the TAs regarding your situation; no other

excuses (e.g., other exams the same day, travel plans, etc.) will be accepted for missing the exam. If you are unable to attend the Final exam as scheduled, you must request [deferred privileges](#).

### **Study strategy & advice:**

The best strategy for success in this course is as follows:

1. Read the assigned modules before we discuss them in lecture (see schedule above).
2. Take the quiz for that week while the information is fresh in your mind.
3. Take all 12 quizzes instead of the required 10.
4. Attend lectures, pay attention, and take notes.
5. Attend weekly SLG sessions (see below).
6. As an exam approaches, use the Study Guide to guide your studying.

### **Research participation:**

Much university-based psychological research is conducted with the participation of students in first year courses. It is believed that such participation can help you understand the nature of psychological research in a more meaningful way than you could from attending lectures and reading the textbook. To find out how to participate in a research study, go to the *Research Participation* folder of the Courselink site and view the *Research Participation Handout*.

Although your participation in a research study is encouraged, it is not required. If you decide not to participate, or if no studies are available, then you have the option of doing *written assignments* to fulfill the research participation component of the evaluation. Instructions for how to do the written assignments can be found in the *Research Participation* folder of the Courselink site.

## **Course Resources**

### **Required Texts:**

*An Introduction to Psychological Science, Canadian Edition*, written by Krause, Corts, Smith and Dolderman and published by Pearson Canada.

## **Course Policies**

### **Grading Policies**

[Undergraduate Grading Procedures](#)

### **Course Policy regarding use of electronic devices and recording of lectures:**

Please ask the instructor if you would like to record audio during lectures. He will probably say “yes.” Do not reproduce or share without permission.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph 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 need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This

relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is March 11 . For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)