

**Syllabus For Introductory Psychology
 Psyc1106 – Psyc1107
 (The Riot Act!)
 2011-2012**

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Welcome to Psychology

We sincerely hope you enjoy the course and far, far more importantly *learn something*. We've tried very, very hard to make it both enjoyable and informative.

Since you paid good money—or your parents did—for this course, we're going to make sure you get your money's worth—in terms of information, if not, necessarily, entertainment.

However, your pleasure in this course and what you learn is largely dependent on what you put into it. The course is structured so that any students with enough neurons upstairs to get into university should be able to pass with a 'C'—if they conscientiously do the work requested. On the other hand, even Einstein would fail this course if he didn't go to class and didn't do the work.

Finally, many students have in the past claimed this course is actually *fun*. (It is not known for certain whether or not they were on drugs when they said that.)

What You Should Know About Your Instructors

We are heartless SOB's. Live with it. We are *not* like your parents, unless your parents are also heartless SOB's. We also are not like some of your high school teachers may have been. This isn't high school, and we don't feel the need—nor are we paid—to be counsellors or cops or baby-sitters.

You may occasionally elicit some sympathy from us regarding some personal crisis, for we can be weak, but you will *never* receive any marks or deadline extensions to accompany that sympathy. We *do* take bribes, but then we always fail to deliver whatever we promised and will swear in court that we never received the bribe. (We will, however, remain silently grateful and probably toss a loonie in your hat if you end up begging on the street after failing out of university.)

Finally, we like to be liked, for who doesn't? But it isn't our first priority. Our first priority is to make it possible for you to master the material this course is supposed to offer up to those who want to learn it. We have enough friends, thank you very much. What we really want are more students who have learned something from our efforts.

About Ken Stange

He is superficially amiable and friendly and will tell you lame jokes. Don't be fooled by that. Do not trust him! He'd sell your sister into slavery if he thought it would help you understand scientific methodology and statistics. If you misspell or mispronounce his name he will arrange a failing grade for you in the course. (There is no 'r' in Stange: he may be Strange but his name is not. Stange rhymes with Mustang.)

While he could not care less if you sleep (*without snoring*) in class (or just stay home and sleep in), he deeply resents even whispering to one's neighbour during lectures, because it distracts others who are foolish enough to want to hear what he is saying. He also will arrange for unfortunate mysterious accidents to happen to anyone who arrives late or leaves early, again only because he knows it is distracting to those who are more courteous.

And, please note, he will do everything in his power to ruin the reputation (and future employment opportunity) of anyone he catches that cheats on an exam or plagiarizes material.

About Stephanie Hevenor

She is sickeningly friendly and helpful (though if asked, she'll deny it!) to those who sincerely want to learn and come to her for help, but she is alleged to have killed and hidden the bodies of those who don't pay attention in labs or who don't follow the clearly laid out rules for the course, including deadlines. So don't mess with her. (She, incidentally, is a biker and so has some very nasty, ill-tempered friends.)

She has been known to snap and bark at students who are behaving rudely. In such cases she swears in a way to make sailors blush. If you are offended by this, too bad. Be warned that her bark is *not* worse than her bite. Her bite is even worse! Before you push her, be sure your medical coverage is adequate. Also please note that her last name is pronounced "heaven – OR" – with the emphasis on the "OR."

She is about as fond of whiners as everyone is of persistent telemarketers. She shares with Ken a dangerous annoyance with emails containing such insulting questions as "I was absent, did I miss anything *important*?" (The reply will be: "Of course you didn't! Class was just a waste of everyone's time.")

She is entirely and solely responsible for and in charge of the labs, the term papers and maintaining the grade records. Don't ever bug Ken with anything regarding these matters. And students should not under any circumstances ever whine to him about how she is too strict in expecting students to meet deadlines, show up for class on time, follow rules or show courtesy to their fellow students and their instructors. He will just coldly suggest dropping the course—and growing up.

Steph will confess to being human (though the verdict on this isn't in yet), and as such she is prone to the occasional (though statistically rare) error in record keeping. (There are 400+ students in the course; it is to be expected mistakes can sometimes happen.) That said, she is neither trusting nor tolerant, so should a student discover a mistake, it is the student's sole responsibility to bring it to her attention – in a polite manner and with supporting evidence. Students must always present documentation for any apparent problem, be it a marked quiz or lab that didn't get entered, a misplaced term paper submission, or a doctor's note or death certificate (yes, death certificate) intended to justify missed labs. This applies to all students

regardless of age, academic year, religion, gender, family status, marital status, disability status, or any other kind of status one can come up with.

Lectures

General Information Regarding Lectures

Ken will not use these lecture sections to regurgitate the textbook in pre-digested form for your easy consumption. When he had lecturers who did that he wasn't particularly interested in consuming what they threw up in front of him, and so he assumes few of you are.

You all presumably can read, even if you weren't expected to do so in high school, so you are entirely responsible for the contents of the textbook. If you don't read and learn the contents of the text, you *will* fail the exams. The textbook contains essential facts for an introduction to psychology, and facts *are* important. If you are to receive credit for a course in psychology, you better damn well know the content. The purpose of the textbook is to deliver that basic content.

The purpose of the lectures is to supplement and complement the basic facts covered in the textbook. Ken will use the lecture sections to present material not covered in the textbook—material that in his view is inadequately covered or is presented in a biased fashion in your text.

Lecture material will sometimes require more rigorous logical thought than you may have expected to be required in a psychology course. This even includes mathematics in the form of statistics. Live with it. For a supposedly educated person, being innumerate is almost as bad as being illiterate. If you are unfamiliar with words such as “innumerate” and “illiterate” then go to the bookstore and purchase a dictionary. You'll need it.

Also lecture material will sometimes be controversial (and even ‘offensive’ to some) in the hope it will challenge you to question conventional thinking, including conventional thinking in psychology. Ken will *never* ask a student to agree with him, but he *will* expect every student to know what he said and the reasons he gave.

The parts that comprise each lecture section will vary in format. Some will be more or less ‘formal’ lectures on specific topics, some will be video or audio presentations, some will be shortened lectures followed by an open discussion period or an A/V presentation, and some will be interactive presentations or demonstrations. All (or at least most) of these will be so much fun that if you should miss one you will regret it to your dying day—or at least until your final grade for the course is posted. Occasionally, students will be given ‘homework’ in being asked to go the Internet to view or listen to a video or audio clip that class time did not permit presenting.

Incidentally, if you miss any lecture unit or lab, we *do not* want to hear about it. Get someone's notes, use the materials posted online, and do the best you can to compensate for your absence. The course is designed so that *occasional* absences, for justifiable or even trivial reasons, won't greatly affect your grade if you do what you can to make up for the absence from available resources. Note: in this case we are *not* your available resources.

Lecture Supplementary Material and Note Taking

All the lectures units will be accompanied by PowerPoint presentations that took a long time to prepare and it is sincerely hoped are appreciated. These PowerPoint presentations will be posted on the course website by Friday of the week the lecture unit is presented in class. They can be viewed online or downloaded and printed. It is strongly recommended that students do so—and then review the material while their memories are ‘fresh’.

The PowerPoint presentations are *not* equivalent to having attended lecture. You have to have been there! They do, however, offer an outline to refresh one’s memory. It would be a worthwhile learning exercise and memory aid to transfer any notes taken in class onto printouts of the lecture unit PowerPoints.

The PowerPoint presentations posted do *not* include the audio or video clips for copyright reasons. Again: You have to have been there!

Attending to what is being presented is the most effective thing one can do to grasp and remember the material. Note taking is only useful as a way of refreshing one’s memory when reviewing the PowerPoint presentations or to record important points that are difficult to remember and are not explicit on the PowerPoint presentation. *So some note-taking is expected*, but no constant scribbling down of everything heard or seen is going to be productive.

Rules of Decorum in Lecture

The lecture classes are large and these rules are entirely based on concern for the students who are in attendance because they want to be able *to attend without distraction*—which should be the only reason to show up for class. Attendance will not be taken. We couldn’t care less if you show up for class. However, we do care that those who do attend be courteous and respectful of their fellow students.

- Each class will start *promptly* at the scheduled time and *students are expected to be in their seats at that time and terminate any conversations*. (The buses often do not run on time, but the classes do. Consider each class a plane you have to catch and don’t expect the pilot, Ken, to wait for late arrivals. If you miss the departure time, you don’t get to fly. The boarding gate—the door to the Weaver—may be locked.)
- At the beginning of each lecture unit, no one is to sit in the back row of the classroom without specific permission.
- Students arriving even one minute late for the beginning of any lecture unit may find the doors locked and should wait for the next lecture session to enter the classroom. If the door is not locked, they are to enter unobtrusively and sit in the last row which has been reserved for the tardy. (If they are returning from a break and their papers are at their original seat, tough luck!)

- *No one is to talk to their neighbour during the lecture unit.* This includes whispering. This rule also applies when a video or audio clip is being played, not just when Ken is shooting his mouth off. The acoustics are such that even a whisper (inaudible to most of the audience) is distracting to those within a certain radius. The exception to this rule of silence is that students may laugh at Ken's jokes. (This they are encouraged to do—and do so loudly.)
- *No cell phones or iPods or computers or video-game toys are to be on during the lecture sessions.* The only exception to this rule is if a student can demonstrate a real need and make a convincing special written request to be exempted. (Those allowed laptop computers will be asked to sit in the front row. Those allowed to leave their cell phones on will be asked to use the vibrator ring and sit near the back of class by the aisle and leave if a call comes in.)
- *Students are not to leave before the end of the lecture session.* The only exceptions are emergencies—or with prior permission (where the student will be asked to plan ahead and sit on the aisle near the back of the classroom). Fear of missing the next bus is *not* a valid reason to stampede out of class before a unit is finished.
- *Students are not permitted to attend a lecture section other than the one for which they registered without prior explicit permission from the instructor.* Class size is the reason for this restriction.

The hypothesis we are working on is that our students are courteous adults who are attending class because they want to attend *to* class and learn something. Past experience supports the correctness of this hypothesis *for most students*. Unfortunately, there are always enough exceptions to create problems. We would very much appreciate it if these 'exceptional' students did *not* attend class. Unpleasant as it is for everyone, any student breaking the rules of decorum listed above will be singled out and asked to leave.

Lecture Unit Topics 1106

- 1-Intro To Course (Sept. 12 & 13)
- 2-Psychology As Science (Sept. 14 & 15)
- 3-Nature Of Science (Sept. 19 & 20)
- 4-Evaluating Science Critically (Sept. 21 & 22)
- 5-Value of Scepticism (Sept. 26 & 27)
- 6-Methods of Science (Sept. 28 & 29)
- 7-Doing Scientific Psychology (Oct. 3 & 4)
- 8-Descriptive Statistics (Oct. 5 & 6)
- **Reading Week – No Classes (Oct. 10-24)**
- 9-Experimental Methods (Oct. 17 & 18)
- Midterm Exam (Oct. 19 & Oct. 20)
- 10-Research Design (Oct. 24 & 25)
- 11-Neuroscience (Oct. 26 & Oct. 27)
- 12-The Brain (Oct. 31 & Nov. 1)
- 13-Brain Imaging (Nov. 2 & Nov. 3)
- 14-Evolutionary Psychology (Nov. 7 & Nov. 8)
- 15-Natural Selection (Nov. 9 & Nov. 10)
- 16-Nature Of Correlation (Nov. 14 & Nov. 15)
- 17-Experimental Inference (Nov. 16 & Nov. 17)
- 18-Sensation & Perception (Nov. 21 & Nov. 22)
- 19-Vision As Example (Nov. 23 & Nov. 24)
- 20-Other Sense Modalities (Nov. 28 & Nov. 29)
- 21-Consciousness (Nov. 30 & Dec. 1)
- 22-Altered Consciousness (Dec. 5 & Dec. 6)
- 23-Learning (Dec. 7 & Dec. 8)

Lecture Unit Topics 1107

- 1-Intro To Course ((Jan. 9 & 10)
- 2-The Persistence Of Memory (Jan. 11 & 12)
- 3-Nature Of Memory (Jan. 16 & 17)
- 4-Remembering And Forgetting (Jan. 18 & 19)
- 5-Language And Thought (Jan. 23 & 24)
- 6-Intelligence (Jan. 25 & 26)
- 7-Motivation (Jan. 30& 31)
- 8-Sexual Motivation (Feb. 1 & 2)
- 9-Emotion (Feb. 6 & 7)
- 10-Developmental Psychology (Feb. 8 & 9)
- 11-Child Cognition (Feb. 13 & 14)
- 12-Commitment (Feb 15 & 16)
- **Reading Week – No Classes (Feb. 20-24)**
- 13-Personality (Feb. 27 & Feb. 28)
- Midterm Exam (Feb. 29 & Mar. 1)
- 14-Measuring Personality (Mar. 5 & 6)
- 15-Defining Mental Disorders (Mar. 7 & 8)
- 16-Causes of Mental Disorders2 (Mar. 12 & 13)
- 17-Therapies (Mar. 14 & 15)
- 18-Facilitated Communication (Mar. 19 & 20)
- 19-Health (Mar. 21 & 22)
- 20-Social Psychology (Mar. 26 & Mar. 27)
- 21-Interpersonal Relationships (Mar. 28 & 29)
- 22-Anti-Social Psychology (Apr. 2 & 3)
- 23-Summing Up (Apr. 4 & 5)

Textbook And Internet Sources

Textbook.

The textbook is *Psychology: Frontiers And Applications (Fourth Canadian Edition)* by Passer, Smith, Atkinson, Mitchell, and Muir. Reading the textbook and knowing the content is entirely the student's responsibility.

The following chapters should have been read and studied in preparation for upcoming lecture units and labs **before** the following dates. *Questions regarding these chapters can appear on quizzes given any time after the indicated date.*

Psyc 1106

Chapter 01: Psychology: The Science of Behaviour – September 17

Chapter 02: Studying Behaviour Scientifically – September 24

Chapter 03: Biological Foundations of Behaviour – October 1

Chapter 04: Genes, Evolution, And Behaviour – October 8

Chapter 05: Sensation And Perception – November 12

Chapter 06: States of Consciousness – November 26

Chapter 07: Learning And Adaptation – December 3

Psyc 1107

Chapter 08: Memory – January 12

Chapter 09: Language And Thinking – January 19

Chapter 10: Intelligence – January 19

Chapter 11: Motivation And Emotion – January 26

Chapter 12: Development Over The Life Span – February 2

Chapter 14: Personality - February 14

Chapter 16: Psychological Disorders – March 2

Chapter 17: Treatment Of Psychological Disorders – March 9

Chapter 15: Stress, Health And Coping – March 16

Chapter 13: Behaviour In A Social Context – March 21

Internet Resources.

For Psyc 1106

Lecture Website: <http://www.nipissingu.ca/faculty/stange/courses/P1106/1106home.html>

Lab Website: <http://www.nipissingu.ca/faculty/stepanh/1106labpage.html>

For Psyc 1007

Lecture Website: <http://www.nipissingu.ca/faculty/stange/courses/P1107/1107home.html>

Lab Website: <http://www.nipissingu.ca/faculty/stepanh/1107labpage.html>

Easy-to-remember route: KenStange.com and follow the links.

Essential course material will be posted on these websites and students are expected to check these course websites for important information weekly.

Labs

General Information Regarding Labs

The lab instructor is Stephanie Hevenor, who is *entirely* responsible for this portion of the course. She is also *entirely* responsible for the term paper, and information regarding that assignment will be supplied during labs.

There will be lab sessions, two hours in length, approximately every other week of the course. A schedule of dates for each of these lab sessions will be distributed during the first lecture and posted on the website for the course. *Students must attend the lab session in which they are registered.* They are not permitted to attend other lab sessions even if the same material is being covered.

The lab component of Introductory Psychology is intended to help the student master material that is difficult to learn in a large lecture setting: i.e., basic research design and elementary statistical analysis. By hands-on experiences doing research and analysing the results, the first-year student has an opportunity to get a real ‘feel’ for what scientific psychology is all about.

Each lab has three major components:

Doing some simple research (after procedural instruction);

Discussion of...

—the research topic

—the research method and appropriate analysis

Analysis of the data resulting from the research.

A ‘handout’ has been prepared for each of the units of the Lab Component. These handouts contain all the relevant material for the unit. (There is no separate textbook for the labs.) Students should purchase a three ring binder in which to keep these handouts and their notes for the lab portion of the course. This will be their lab notebook—which will be useful in preparing for the final exam. In order to receive these handouts, students must go to Print Plus to purchase the Lab Tickets. You will need your tickets for your first lab. These tickets are analogous to a course-pack in that you will have received the components of the package throughout the term.

The labs will be structured as follows

A quiz (four times during the term)

Distribution of handouts for new lab unit

Introduction to new lab unit (warm-up exercises)

New lab work

Explication and discussion of lab

Work-time to do analysis assignment

Submission of assignments

Most of the labs will be “experiments”. Usually students will act as both experimenters and subjects. Being “experimented on” has an ominous ring, but rest assured that none of the

experiments are hazardous to anyone's physical or mental health—or even embarrassing. You will not be subjected to electric shocks or asked personal questions about your sex life or hypnotized and told to take your clothes off and act like a chicken—*unless* you annoy Steph.

Students who miss a lab session should get the handout for that lab and then get the appropriate data from a fellow student and do the assignment. Quizzes not taken because of absence from the scheduled lab for a valid and documented reason can be made up by *immediately* contacting the lab instructor and making arrangements to write the quiz *before they are returned at the beginning of the next lab cycle. If this is not done a grade of zero will be entered for that quiz.*)

More detailed information about the labs and lab policies will be supplied during the first lab session.

Rules of Decorum in Lab

All the rules of decorum, attendance and general behaviour expected in lecture are also expected in lab. A Lab Policies handout will be provided in the first lab, and on the course website. Students should read it, and all the handouts provided in lab. Ignorance of these policies, and all other information contained in the handouts, will not be an acceptable defence for infractions.

Of particular note are the rules regarding tardiness and attendance. A lab schedule is provided which makes clear, if read and used in conjunction with a calendar, the exact dates students are expected to be in class. It also states the dates of quizzes and specific assignments. Questions regarding when and if lab takes place will be met with hostility and sarcasm. You are expected by the time you arrive at university to know how to follow dates and meet deadlines.

Students who arrive late to labs where quizzes are scheduled will find the door to the classroom closed and locked to them. They will *not* be permitted to write the quiz. There are *no exceptions* to this rule. All claims of illness or death must be documented with doctor's notes or death certificates – in fact, any excuse that Steph may deem reasonable must be documented. Again, students should read the Lab Policies handout for guidelines in this matter. Further elaboration of these points will be presented in your first lab.

Specific information as to what is covered in labs and quizzes will be provided at the end of each lab, and on the course website. *Students are expected to monitor the website and their Nipissing University email accounts for announcements and other information deemed important by the course instructors.*

Evaluation

Regarding Grading

The Final Grade is based on the following breakdown

Lab Quizzes = 20%

Lab Assignments = 20%

Term Paper = 10%

Midterm Exam = 15%

Final Exam = 35%

Since students are always returned graded quizzes, assignments and exams, they can calculate their own grade as the course progresses so shouldn't be asking their instructors to do the arithmetic for them. However, at several critical points during the term, grades (coded for anonymity) will be posted on the website, so the student can check for any clerical errors on our part. It is the student's responsibility to contact Stephanie Hevenor *immediately* in the case of official records of performance not matching the student's calculations—and to supply supporting documentation. So, of course, students should *never* discard their graded marked quizzes or assignments until they have received official notification of their final grades for the whole course (Psyc1106 and Psyc1107).

Regarding Quizzes

Some labs will begin with a quiz. Each quiz will consist of ten multiple choice questions that could be on *anything* covered in lecture or lab session prior to the quiz as well as textbook material that should have been read by the time of the quiz. These quizzes are intended as 'wake-up calls' for preparing for exams and are intended to encourage keeping up with the material as it is presented.

Regarding Lab Assignments and the Term Paper

Steph will give *very* specific and strict instructions, rules and deadlines regarding these components of the course in lab. This information will also be posted on the course website.

Regarding Exams

The **Midterm Exam** will consist of 75 multiple-choice questions.

30 questions will deal with lecture content to date

30 questions will deal with textbook content to date

15 questions will deal with lab session content to date

The **Final Exam** will consist of 140 multiple-choice questions.

60 questions will deal with *all* lecture content for the course

55 questions will deal with *all* textbook content for the course

25 questions will deal with *all* lab session content for the course

Midterm Exams must be taken in the lecture section in which the student is registered.

Attending the wrong lecture section to write the exam will result in a zero.

Failure to attend either exam will result in a zero, unless the student has contacted Ken *prior* to the exam and has been given permission to write at a later date because of a serious medical or personal crisis *and* that documentation supporting this excuse is subsequently provided.

Some Information about the exam will be posted on the course website at least one week before the exam. Don't email us asking "What's on the exam?" What is on the exam is the textbook material, lecture material, and lab material covered before the exam. For more details visit the course website.

Contacting and Interacting With Ken and Steph Outside of Class

Many matters do not require a face to face meeting. The course websites are an important resource for basic information and should be the first place you go with questions, especially regarding scheduling of classes, due-dates, etc.

For Psyc 1106

Lecture Website: <http://www.nipissingu.ca/faculty/stange/courses/P1106/1106home.html>

Lab Website: <http://www.nipissingu.ca/faculty/stephanh/1106labpage.html>

For Psyc 1007

Lecture Website: <http://www.nipissingu.ca/faculty/stange/courses/P1107/1107home.html>

Lab Website: <http://www.nipissingu.ca/faculty/stephanh/1107labpage.html>

Easy-to-remember route to course websites: KenStange.com and follow the links.

Also, both Ken and Steph can be reached by email and voicemail, both of which are checked at least once a day during the week. Both Steph and Ken are conscientious about replying promptly, but be sure to enunciate name and *complete* phone number clearly when leaving a voicemail and give correct reply address when sending email.

Ken's voice mail: Ext. 4524

Ken's email: ken@stange.com

Steph's voice mail: Ext 4400

Steph's email: stephanh@nipissingu.ca

Email is preferred over voicemail. Please include the word "psychology" in your email header so it gets filtered to our urgent box.

Students should *not* send frivolous emails asking questions about what they should know and is already posted on the website or announced in class, such as "What did we do in class?" or "When is my next lab?" or "What's on the exam?" or "Can you look up my grade for me?" or "Can I have an extension on my term paper because my goldfish died?" *Such emails will not be responded to—or responded to rudely.*

However, Ken and Steph *welcome* emails asking about the course content, and are happy to answer questions regarding such.

Finally, both Ken and Steph always arrive early for class so can be intercepted at that time. Both will stay after class (whenever possible) to talk to students who need to consult with them. So even students whose schedules do not leave room for a meeting when their regular lab or lecture is scheduled can simply check the other scheduled labs and lectures and catch their slippery instructors then.

Steph will also post special office hours on the website and announce them in lab class. She will also make appointments if students email her requesting such.

Ken will readily agree to an appointment with a student at any mutually convenient time, *if* the student emails him requesting such and briefly explaining the reason for the personal, confidential meeting.

Regarding This Information About This Course

Yes, there *will* be a quiz. You *are* responsible for *all* the information in this “Riot Act”.

This Riot Act has been printed out for you to study, so you have no reason to fail the quiz on it or complain later that you didn’t know the regulations. Any changes to the above rules and regulations will be announced in class and on the course website.