



Introduction to Psychology
Lecture Room F213
Mon/Wed: 2:00 pm - - 3:20 pm - Sections 7-12



Instructor: Dr. Darren Campbell

Email: darrenc@nipissingu.ca

Office Hour: Mon / Wed: 3:30 – 4:00 pm & other times by appointment

Office: H236

Phone: 705-474-3450 Ext 4524

Laboratory Instructor: Rachel Norman

Email: racheln@nipissingu.ca

Office Hours: TBA

Room: A222-D

Phone: 705-474-3450 Ext 4400

Required Text

Passer, Smith, Atkinson, Mitchell, & Muir. (2014). *Psychology: Frontiers and Applications*, 5th Cdn Ed. Toronto, CA: McGraw-Hill Ryerson.

Course Objectives and Content

The purpose of this survey course is to increase your understanding of psychology. PSYC 1106 stresses *biological* and *environmental* explanations of *thoughts, feelings, and actions*.

Lectures will focus on *psychological theories and methods, neuroanatomy and neurophysiology, the senses, classical and operant conditioning, memory, and psychological disorders*.

By the end of the course, you will be able to:

1. identify the key characteristics of the foundational theories of psychology,
2. contrast psychological explanations of human and animal behaviour (broadly defined),
3. recognise the core psychological findings of the reviewed topics, and
4. derive real-world implications of the psychological theories and findings.

Labs offer *small-group* instruction where students develop a concrete understanding of *the scientific method in psychology* through "hands-on" experiences. The labs help you develop *design* and *statistical analysis* skills and refine your *oral and visual presentation skills*.

By the end of the lab portion of the course, you will be able to:

5. demonstrate simple data analysis skills, and
6. present a summary of psychological findings reflecting content comprehension, oral communication skills, understanding of visual presentation techniques, and interactive communication skills.

Evaluation

Online Open-Book Chapter Quizzes	8% (best 6 of 8 chapters, so worth 1.33% each)
Mid-Term Exam 1	16% (including, but not limited to, chapters 1, 2, 3)
Mid-Term Exam 2	16% (including, but not limited to, chapters 4, 5, 7)
Final Exam	30% (including, but not limited to, all 8 chapters)
Lab	30%
Bonus (optional)	3% (Res. Participation, TED write-ups, Presentations)

Letter Grades

"A" – (80-100%) "B" – (70-79%) "C" – (60-69%) "D" – (50-59%) "F" – (0-49%)

For performance descriptions for each letter grade see the Nip. U. link below

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Evaluation-and-Grading-System.aspx>

Note 1: If your final score is 69.7%, you earned a grade of 69% not 70%. You need a 70.0% or higher to earn a 70% or higher.

Note 2: To reward improved learning, if you score substantially higher (+20% or greater) on the final exam than you did on the mean of your two midterms, then I will increase the weighting of the final exam to 40% from 30% and reduce the weighting of each midterm to 11% from 16%.

Online Chapter Quizzes (Total 8%)

For each textbook chapter, you should read and complete a multiple-choice quiz. The quiz will facilitate learning and discourage procrastination. These quizzes are administered online through Blackboard with a specific and limited time-window in which to complete the quiz. Your total quiz score will be based on your best 6 of 8 quiz scores. This means each (counted) chapter quiz will be worth 1.33% of your final mark.

Exams

Exam questions will reflect all textbook material assigned and the information discussed in the lectures and labs, including exercises, assignments, and videos up to the time of the exam.

Midterms 1 & 2 (16% each) ~ 60 - 75 questions including textbook, lecture, & lab content.

Final Exam (30%) ~ 120 - 160 questions on content covered in the course (comprehensive)

Strict university rules exist concerning make-up exams. They are permitted only for medical or serious reasons with appropriate documentation. If you cannot write the make-up exam in a timely manner, you will receive a zero. Make-up exams may differ dramatically from the original.

Grade Monitoring

Keep track of your marks and save your assignments. Your lab instructor and I will post your grades periodically. If your posted grades do not match your own records, contact us immediately. Supply us with the supporting documentation (graded feedback) to get your grades corrected. Keep your records and assignments until you have your official final grade.

Lab (Total 30%)

Rachel will provide you with detailed instructions, rules, and deadlines regarding the lab components of the course. Rachel will post this information on the course (Blackboard) website.

Questions

The syllabi (lecture and lab), handouts, and the Blackboard websites are important resources for basic information, especially scheduling of classes, due-dates, et cetera. Check these sources first.

Communications

For quick Face-to-Face Meetings:

Dr. C.: Before or after lectures

R.N.: Before or after labs (any section)

If you wish a personal, confidential meeting, contact either myself or Rachel to arrange a mutually convenient meeting time.

Email and Voicemail

We are conscientious about replying promptly. Email is preferred. If you use voice mail, make sure to enunciate your name and the complete phone number clearly.

Note: For commonly raised questions, I will post answers on Blackboard rather than provide each person with a detailed response.

Good Emails: asking about the course content or raving about how you love the course :p

Bad Emails: asking questions such as

“What did we do in class?” → check Blackboard postings

“Did I miss anything important in class?” → Yes. Of course!

“When is my next lab?” → check your lab schedule posted on Blackboard

“Can I have an extension on my presentation because my goldfish died?” → No.

Ask Questions!: If you are confused about something, many other students also likely are confused.

Participate: Feel free to offer implications or alternative viewpoints about the ideas presented in class.

Proper and Fair Behaviour

We all prefer a positive classroom environment that supports learning and fair evaluations. Disruptive behaviour, such as talking during lectures, watching videos, or engaging in social media activities, is unacceptable. Together, we will respond to such disruptive behaviour.

Lectures

I have posted the PowerPoint lecture slides on Blackboard. The slides do not include copyright materials. Lectures include select textbook material, important content not in your textbook, and interactive participation. In other words, it is important and useful for you to attend the lectures.

Course Goals

I hope and expect that you will enjoy Psychology. But, just as importantly, I hope and expect that you will develop greater understanding and insight into the complexities of human (and animal) behaviour!

Tentative Lecture Schedule and Important Dates

<u>Date</u>	<u>Readings</u>	<u>Topic</u>	<u>BB Chapter Quiz</u> Go online for dates/times
Sep 7	Syllabus	Admin / Introductions	
Sep 12	<i>Chapter 1</i>	<i>Psychological Perspectives</i>	1
Sep 14		continued	
Sep 19	<i>Chapter 2</i>	<i>Research Measurement & Design</i>	2
<i>Last Day to Register for FA or FW courses</i>			
Sep 21		continued	
Sep 26	<i>Chapter 3</i>	<i>BioPsych</i>	3
Sep 28		continued	
Oct 3		Finish Up	
Oct 5	Midterm 1	Worth 16%	
<i>Oct 10-14</i>	<i>Thanksgiving Day & Study Week</i>		
Oct 17	<i>Chapter 4</i>	<i>Genetics & Evolution</i>	4
Oct 19		Continued	
Oct 24	<i>Chapter 5</i>	<i>Sensation / Perception</i>	5
Oct 26		continued	
Oct 31	<i>Chapter 7</i>	<i>Learning</i>	7
Nov 2		continued	
<i>Nov 5</i>	<i>Last Day to withdraw from FA courses</i>		
Nov 7		Finish Up	
Nov 9	Midterm 2	Worth 16%	
Nov 14	<i>Chapter 8</i>	<i>Memory</i>	8
Nov 16		continued	
Nov 21		continued	
Nov 23	<i>Chapter 16</i>	<i>Psychological Disorders</i>	16
Nov 28		continued	
Nov 30		continued	
Dec 5		Finish Up	
<i>Dec 6-18</i>	<i>Final Examination Period</i>	Final Exam 30%	



Your Final Exam will be given in the final examination period, and you must be available for it.

Extra Marks Options

Three options are available for earning extra/bonus credits (maximum of 3%) in this course. The deadline for participating in Option 1 is on the SONA website. The deadline for Option 2 and Option 3 is **November 30th, 2016**. Below I describe each of these options in detail.

I grade Options 2 and 3. To increase your chances of getting the full credits, follow the instructions carefully and please ask questions if you are unclear about the assignment. If you choose Options 2 and 3, you also may want to complete additional extra credit activities to ensure you get the full 3%. You are free to participate in as many of these options as you like.

Option 1: Participation in research

You may volunteer to participate in research experiments that are being carried out by researchers at Nipissing University who have registered to participate in the SONA system. Each experiment will have details about what it entails and how many credits you will receive for participating. In this class, you can earn up to a maximum of 3% extra credit which will be added to your final grade at the end of the term. **Please note: 1 credit = 1 hour of research credit = 1%. So, 0.5 credits = 0.5 hours of research credit = 0.5%.** Research experiments are accessed via an online system called SONA. **To use this system, you first must enroll yourself as a user.**

To enroll in SONA, go to:

https://nipissingu.sona-systems.com/Default.aspx?ReturnUrl=%2f_

Once there, click "**Request an account here**" located in the lower left-hand corner of the screen just below "**New Participant?**" You will then be prompted to enter some basic information about yourself. You will also be asked to submit an "**xxxxxx@community.nipissingu.ca**" email address. You **MUST** use your Nipissing email address for this. Once completed, you will be sent an email with password.

When you are looking at the full list of experiments that you are eligible for, simply click an experiment, and information will be displayed about the length of the study, what the study entails, and where the study takes place. If you choose to participate **YOU MUST** click on "**view available time slots,**" and **register for a timeslot that fits in your schedule.** You cannot simply show up at a time without having registered for that timeslot.

If you need to cancel the time you have signed up for, you must login to the system and cancel your time as many hours in advance as required by the particular experiment (often it is 24 hours but this time can differ by experiment so make sure to note this information when signing up). Failure to do so will be counted as a "no show." **After two "no shows," your access to the system will be blocked, and you will not be able to participate in any further experiments for the remainder of the semester.**

When you sign up for an experiment you will receive an email confirmation with the date, time, and location of the experiment. It is also a good idea to **write down the date, time, location of the experiment** and the experimenter's name and email address.

Option 2: TED talk(s): Watch and provide a written summary

Write the summary in your own words; do not plagiarize (or copy other people's summaries).

Each summary must be single-spaced with 12-pt font and 2.54 cm margins. Submit a printed version to me on or before the due date.

You may select one or more of the TED talks listed below to view and write a summary of the talk.

In your summary, you must:

- 1) describe the main points of the talk (i.e., the take-home messages),
- 2) identify the theoretical perspective(s) that underlie the talk (e.g., cognitive, behavioural, evolutionary),
- 3) identify the primary outcome / dependent variable(s) and predictor / independent variable(s),
- 4) identify which section of the (whole) textbook reviews the topic covered in the talk.

If the TED talk take-home message is *the same* as that of the textbook information:

- 5a) describe how the TED talk exemplifies (illustrates) the textbook message.

If the TED talk take-home message *differs from* that of the textbook:

5b) describe how it differs. [Are the findings and interpretation complementary or contradictory to that described in the textbook and how so?]

Each summary will be worth either 0.5 or 1% (depending on the length of the video). Check with me if you want to view and describe an alternative TED talk not listed.

1% http://www.ted.com/talks/stuart_firestein_the_pursuit_of_ignorance.html

1% http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy#t-52833

1% http://www.ted.com/talks/miguel_nicolelis_a_monkey_that_controls_a_robot_with_its_thoughts_no_really.html

1% http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory.html

The 1% written summaries must be one full-page in length (single-space, 12-pt font, 2.54cm margins).

0.5% http://www.ted.com/talks/laura_carstensen_older_people_are_happier.html

0.5% http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

The 0.5% written summaries must be a ½ page in length (single-space, 12-pt font, 2.54cm margins).

If, after addressing the five required points, your paper is not long enough (see above), add detail about the TED talk (point 1) or elaborate upon the other issues (points 2 – 5) to meet the written length requirement.

Option 3: PowerPoint Presentation and Verbal or Written Summary**Worth 3%**

Your general task is to construct a small PowerPoint presentation on a psychological topic of interest. You also will need to provide a verbal presentation of the PowerPoint slides to me or submit a 2-page written summary to accompany the PowerPoint presentation.

Tasks:

- 1) You will talk to me about potential topics of interest and get my general approval.
- 2) You will construct a brief outline and simple draft of your proposed PowerPoint presentation. This draft should include a description of the topic, the definition of relevant psychological concepts, and your plan for examining the topic.
- 3) You will email me the outline/draft by **October 26th, 2016**. Soon after, we will meet to review your presentation plan.

For the presentation, you will construct a PowerPoint presentation composed of 10-15 informative and interesting slides that

- a) introduce and describe your topic
- b) comment on two key theories, models, or biological explanations most relevant to this topic
- c) define the key terms and concepts
- d) create and describe three hypothetical studies for investigating your topic: a descriptive study, a correlational study, and an experimental study. You also will explain how each study provides you with unique insights (information) about your topic. [These study descriptions should illustrate your deeper understanding of the topic and the research design issues learned in the course.]

If you choose to present your PowerPoint presentation to me,

- 4a) you will email your PowerPoint presentation and schedule a presentation time no later than **November 23rd, 2016**.

If you choose to submit a two-page written summary with your PowerPoint presentation,

- 4b) you will email me you PowerPoint presentation and the two-page written summary no later than **November 30th, 2016**.

Two-page Written Summary details:

This two-page summary should be in sentence and paragraph format. It should be written in 12-point Times New Roman font, double-spaced, and the pages need to have 2.54 cm (1 inch) borders.

You need a separate title page with the title (you make up to reflect your topic), author (Your Name), date, course name (Introduction to Psychology (PSYC1106), assignment name (Lecture PowerPoint Assignment).