



## Introduction to Psychology

Lecture Room B200

Tues/Thurs: 3:30 pm - - 4:50 pm - Sections 7-11

Wed/Fri: 12:30 pm - - 1:50 pm - Sections 1-6



**Instructor:** Dr. Darren Campbell

**Email:** [darrenc@nipissingu.ca](mailto:darrenc@nipissingu.ca)

**Office Times:** Tues: 2:30 - 3:15 pm; Wed: 2 - 2:30 pm; other times by appointment

**Office:** H236

**Phone:** 705-474-3450 Ext 4524

**Laboratory Instructor:** Rachel Norman

**Email:** [racheln@nipissingu.ca](mailto:racheln@nipissingu.ca)

**Office Times:** Mon: 2:00 - 3:30 pm; Tues: 12:30 - 2:00 pm

**Room:** A222-D

**Phone:** 705-474-3450 Ext 4400

### Textbook

Passer, M. W., Smith, R. E., Atkinson, M. L., & Mitchell, J. B. (2017). *Psychology: Frontiers and Applications* (6th Canadian Ed.), Toronto, CA: McGraw-Hill Ryerson. – see Blackboard posting for alternative textbook versions

### 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 human/animal *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 in which 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 psychological findings to demonstrate your content comprehension, understanding of visual presentation techniques, and oral communication skills.

### Evaluation

Online Chapter Assignments (2 versions)	8% (Option descriptions below)
Midterm Exam 1	16% (including, but not limited to, chapters 1, 2, 3)
Midterm Exam 2	16% (including, but not limited to, chapters 4, 5, 7)
Final Exam	30% (all course content)
Lab	30% (see Lab Syllabus for details)
<u>Total</u>	/100%

Bonus (optional)

3% (Research Part., TED write-ups, Individual Topic)

**Online Chapter Assignments** (8%)

Version 1. With the sixth-edition textbook Connect software, you will need to complete 8 online chapter-review assignments. For each chapter assignment you complete, you will earn 1%.

Version 2. If you do not have access to the Connect software, you will need to complete 6 of the 8 online chapter quizzes. If you complete more than 6 quizzes, your score will be based on your best 6 scores.

These assignments/quizzes aim to facilitate *learning* and discourage *procrastination*. In class, we will provide detailed instructions for each of these options.

**Exams**

Exam questions (primarily multiple-choice) will reflect all textbook material assigned, posted lectures, and the information discussed in the lectures and labs. This also includes exercises, assignments, and videos.

**Midterms 1 & 2** (16% each) based on all content covered for the given exam

**Final Exam** (30%) based on all content covered throughout the course (comprehensive)

To reward improved learning, if you score 20% or higher on your final exam than you did on the mean of your two midterms, then I will increase the weighting of the final exam to 42% from 30% and decrease the weighting of each midterm to 10% from 16%.

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

**Lab** (Total 30%)

The lab syllabus will provide you with a detailed break-down of the lab grading system and the instructions, rules, and deadlines regarding the lab components of the course.

**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.

**Questions**

The syllabi, handouts, and Blackboard (BB) links are important resources for information, such as scheduling of classes, due-dates, lecture and lab resources, chapter quizzes, and lab assignments. We love to hear from you, but please check the course syllabus and BB for basic information. We prefer to save our email time for unique communication with you. For common questions, Rachel/I will post answers on BB.

**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 meeting, contact Dr. C. or R.N. to arrange a mutually convenient meeting time.

**Email and Voicemail**

Email is preferred and more effective than voicemail. If you use voice mail, make sure to speak clearly.

*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

**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.

### **Fair Behaviour and Respect for Others**

We all prefer a positive classroom environment that supports learning and fair evaluations. Disruptive behaviour, such as talking during lectures, watching videos, and engaging in social media activities is unacceptable. Together, we will respond to such disruptive behaviour. See the Academic Calendar, particularly the Policy on Academic Dishonesty and Code of Student Rights and Responsibilities.

### **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, attending the lectures is important and useful for your success in the course.

### **Intellectual Property**

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Recording lectures in any way is prohibited unless express written consent has been granted by the instructor. Posting, providing, sharing or selling unauthorized audio, video, or textual material violates an instructor’s intellectual property rights, the Canadian Copyright Act, and may violate the rights and privacy of others in the classroom. Failure to follow these instructions is in contravention of the university’s Code of Student Rights and Responsibilities. Participation in this course constitutes an agreement by all parties to respect the intellectual property and privacy of others during and after their association with Nipissing University.

### **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 Start / Stop Dates Go online for Times</u>
Sep 5/6	Syllabus	Admin / Introductions	
Sep 7/8	<i>Chapter 1</i>	<i>Psychological Perspectives</i>	1, Sep 3 - Sep 15
Sep 12/13		continued	
Sep 14/15	<i>Chapter 2</i>	<i>Research Measurement &amp; Design</i>	2, Sep 10 - Sep 22
Sep 19/20		continued	
Sep 21/22	<i>Chapter 3</i>	<i>BioPsych</i>	3, Sep 17 – Sep 29
Sep 26/27		continued	
Sep 28/29		Finish Up	
<b>Oct 3/4</b>	<b>Midterm 1</b>	<b>Worth 16%</b>	
Oct 5/6	<i>Chapter 4</i>	<i>Genetics &amp; Evolution</i>	4, Oct 5 – Oct 20
Oct 9-13	<b><i>Thanksgiving Day &amp; Study Week</i></b>		
Oct 17/18		Continued	
Oct 19/20	<i>Chapter 5</i>	<i>Sensation / Perception</i>	5, Oct 15 – Oct 27
Oct 24/25		continued	
Oct 26/27	<i>Chapter 7</i>	<i>Learning</i>	7, Oct 22 - Nov 3
Oct 31/Nov 1		continued	
Nov 2/3		Finish Up	
Nov 3	<b><i>Last Day to withdraw from FA courses</i></b>		
<b>Nov 7/8</b>	<b>Midterm 2</b>	<b>Worth 16%</b>	
Nov 9/10	<i>Chapter 8</i>	<i>Memory</i>	8, Nov 9 - Nov 18
Nov 14/15		continued	
Nov 16/17		continued	
Nov 21/22	<i>Chapter 16</i>	<i>Psychological Disorders</i>	16, Nov 19 - Dec 1
Nov 23/24		continued	
Nov 28/29		continued	
Nov 30/Dec 1		Finish Up	
Dec 5-17	<i>Final Examination Period</i>	<b>Final Exam 30%</b>	



**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 **December 1<sup>st</sup>, 2017**. 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 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**

Indicate the title of the talk, presenter, and online link to the talk. Write the summary in your own words; do not plagiarize (or copy other people's summaries).

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

You may select one or more TED talk on a psychological topic in which you can address each of the assignment components listed below.

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 is worth either 0.5% or 1% (depending on the length of the video).

The 1% written summary must be one full-page in length (single-space, 12-pt font, 2.54cm margins) and based on a TED talk 20 minutes or longer in duration.

The 0.5% written summary must be a ½ page in length (single-space, 12-pt font, 2.54cm margins) and based on a TED talk less than 20 minutes in duration.

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 and present a brief presentation on a psychological topic of interest to you. You will need to email me the slides and then give the oral presentation to me. If you do not want to perform an oral presentation, you can submit a 2-page written summary to accompany your presentation.

**Specific Tasks and Dates:**

- 1) Seek and receive my general approval for the presentation topic by **October 27<sup>th</sup>, 2017**.
- 2) Construct and email me a brief outline of the planned presentation by **November 17<sup>th</sup>, 2017**. This outline should include a description of the general question / topic of interest, identification and definition of the key concepts, and the method you intend to use to investigate your topic.
- 3) Present your presentation to me or submit your two-page written summary no later than **December 1<sup>st</sup>, 2017**.

**Presentation Details:**

You will construct a presentation (PowerPoint or parallel software) 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, and
- d) identify and describe study results which suggest answers or insight into your research topic.

**Two-page written summary details:**

This two-page summary should be in sentence and paragraph format. The paper should be written in 12-point Times New Roman font, double-spaced, with 2.54 cm margins. You need a separate title page with the title, author, date, course name (Introduction to Psychology - PSYC1107), assignment name (Special Psychology Topic Presentation), and professor name (Dr. Darren Campbell).