

# INTRODUCTION TO PSYCHOLOGY - PSYC 1107 - Winter 2014

## Weaver Lecture Hall – B200

Mon/Wed: 3:30 - 4:50 pm - Sections 1 - 6

Tues/Thurs: 2:00 - 3:20pm - Sections 7 - 12

**Instructor:** Dr. Darren Campbell

**E-mail:** [darrenc@nipissingu.ca](mailto:darrenc@nipissingu.ca)

**Office Hour:** Mon/Wed: 2:30 - 3:00 pm      Tues/Thurs: 3:30 - 4:00 pm      Other Meeting Times by Apt.

**Office:** H236

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

**Laboratory Instructor:** Stephanie Hevenor

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

**Office Hour:** To be announced in the Labs & Other times available by Apt.

**Room:** A222

**Voice Mail:** 705-474-3450 Ext 4400

### Required Text & Clicker

Passer, Smith, Atkinson, Mitchell, & Muir. (2011). *Psychology*, 4th Cdn Ed. USA: McGraw-Hill Ryerson.  
Turning Technology clicker Bundled with *The Psychology of Studying*

### Course Objectives and Content

The purpose of this survey course is to increase your understanding of psychology. The course stresses *intelligence and testing, motivation, emotion, personality, developmental psychology, social psychology, psychological disorders, and psychological treatments.*

**Lectures** will focus on topics such as *language, intelligence, motivation, developmental change, attributions/conformity, trait theories, stress, and psychopathology.*

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

1. identify the key characteristics of the foundational theories of psychology.
2. distinguish among contrasting psychological explanations of human and animal behaviour.
3. derive concrete implications and real-world applications of psychological theories and findings.
4. recognise core findings in Psychology with emphasis on cognition, emotion, development, personality, social influences, stress and coping, and psychopathology.

**Labs.** The laboratory offers *small-group instruction* where students develop a concrete understanding of *the scientific method in psychology* through "hands-on" experiences. The labs also allow you to refine your *writing skills* on select psychology topics. Early labs focus on *design and statistical analysis.*

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

5. demonstrate simple data analysis skills.
6. prepare a written summary of psychological findings reflecting literature search skills, organizational adherence (APA style), and comprehension of empirical studies.

### Evaluation

Lecture Participation	10% (weighted: 6% participation + 4% for accuracy)
Mid-Term Exam 1	15% (multiple choice)
Mid-Term Exam 2	15% (multiple choice)
Final Exam	30% (multiple choice)
Lab Assignments	16% (4 assignments @ 4% each)
Lab References Page	2%
Lab Term Paper Outline	2%
Lab Term Paper	10%

## **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: Typical rounding will be used for the decimals of percentage grades. If the decimal is .5 or more, it will be rounded up; if it .49 or less it will be rounded down. For example, a final score of 69.5% would be rounded up to 70%, but a score of 69.3% would be rounded down to 69%.

## **Grade Monitoring**

Keep track of your marks and save your assignments. At select points during the term, grades (coded for anonymity) will be posted on the course website. If the posted grades do not match your own records, contact us immediately. For lab grades, supply Stephanie with supporting documentation (graded feedback). It is wise to keep your records and assignments until you have your official final grade. Be wise!

## **Lecture Participation** (10%)

Throughout the lectures, you will use your clickers to answer class questions. These question-answer activities serve several functions. They 1) give you sample test items, 2) show you how course material is converted into multiple-choice questions, 3) demonstrate how to analyse test questions, 4) provide a brief and focused review of the material just covered, 5) give me immediate feedback on your understanding of the material, and 6) tell me if you are alert and engaged. You also will be asked to complete other in-class assignments occasionally which form part of your participation mark. Your mark out of 10 will be based on 60% participation completion and 40% accurate completion.

## **Midterms and Final Exam**

Exam questions will reflect all information discussed in the lecture and lab including classroom exercises, videos, and textbook material up to the time of the exam (unless otherwise stated).

### **Midterm Exams 1 & 2** (15% each) ~55 multiple-choice questions

~25 questions will relate to new lecture content to date

~20 questions will relate to new textbook content to date

~10 questions will relate to all lab session content to date

The 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.

### **Final Exam** (30%) ~ 140 multiple-choice questions

~60 questions will relate to lecture content for the whole course

~50 questions will relate to textbook content for the whole course

~20 questions will relate to lab session content for the whole course

Make-up exams ONLY will be permitted for medical or compassionate reasons with appropriate documentation. Make-up exam format will differ from the original (e.g., fill-in the blank, short-answer, etc.). If you cannot write the make-up exam in a timely manner, you will receive a zero.

## **Lab**

Stephanie will give detailed instructions, rules, and deadlines regarding the lab components of the course. This information will also be posted on the course website.

## **Questions and Communications**

This syllabus, handouts, and 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.

### **Face-to-Face**

For quick meetings:

For DC: Before or After lectures (any section)

For SH: Before or After labs (any section)

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

### **Email and Voicemail**

Stephanie and I each check at least once a day during the week. 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: There are over 300 students in Introduction to Psychology this year! So, I may post answers on Blackboard rather than provide you with detailed response to a commonly asked question.

It *really is true* that if you are confused about something or have a question so will many other students. So, ask in class or email me.

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

Bad Emails: asking unnecessary questions

For unnecessary questions (see below), imagine the time it takes to read 50 to 75 emails. The time taken to respond simply takes away from my time to answer legitimate questions. So, I may not respond.

Examples of Bad emails:

“What did we do in class?” – check blackboard powerpoint postings

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

“When is my next lab?” – check your lab syllabus or blackboard

“What’s on the exam?” – check the syllabus

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

## **Proper and Fair Behaviour**

We all prefer a positive classroom environment that supports learning and fair evaluations. Disruptive behavior, such as talking during lectures, watching videos, and facebooking, is unacceptable. Together, we will determine the response to such disruptive behaviour.

The Lab Syllabus provides very explicit “Rules of Decorum.” I support them fully.

**Tentative Class Schedule and Important Dates**

<u>Date</u>	<u>Readings</u>	<u>Topic</u>	<u>Lecture</u>
Jan 6/7		Admin/ Intros	1
Jan 8/9	Chapter 9	Language/Thinking	2
Jan 13/14		continued	3
Jan 15/16	Chapter 10	Intelligence	4
Jan 17	<i>Last Day to Register for WI courses</i>		
Jan 20/21		continued	5
Jan 22/23	Chapter 11	Motivation / Emotion	6
Jan 27/28		continued	7
Jan 29/30	<b>Midterm 1</b>	<b>Worth 15%</b>	8
Feb 3/4	Chapter 12	Developmental	9
Feb 5/6		continued	10
Feb 10/11	Chapter 13	Social Psychology	11
Feb 12/13		continued	12
Feb 17-21	<i>Family Day &amp; Study Week</i>		
Feb 24/25		continued	13
Feb 26/27	Chapter 14	Personality	14
Mar 3/4		continued	15
Mar 5/6	<b>Midterm 2</b>	<b>Worth 15%</b>	16
Mar 7	<i>Last Day to withdraw from WI courses</i>		
Mar 10/11	Chapter 15	Stress / Health / Coping	17
Mar 12/13		continued	18
Mar 17/18	Chapter 16	Psychological Disorders	19
Mar 19/20		continued	20
Mar 24/25		continued	21
Mar 26/27	Chapter 17	Psychological Treatments	22
Mar 31/ Apr 1		continued	23
Apr 2/3		Finish Up / Summary	24
Apr 7--	<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.**

**Lectures**

Powerpoint slides of the lectures will be posted on the course website. These will 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.

**My Goal:** I hope and expect that you will enjoy Psychology, but most importantly demonstrate understanding and insight into the complexities of human (and animal) behaviour.

## Extra Credit Options

There is an opportunity to earn extra credit (maximum of 3%) in this course. Extra credit will be added to your final grade. All Option 1 extra credit must be completed on or before **Friday, April 4<sup>th</sup>, 2014**. All Option 2 extra credit assignments must be completed on or before **March 31<sup>st</sup>, 2014**. There are two ways to earn extra credit (see below). You can use a combination of both options, but you can earn **no more than 3% extra credit**.

### Option 1: Participation in research

You may volunteer to participate in research experiments that are being carried out by members of the Department of Psychology at Nipissing University. Each experiment will have details about what it entails, along with 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. **Please note: 1 credit = 1 hour of research credit = 1%. So, 0.5 credits = 0.5 hours of research credit = 0.5%.** Research experiments can be accessed via an online system called SONA. To use this system, you must enroll yourself as a user. Go to:

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

and 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: View TED talks and write a 1-page summary (single-space, 12-pt font)**

You may select one or more of the TED talks below to view and write a 1-page 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 textbook reviews the topic covered in the talk, and
- 5a) If the TED talk take-home message is the same as that of the textbook information, describe how the TED talk exemplifies (illustrates) the textbook message.
- 5b) If the TED talk take-home message differs from that of the textbook, 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 0.5 or 1% (depending on the length of the video). The score will be added to your final grade.

[http://www.ted.com/talks/elizabeth\\_loftus\\_the\\_fiction\\_of\\_memory.html](http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory.html) 1%

[http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are.html](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html) 1%

[http://www.ted.com/talks/alison\\_gopnik\\_what\\_do\\_babies\\_think.html](http://www.ted.com/talks/alison_gopnik_what_do_babies_think.html) 1%

[http://www.ted.com/talks/stuart\\_firestein\\_the\\_pursuit\\_of\\_ignorance.html](http://www.ted.com/talks/stuart_firestein_the_pursuit_of_ignorance.html) 1%

[http://www.ted.com/talks/frans\\_de\\_waal\\_do\\_animals\\_have\\_morals.html](http://www.ted.com/talks/frans_de_waal_do_animals_have_morals.html) 1%

[http://www.ted.com/talks/tali\\_sharot\\_the\\_optimism\\_bias.html](http://www.ted.com/talks/tali_sharot_the_optimism_bias.html) 1%

[http://www.ted.com/talks/miguel\\_nicolelis\\_a\\_monkey\\_that\\_controls\\_a\\_robot\\_with\\_its\\_thoughts\\_no\\_really.html](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/laura\\_carstensen\\_older\\_people\\_are\\_happier.html](http://www.ted.com/talks/laura_carstensen_older_people_are_happier.html) 0.5%

[http://www.ted.com/talks/ron\\_gutman\\_the\\_hidden\\_power\\_of\\_smiling.html](http://www.ted.com/talks/ron_gutman_the_hidden_power_of_smiling.html) 0.5%

[http://www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit.html](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html) 0.5%