

## Introduction to Psychology - PSYC 1107 Winter 2013 Weaver Lecture Hall – B200

**Instructor:** Dr. Darren Campbell  
**E-mail:** [darrenc@nipissingu.ca](mailto:darrenc@nipissingu.ca)

**Office:** H236  
**Phone:** 705-474-3450 Ext 4524

**Laboratory Instructor:** Stephanie Hevenor  
**Email:** [stephanh@nipissingu.ca](mailto:stephanh@nipissingu.ca)

**Office:** A222  
**Voice Mail:** Ext 4400

\* Details about questions and contacting us are below.

### **Required Text**

Passer, Smith, Atkinson, Mitchell, & Muir. (2011). *Psychology*, 4th Canadian Edition. USA: McGraw-Hill Ryerson.

### **Course Objectives and Content**

The purpose of this survey course is to increase your understanding of psychology. The course stresses *scientific, biological, and environmental explanations of human and animal behaviour*. We will review areas such as *developmental psychology, personality, intelligence and testing, social psychology, psychological disorders, and treatment of psychological disorders*.

**Lectures** will focus on topics such as *language, intelligence, motivation, developmental changes, attributions/conformity/interpersonal judgements, trait and social cognitive 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 based on psychological theories and findings.
4. select and compare the fundamental scientific approaches that underlie the field of psychology.
5. recognise core findings in Psychology with emphasis on cognition, emotion, development, personality, social influences, stress and coping, and psychopathology.

**The laboratory** portion of the course offers *small-group instruction* and students develop a concrete understanding of *the scientific method in psychology* through "hands-on" experiences. *Each lab unit focuses on one fundamental area of research design or elementary statistical analysis*.

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

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

### **Evaluation**

Open-Book Online Chapter Quizzes (3)	3%
Lecture Group Assignments	6%
Lecture in-class participation exercises	1%
Lab Quizzes	10%
Lab Paper	10%
Lab Assignments	20%
Mid-Term Exam	20%
Final Exam	30%

## **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 69.4% would be rounded down to 69%.

## **Grade Monitoring**

Since your quiz, assignment and exam marks are available throughout the course, you can calculate your own grade as the course progresses. But, at several critical points during the term, grades (coded for anonymity) will be posted on the website and you can check for any clerical errors on our part. If the posted grades do not match your calculations, re-check your own. If a discrepancy still exists, it is your responsibility to contact Stephanie Hevenor immediately and supply her with the documentation (graded feedback) that supports your calculation. This implies that you should keep your graded quizzes or assignments until you have received your official final grade.

## **Chapter Quizzes** (3%)

There will be three multiple-choice online chapter quizzes each worth 1%. These are open-book quizzes based on the material covered in a specified chapter. The quizzes will be administered online through Blackboard. Detailed quiz feedback will be available after all students in both course sections have completed the quiz.

Half of the quiz items will reflect detailed factual chapter information, and the other half of the items will reflect exam style questions which are general findings, applied thinking, or compare and contrast questions. You will have a two-day window in which you can read, think about the chapter questions, and complete the quiz (see the schedule below for the specific chapters and dates).

## **Lecture Assignments** (6%)

During the lectures, you will work in groups of 4-6 on assignments worth 1-2% each. These assignments aim to facilitate and assess active forms of learning.

**Lecture Exercise Participation** (1%): You also will work on in-class exercises individually or in groups. You will get 1% for participation proportionate to the number completed. You will have 1 free miss.

## **Lab Quizzes** (10% per term)

Four lab sessions will begin with a quiz worth 2% of your course grade. Each quiz will consist of ten multiple-choice questions. Test items 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 illustrate the need for proper exam preparation ('wake-up calls') and aim to encourage you to keep up with the material.

## **Lab Assignments** (20% total) and **Lab Term Paper** (10%)

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

## **Midterm** (20%) and **Final Exam** (30%)

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

**Midterm Exam (20%) - multiple-choice questions**

40% of the questions will relate to lecture content to date

40% of the questions will relate to textbook content to date

20% of the questions will relate to lab session content to date

The Midterm Exam 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%) - multiple-choice questions**

40% of the questions will relate to lecture content for the whole course

40% of the questions will relate to textbook content for the whole course

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

Make-up exams will ONLY be permitted for medical or compassionate reasons provided the appropriate documentation is supplied. The format of a make-up exam will be different than 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 for the missed exam.

**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.**

I (Dr. Campbell) will be available after lectures or at a mutually convenient time. You need to email, or discuss in-person with me, the reason for the personal meeting.

Stephanie will post special office hours on the website and announce them in lab class. She also will make appointments at a mutually convenient time.

**Email and Voicemail.** We are conscientious about replying promptly. Email is preferred (along with the correct reply address). If you use voice mail, make sure to enunciate your name and complete phone number clearly.

*Good Emails:* asking about the course content

*Bad Emails:* “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?” “Did I miss anything important in class?”

**Proper and Fair Behaviour**

I am confident that we all prefer a positive classroom environment that supports learning and fair testing evaluations. Any disruptive behaviour is unacceptable and you will be singled out and asked to leave if you interfere with the learning environment.

Stephanie’s Lab Syllabus provides very explicit and similar “Rules of Decorum.” I support them fully.

PSYC 1107 Chapter and Lecture Schedule (Mon-Wed class / Tues-Thurs class)

**Tentative Class Schedule and Important Dates**

<u>Date</u>	<u>Readings</u>	<u>Topic</u>
Jan 7/8		Admin & General
Jan 9/10	Chapter 9	Thinking
Jan 14/15		continued
Jan 16/17	Chapter 10	Intelligence
Jan 20	<i>Last Day to Register for WI courses</i>	
Jan 21/22		continued
Jan 23/24	Chapter 11	Motivation & Emotion
Jan 28/29		continued (Ch 11 Quiz #1 Due 2 Hours before Class)
Jan 30/31		continued
Feb 4/5	Chapter 12	Development
Feb 6/7		continued
Feb 11/12	Chapter 13	Social Psychology
Feb 13/14		continued
Feb 18-22	<i>Family Day &amp; Study Week</i>	
Feb 25/26	Feb 26- <b>Room F213</b>	continued
<b>Feb 27/28</b>	<b>Midterm Exam</b>	
Mar 4/5	Chapter 14	Personality
Mar 6/7		continued
Mar 10	<i>Last Day to withdraw from WI courses</i>	
Mar 11/12		continued
Mar 13/14	Chapter 15	Health Psychology
Mar 18/19		continued (Ch 15 Online Quiz 2 Due)
Mar 20/21	Chapter 16	Psychological Disorders
Mar 25/26		continued
Mar 27/28		continued
April 1	<i>Easter Monday Holiday</i>	
Apr 2/3	Chapter 17	Psychological Treatments (Ch 17 Quiz 3 Due)
Apr 4/8		continued
Apr 10-27	<i>Final Examination Period</i>	

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

\* Lab quizzes can include any material presented in the lectures, labs, or text prior to the quiz date.

**Lectures**

Powerpoint slides of the lectures will be posted on the course website **at the end** of the **lecture week** (Friday). These will not include copyright materials and may not include the interactive exercises, the audio or video clips, or in-class group assignments. Lectures include select textbook material and important ideas and findings not in your textbook. In other words, it is important and useful for you to attend the lectures.

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