

## Introduction to Psychology - PSYC 1106 - Fall 2013

Weaver Lecture Hall – B200

Mon/Wed: 3:30 - 4:50 pm - Sections 1- 6, 13

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

**Instructor:** Dr. Darren Campbell

**Office:** H236

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

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

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

**Laboratory Instructor:** Stephanie Hevenor

**Room:** A222

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

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

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

### 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 *scientific, biological, and environmental explanations of human and animal behaviour*.

**Lectures** will focus on topics such as *psychological theories and methods, neuroanatomy and neurophysiology, the senses, sleep and dreaming, classical and operant conditioning, and memory*.

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 Psychology findings on biology, perception, consciousness, learning, and memory.

**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 *oral and visual presentation skills*. Early labs focus on *design and statistical analysis*. Later labs focus on student *presentations* on select psychology topics.

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

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

<u>Evaluation</u>		
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		12% (3 assignments @ 4% each)
Lab Presentation		10% (marked out of 40)
Lab Presentation Peer Reviews		6% (12 at 0.5% each)
Article Find		2% (literature search & APA format)

## 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. Your mark out of 10 will be based on a weighting of the number of items answered (6 of the 10%) and the number you answer correctly (4 of the 10%). For example, if you answered 80 of the 100 questions posed over the term (0.8) and half of them were answered correctly (0.5), your score would be 6.8 ( $= 6*0.8 + 4*0.5$ ) out of 10.

## 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%) ~ 130 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>
Sep 9/10		Admin/ Intros/ What is Psychology?	1
Sep 11/12	Chapter 1	Psychological Perspectives	2
Sep 16/17	Chapters 1 / 2	continued / Research Measurement	3
Sep 18/19	Chapter 2	Research Measurement & Design	4
Sep 20	<i>Last Day to Register for FA or FW courses</i>		
Sep 23/24	Chapters 2 / 3	continued / BioPsych	5
Sep 25/26	Chapter 3	BioPsych	6
Sep 30/Oct 1	Chapters 3 / 4	continued / Genetics & Evolution	7
Oct 2/3	Chapter 4	Genetics & Evolution	8
Oct 7/8		Finish Up / Review	9
Oct 9/10	<b>Midterm 1</b>	<b>Worth 15%</b>	10
Oct 14-18	<i>Thanksgiving Day &amp; Study Week</i>		
Oct 21/22	Chapter 5	Sensation / Perception	11
Oct 23/24		continued	12
Oct 28/29		continued	13
Oct 30/31	Chapter 6	Consciousness	14
Nov 4/5		continued	15
Nov 6/7	Chapter 7	Learning	16
Nov 8	<i>Last Day to withdraw from FA courses</i>		
Nov 11/12		continued	17
Nov 13/14	<b>Midterm 2</b>	<b>Worth 15%</b>	18
Nov 18/19	Chapter 7	continued	19
Nov 20/21		continued	20
Nov 25/26	Chapter 8	Memory	21
Nov 27/28		continued	22
Dec 2/3		continued	23
Dec 4/5		Finish Up / Summary	24
Dec 9-21	<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.