

**Introduction to Psychology - PSYC 1106 Fall 2012**  
**Weaver Lecture Hall – B200**

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\* 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 *the history of psychology, the scientific method, and psychoanalytic, behaviouristic, humanistic, cognitive, and biological psychological perspectives*.

**Lectures** will focus on topics such as *psychological methods, neuroanatomy and neurophysiology, the senses, motivation and emotion, sleep and dreaming, consciousness, 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 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 biological influences, perception, consciousness, and cognition.

**Labs**

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 (3, in-class)	3%
Lab Quizzes	10%
Lab Paper	10%
Lab Assignments	20%
Mid-Term Exam	20%
Final Exam	34%

## **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**

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. The program will give you a quiz score immediately.

Half of the quiz items (5) will reflect detailed factual chapter information strongly encouraging you to read the chapter. The other half of the items (5) will represent the types of questions to be found on your midterm and final exams. The latter items will reflect general findings, applied questions, and inferential 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 specific dates).

## **Lecture Assignments (3%)**

During the lectures, you will work in groups of 4 on assignments worth 1% each. These assignments reflect the application of theories and findings presented in class and the textbook.

These assignments aim to encourage active and advanced forms of learning. You also will work on in-class exercises individually and in groups for your learning benefit, but not for marks.

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

Four lab sessions will begin with a quiz worth 2% of your course grade. (When? It's a surprise.) 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 as it is presented.

## **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 will also be posted on the course website.

## **Midterm and Final Exam**

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%) - 65 multiple-choice questions**

25 questions will relate to lecture content to date

25 questions will relate to textbook content to date

15 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 (34%) - 135 multiple-choice questions**

55 questions will relate to lecture content for the whole course

55 questions will relate to textbook content for the whole course

25 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**

Before or After lectures or labs (any section)

I (Dr. Campbell) will readily agree to an appointment with a student at any mutually convenient time, if you email me requesting such and briefly explaining the reason for the personal, confidential meeting.

Stephanie will post special office hours on the website and announce them in lab class. She also will make appointments if students email her requesting such.

**Email and Voicemail**

Steph and I each check at least once a day during the week. 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 (To Be Ignored or Responded to Dismissively): “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. We will review typical example behaviours to highlight good versus bad choices, and these will be posted on the course website.

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

## PSYC 1106 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>
Sep 10/11		Admin/ Intros/ What is Psychology?
Sep 12/13	Chapter 1	Psychological Perspectives
Sep 17/18		Science & Psychological Research
Sep 19/20	Chapter 2	Research Evaluation
Sep 23	<i>Last Day to Register for FA or FW courses</i>	
Sep 24/25		Basic Psychological Methods
Sep 26/27		Descriptive Statistics
Oct 1/2	Chapter 3	Neuroscience (Ch 3 Quiz #1 Due 2 Hours before Class)
Oct 3/4		Gross Brain Structure and Function
Oct 8-12	<i>Thanksgiving Day &amp; Study Week</i>	
Oct 15/16	Chapter 4	Genetics & Evolution
Oct 17/18		continued
<b>Oct 22/23</b>	<b>Midterm Exam</b>	
Oct 24/25		Experimental Methods
Oct 29/30	Chapter 5	Sensation and Perception (Ch 5 Online Quiz 2 Due)
Oct 31/Nov 1		continued
Nov 5/6	Chapter 6	Consciousness
Nov 7/8		continued
Nov 11	<i>Last Day to withdraw from FA courses</i>	
Nov 12/13		Methods: Correlation
Nov 14/15	Chapter 7	Learning (Ch 7 Online Quiz 3 Due) + Research Design
Nov 19/20		continued
Nov 21/22		continued
Nov 26/27		Memory
Nov 28/29	Chapter 8	continued
Dec 3/4		continued
Dec 5/6		continued
Dec 10-21	<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, 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.