

PSYC*1000-04, Course Outline: Fall 2016

General Information

Course Title: Introduction to Psychology

Course Description:

This is an introduction to the content and methods of psychology. It will cover the major areas such as neuroscience, sensation and perception, learning, motivation, cognition, development, personality, social psychology, and psychopathology and its treatment.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2016

Class Schedule and Location: Tuesdays & Thursdays 1:00-2:20 in WMEM 103.

Instructor Information

Instructor Name: Dan Meegan

Instructor Email: dmeegan@uoguelph.ca

Office location and office hours: Tuesdays 3:00-4:30 in room 3018 of the Mackinnon Extension

GTA Information

GTA Name: Samantha Ayoub; Marieka DeVuono

GTA Email: ayoubs@uoguelph.ca; mdevuono@uoguelph.ca

GTA office location and office hours: n/a

Course Content

Specific Learning Outcomes:

There are four central intended learning outcomes for this course. Upon successful completion of this course, students should be able to do the following.

Depth and Breadth of Understanding: Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary boundaries.

1. Identify and understand basic concepts from core areas of psychology, including:
 - a. Identify key historical events the of field of psychology
 - b. Identify the elements and understand the of the scientific approach in psychology
 - c. Identify and delineate the key neuroscience concepts tied to psychology
 - d. Identify and delineate the key concepts child psychological development
 - e. Identify and delineate the key concepts of human sensation and perception
 - f. Identify and delineate the key concepts of classical and operant learning
 - g. Identify and delineate the key concepts relevant to understanding encoding and retrieval of memories

- h. Identify and delineate the key concepts of human cognition
- i. Identify and delineate the key concepts of socio-cognitive approaches to personality
- j. Identify and delineate the key concepts of social psychology
- k. Identify and delineate the key concept relevant to understanding psychological disorders and treatments

Integrative Communication: A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum.

2. *Relate psychological concepts to one's personal experiences and interests to aid in the learning process*

Personal Organization / Time Management: An ability to manage several tasks at once and prioritize

3. *Recognize the importance of planning for completion of many tasks*

4. *Prioritize and complete important or urgent tasks*

There are also two secondary intended learning outcomes.

Methodological Literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science

5. *Recognize and describe basic research methodologies commonly used in psychology (e.g., random assignment, correlational).*

Sense of Historical Development: Understanding of psychology in a modern society; its limitations and developments

6. *Describe some of the influence of historical context on psychological knowledge development*

The intended learning outcomes are taught via the required readings and the lecture content. The intended learning outcomes are assessed by weekly quizzes done on the course website, a midterm exam and a final exam. These allow assessing the outcomes by the specific content of the questions as well as by the preparation process to perform well on these tasks (e.g., studying large amount of material as covered in this course requires students to prioritize their tasks). The table below shows a detailed mapping of the teaching and assessment of outcomes:

<i>Intended learning outcomes</i>	<i>How taught</i>	<i>How assessed</i>
1	<i>All lectures and all readings</i>	<i>Weekly quizzes, midterm exam, final exam</i>
2	<i>The application sections found in the readings; in-class reflective activities; lecture content</i>	<i>Weekly quizzes, midterm exam, final exam</i>

3 & 4	<i>First lecture of the course, which introduces tips for success at university. Also covered in readings and lectures related to components of planning and organizing (e.g., memory; stress & health); research participation activities requires securing and keeping appointments</i>	<i>Weekly quizzes, midterm exam, final exam; research participation</i>
5	<i>Week 1 lectures and their associated readings (esp. modules 1.1, 2.1, 2.2); research participation</i>	<i>Weekly quizzes, midterm exam, final exam, research participation</i>
6	<i>Week 1 lectures and their associated readings (esp. module 1.2)</i>	<i>Weekly quizzes, midterm exam, final exam</i>

Lecture Content:

Week	Textbook Modules	Quiz availability	Meeting Date	Lecture Topic / Activity
0	-	-	Sep 8	<i>review course outline & answer student questions</i>
1	<i>1.1, 1.2, 2.1, 2.2</i>	Sep 9-16	Sep 13	<i>Introduction</i>
			Sep 15	<i>Psychological research</i>
2	<i>3.2, 3.3, 3.4</i>	Sep 16-23	Sep 20	<i>Brain & behaviour</i>
			Sep 22	
3	<i>4.1, 4.2</i>	Sep 23-30	Sep 27	<i>Sensation / Perception / Attention</i>
			Sep 29	
4	<i>3.1, 6.1, 6.2</i>	Sep 30-Oct 7	Oct 4	<i>Genetics / Evolution</i>
			Oct 6	<i>Learning</i>
5	<i>7.1, 7.2</i>	Oct 7-14	Oct 11	<i>No class - Fall Study Break Day!</i>
			Oct 13	<i>Memory</i>
6	<i>8.1, 8.2, 8.3, 9.2</i>	Oct 14-21	Oct 18	<i>Thought</i>
			Oct 20	<i>Language / Intelligence</i>
7	<i>14.2</i>	Oct 21-28	Oct 25	<i>MIDTERM EXAM (1:00-2:20, WMEM 103)</i>
			Oct 27	<i>Stress & health</i>

8	10.1, 10.2, 11.1	Oct 28-Nov 4	Nov 1	Development
			Nov 3	Motivation / Hunger
9	11.4, 12.1, 12.3	Nov 4-11	Nov 8	Emotion
			Nov 10	Personality
10	13.1, 13.2, 13.3	Nov 11-18	Nov 15	Social Psychology
			Nov 17	
11	15.1, 15.3	Nov 18-25	Nov 22	Psychological disorders
			Nov 24	
12	16.2, 16.3	Nov 25-Dec 2	Nov 29	Therapy
			Dec 1	
Finals	-	-	Dec 16	FINAL EXAM (7:00-9:00 pm, location tba)

Labs: N/A

Seminars: N/A

Course Assignments and Tests:

Quizzes	20%
Midterm Exam	38%
Research Participation	3%
Final Exam	39%
Total	100%

Additional Notes (if required):

Final examination date and time: Dec 16, 7:00-9:00

Final exam weighting: 39%

Course Resources

Required Texts:

An Introduction to Psychological Science, Canadian Edition, written by Krause, Corts, Smith and Dolderman and published by Pearson Canada.

Other Resources: N/A

Field Trips: N/A

Additional Costs: N/A

Course Policies

Grading Policies

[Undergraduate Grading Procedures](#)

Course Policy on Group Work:

N/A

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: [Academic Consideration, Appeals and Petitions](#)

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is Nov 04th . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 31).

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.