



**OTRP** online

Office of Teaching Resources in Psychology

UNIVERSITY OF PRINCE EDWARD ISLAND

**Psychology 101A: Introductory Psychology, Part 1**  
**Course Syllabus, Fall, 2006**

**CLASS MEETING TIMES:** Tuesdays and Thursdays, 8:30 a.m. - 9:45 a.m.

**CLASSROOM:** Duffy 135

**PROFESSOR:** Dr. Philip Smith  
Room 205 (main level), Memorial Hall  
Phone: 566-0549 (office); 569-3379 (home)  
e-mail: [smithp@upei.ca](mailto:smithp@upei.ca)

**OFFICE HOURS:** You are welcome to set up an appointment by speaking with me before or after class. I normally will make a point of being in my office and available for drop-in meetings on:  
Mondays, 10:00 - 11:00am  
Tuesdays, 10:30 - 11:30am  
Fridays, 10:00 - 11:00am  
Lots of other options are available as well. I would enjoy meeting with you and I hope you will feel welcome to come by.

**LAB INSTRUCTOR:** Paul Gray, [gray@upei.ca](mailto:gray@upei.ca)  
Room 116 (basement), Memorial Hall  
566-0610 (office)

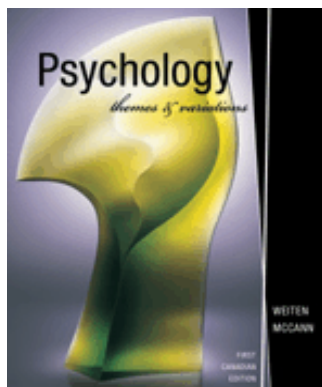
**TEACHING ASSISTANTS:** Laurette McGaughey, [lmcgaughey@upei.ca](mailto:lmcgaughey@upei.ca)  
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**TEXT:** Weiten, W. & McCann, D. (2007). *Psychology: Themes & Variations*, First Canadian Edition. Toronto: Thomson Nelson. (The text, and the materials packaged with it-- Concept Charts for study and review, access to ThomsonNOW, and the "clicker response card"--are required of every student and available in the university bookstore; the text is new and so used copies are not available.)

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**PURPOSE OF THE COURSE:**



This course, together with Psychology 102, provides you with an introduction to psychology, the scientific study of behaviour and mental processes. We will study psychology's methods for obtaining and making sense of information about the causes and correlates of behaviour, its basic subject matter, and the ways in which psychology can be applied to the problems and possibilities of living.

This course emphasizes scientific methods for enquiring into and making claims about psychological phenomena. We will focus on the biological bases of behaviour, learning, memory, language and thought, sensation and perception, and consciousness. (In psychology 102, the focus is on intelligence, motivation and emotion, human development, personality, health, psychological disorders, and social behaviour.) In each section we will examine the kinds of questions asked, methods used, and assumptions made by researchers. Psychology 101 and 102 are prerequisites for all advanced courses in psychology.

Many students come to introductory psychology courses more interested in the application of psychology than in its scientific basis. Psychology is relevant to the personal and social issues you confront. I expect that you will be able to connect the basic concepts we examine to your personal experience. An important aim of the course is to assist you in developing the critical thinking skills necessary for dealing with psychological issues, and becoming an informed consumer able to evaluate the many claims about psychology appearing in the media. I encourage you to take an active role in thinking about and questioning the matters addressed in the text and in class.

A passing grade in the course is 50%, but students wanting to major in Psychology must earn at least 60% in each of Psychology 101, 102, 271, and 272, and must have a combined average in those four courses of at least 70%.

### **CLASS MEETINGS:**

Some of the lecture and discussion material for class meetings will be drawn from the text and some will not be found in the text. Most commonly, we will address in more detail a concept introduced in the text; while the text provides breadth of coverage, we will aim for depth in class sessions. Our class sessions will never be a summary of what is in the text. You are responsible for careful reading and thinking about the assigned text chapters, and for bringing to me any questions or confusions you have. We will make occasional use of a video series designed to introduce basic concepts in psychology. Your active participation in class meetings, through questions, comments and discussion is encouraged.

Portions of most classes will be spent in student thinking, writing, and discussion activities. There is a great deal of psychological evidence that the more actively involved you are with course material, the more likely you are to learn and

remember that material.

We will make use during most classes (including our time after quizzes on quiz days) of a personalized response system, or "clickers". Individualized clickers come packaged with your text. One or several times each class I will put a question on the screen which you will answer using the clicker. After the allotted time has elapsed, a slide summarizing the class response (but not identifying individuals) will be displayed. I will then be asking you to discuss the question in small groups before providing another opportunity for you to respond with the clickers. Your thinking through the question and debating possible response with peers is designed to help you create a clearer understanding of the concepts in the course. The system also allows me to keep track of your participation.

In most classes I will ask you to spend some time writing about a question posed in class, knowing that the writing might be submitted to me. At the end of those classes, I will collect a random sample of the writing, so that I may read it and have a sense of your thinking about the issues under consideration.

You are expected to attend class regularly. Regular attendance is especially important in a class where numerous interactive activities take place.

### **FEEDBACK TO YOUR PROFESSOR:**

I encourage and welcome your comments and suggestions about ways in which I can modify the course in general, and my behaviour as your instructor in particular, to improve any aspect of the course. Offer comments by speaking with me before class, using the suggestion box in class, dropping by my office, or sending me an email. You will also be asked to complete a written (and anonymous) course/instructor evaluation during the course.

Because I highly value student feedback, and because I recognize that individual students sometimes find it difficult to offer feedback to a professor, I will be asking for volunteers to serve as members of a Student Feedback Team. The team will meet three times on its own during the semester, and after each meeting will get together with me. During team meetings the student members will focus on the course--its strengths and weaknesses--and focus on the professor--my strengths and weaknesses. The team's meetings with me will be a time to pass on information and advice about specific things I can do to improve the course and my teaching. (Please remember though, that advice from individual students is still

welcomed!)

### **ACCESSIBILITY:**

I welcome and encourage your contacts with me outside of class meeting times. I am readily available for help and consultation about the course material and about your other interests in psychology. Please see me before or after class if you would like to make an appointment. You are also welcome to simply drop by my office during office hours or at any time on the chance that I might be free when you come in. A convenient way of asking a question or leaving a message is to send me an e-mail message.

### **EMAIL COMMUNICATION:**

In a class as large as ours I want to promote multiple opportunities for communication with my students. Electronic mail is an especially easy way to keep in touch. If you have not yet accessed your campus computer account you can do so (at no charge to you) as follows: From your home computer access [www.upei.ca/myaccount/](http://www.upei.ca/myaccount/) OR go to a student computer lab on campus and find the computer identified as the "kiosk" computer (available in most, but not all, student computer labs). <http://www.upei.ca/myaccount.....> You will be prompted to type in your student ID number and your PIN number (the same numbers you used to register for courses). Your user name will then be displayed. Also displayed, near the bottom of the screen, will be a long button which says *Set Pin Number as Password*: click that button, and you have a password. With your username and password you can access your MyMail account.

Different people at the University will try to contact you from time to time using your UPEI email address. If you already have an email address which you prefer to use (and don't want to bother checking your UPEI email) you can have your UPEI mail automatically forwarded to your existing account. Go to the campus login (on the left side of <http://www.upei.ca/index.html>) and enter using your student ID number and PIN number. Click on the item that says "Change Current Address (+email)", change your preferred email address to the one you use, and then click Save. Your UPEI email will then be automatically forwarded to your preferred account.

## **ACADEMIC HONESTY:**

Honesty in academic work is a cornerstone of higher education. Please ensure that you act with integrity when completing quizzes, labs, papers, and any other assignments. In particular, be sure during quizzes that you do not communicate with another student, or look at another student's paper, or allow another student to look at your paper. Be sure that you do not have someone else use your clicker in class, thereby gaining you undeserved participation credit; be sure you do not use someone else's clicker. Be sure that you do not commit "plagiarism" in your written work. Plagiarism occurs when you present someone else's work as your own. It includes using the ideas of another author without citing the source, and using the words, phrases or longer excerpts of another author's work without enclosing them in quotation marks and citing the source. Self-plagiarism is the submission of work previously submitted for academic credit without prior approval of the professor. Any instance of academic dishonesty in this course will be consequence with an automatic course failure, a report to the Dean, and a report placed on the student's file in the Office of the Registrar. Academic dishonesty can also lead to suspension or expulsion from the University.

## **ROBERTSON LIBRARY INTRODUCTION:**

Getting acquainted with the resources of the university library is a crucial step in preparing yourself for success as a student. Brief orientation tours of the library, lasting about 35 minutes, are being conducted by library staff at various times throughout September. You can simply show up in the Library lobby (i.e., no pre-registration needed) to take part in a tour at one of the many sessions between Monday, 11 September, and Friday, 29 September. Check specific times on the website, <http://www.upei.ca/library/html/tours.html> or postings in the library.

## **EVALUATION:**

Your course grade will not be limited by the performance of other students (i.e., you will not be "graded on the curve"). You all are welcome to earn high grades.

**Lab Exercises.** In order to get a better flavour of aspects of the scientific method of psychology you will take part in lab exercises.

- (1) First, you will complete three assigned independent projects, each of

which involves a written report. One report is due on Friday, 29 September, one on Tuesday, 31 October, and one on Thursday, 30 November. Please note that because of privacy legislation, you should use only your student number and not your name on your lab reports if you want them returned. Reports showing marks and names cannot be returned. Reports may be submitted in the class prior to or on the due date, or directly to Mr. Gray in Memorial Hall by 4:00 p.m. on the due date. These reports are worth a total of 15% of your course grade. **A set of detailed directions about completing these projects is available at the Reserve (Circulation) Desk in Robertson Library, and on the Library's Electronic Reserve, accessible at <http://www.upei.ca/~ereserve/>**

- (2) Second, you may earn up to five extra marks toward your final lab grade (to bring the total up to a maximum of 15%) by participating in research projects conducted by faculty and by advanced students. These 'bonus' studies occur from time to time throughout the semester (but usually toward the end) and you may choose to participate in one or more. Each study is generally worth one bonus point. If interested, sign up on the sheets outside Mr. Gray's office.

**Online Discussions with ThomsonNOW:** Four percent of your course grade is based on your thoughtful participation in online discussions with other students about issues raised by the content of the course. The discussion groups will give us an opportunity to learn what others in the class are thinking about course topics. They are opportunities to practice some of the critical thinking skills we will review in the course. They also give participants a chance to comment without feeling the time pressures that sometimes are felt during in-class discussions. Packaged with your text is a card with instructions for registering for ThomsonNOW, a site which, among other things, has a Communications function for online discussion groups. The discussion groups are open only to people in our class. Directions for registering for ThomsonNOW are near the end of this syllabus. After you sign in to ThomsonNOW you can go to the "Communications" section. You will find there four discussion groups. You are assigned to one of those four groups based on your last name: there is one discussion group for students with last names beginning with A through C, one for last names beginning D through L, one for last names M through O, and one for last names P through Z. I have divided the class into these four groups because that leaves us with about 70 students in each group--enough to get a wide range of views,

but not so many as to make reading the discussion overwhelming.

You are expected to make at least four substantive contributions to your own discussion group over the semester, with at least one contribution made in each of September, October, and November; the last day for making postings is 1 December. **Please write your September submission well before the end of September, in case you run into any technical difficulties that delay posting.** A substantive contribution is one which is approximately one full screen in length, is on a topic either written about in the text or raised in class, and illustrates critical thinking. Contributions might provide examples of concepts raised in the course, explain disagreement or agreement with a conclusion offered in the class or text, compare different approaches to a psychological issue, raise or respond to questions about psychological topics, or otherwise demonstrate your thoughtful engagement with the course material. At least one of your contributions should be on a subject not yet raised by others in the class. At least two of your contributions should be responses to topics raised by others. If you make four substantive contributions according to the time frame noted above, you will earn the full four marks toward your course grade. If you make only three substantive contributions, or you miss a month, you will earn three of four marks toward your course grade, and so on.

Please remember matters of etiquette. It is entirely appropriate to argue disagreements with what others have written, and it is inappropriate to make insulting comments about other people in this forum. Recall that others do not have access to the gentle smile on your face as you write some comment that is intended to be a joke, but which, on its own, may read as an insult.

**Final Exam:** Twenty percent of your course grade will be based upon your performance on a multiple choice final exam. The exam will cover the semester's material from assigned text readings and from classes. A great deal of psychological research demonstrates that repeated review of material enhances retention of that material. My expectation is that you will not only keep up with the readings throughout the semester, but again carefully review them in preparation for the exam, thus developing greater mastery of the material. At the same time, I have no desire to create a stressful experience for you (especially just before the holidays!) so the great majority of your course grade is based upon your work throughout the semester. You must write the exam at the time scheduled by the Registrar's Office; no accommodations are possible, for example, for holiday travel, and so you are advised to postpone your final holiday travel arrangements until after the exam schedule is posted.



**Online Tutorials through Robertson Library:** A single point toward your final grade is based on completion of your choice of one of two online tutorials provided by the library here at UPEI. One tutorial helps you understand what plagiarism is and how to avoid it; the other helps you understand what PsychInfo, the main database resource for finding scholarly psychology articles and books, is and how to use it. When you complete the tutorial, answer the questions at the end so that a form confirming your participation will be generated. The form must be generated by Monday, 25 September in order to earn the point toward your grade, but you can hand it in to me after that, at your convenience. The plagiarism tutorial is located at [www2.upei.ca/library/plagiarism/](http://www2.upei.ca/library/plagiarism/), and the PsychInfo tutorial is located at <http://www.upei.ca/library/html/psycinfotutorial.html>. If you do both online tutorials by 25 September, you will earn an extra bonus point toward your grade.

### **Option System:**

You have several options for earning the remaining 60% of your course grade. No one of the following pieces of work is required of you. You can design the unique package which best helps you meet your needs.

The options from which you can choose include in-class chapter quizzes, service learning, a Psychology in the News writing assignment, and online pretest and post-test study quizzes through ThomsonNOW. Each piece of work has a maximum grade you can earn by completing it; the 60% of your course grade which is separate from the labs, WebCT discussion, and the final exam will be determined by your score out of the 60 points of options in which you have gotten your highest scores. You can do work during the semester that totals exactly 60 points (and if you got a total of 50 out of those 60 points then your course grade would be 50 plus whatever you earned out of 40 in the labs, online discussion, online tutorial, and exam). You can do work that totals fewer than 60 points (and if you got a total of 38 out of the total of, for instance, 50 points, then your course grade would be 38 plus whatever you earned out of 40 in the labs, online discussion, online tutorial, and exam). And, you can do work that totals more than 60 points (in which case I will drop your least successful scores for the semester's work, keeping only the best performances with maximum possible scores which total up to 60 points--and as above, that gets added on to whatever you earned out of 40 in the labs, online discussion, online tutorial, and exam). One caveat: the maximum course grade is 99%. If the option system is confusing, ask me a question in class or come to see me! Here are the options:

**Quizzes.** Eight multiple choice quizzes (each worth 7.5%) are given throughout the semester. Quiz items will be based on assigned readings in the text (about 75% of questions) and on material considered in class meetings (about 25% of questions). Each quiz will be marked during the same class period in which you write it so that you will receive immediate feedback about your performance. (Note: The seventh and eighth quizzes are offered late in the semester, normally a time when tests are not permitted. I have requested and received permission to schedule tests at this time, since they are part of a series of quizzes and are valued at only 7.5% each. If you are dissatisfied with your performance on a quiz, or if you miss a quiz, you will have one opportunity to re-write it (i.e., take another multiple choice quiz on the same material). Opportunities to re-write the quizzes will be given at 7:45 a.m. on the day of the first class meeting following the original quiz, in our classroom; the rewrite for Quiz 8 will be offered in conjunction with the final exam. You may re-write as many of the quizzes as you want. If you obtain a higher or a lower mark on a re-write than you did on the original quiz then your recorded mark will be the one obtained on the re-write.

People who miss either the original quiz or the scheduled re-write (or both) will not have any other opportunity to write a make-up quiz. Generally, the only exception to this rule will be made for people who demonstrate with a doctor's certificate that they were ill at **both** quiz times.

If the class immediately before a quiz is canceled for some reason, the quiz will still take place at the scheduled time. If a quiz or re-write quiz cannot be written on the scheduled day because class is canceled, it will be written on the day of the next class meeting. You must use a **pencil** (not pen) in completing quizzes, so please bring one along. You may earn up to 60 points by writing quizzes.

**Service Learning Project.** The service learning project involves providing a useful volunteer service in a community setting, and reflecting upon and writing about the connections between the service experience and concepts studied in our course. Service learning students will contribute 15 hours of service over the semester, typically about 1½ hours per week for 10 weeks. You are welcome to "count" service in any public sector or voluntary organization you now are part of, or which you arrange. As well, about 20 spaces are available to students who would like to volunteer with the on-campus day care programme, Campus Kids. You cannot count paid work toward this assignment.

Service learning differs from standard volunteering, in that you are provided

structures within which to reflect upon your service and its connection with course content. You would keep a journal of your experiences and the experiences' relevance to psychology, to be submitted on 26 October and again by 7 December (or earlier). The journal would consist of weekly entries of a few paragraphs each. You also would write a paper (5 pages) to be submitted by 7 December (or earlier). You may earn up to 15 points by completing the service learning option. The course credit is based on the learning, as evidenced in written work submitted to your instructor, and not on the service. Please note that students who begin a service placement are making a serious commitment to the community placement site; unless extraordinary circumstances are in evidence and agreement is reached among the student, the site, and the professor, students must complete that placement, or receive a score of 0 out of 15, which cannot be replaced by other evaluation methods in the course.

Expected benefits to students of service learning include: You will observe, think, and write about the connections between formal psychology and "real-world" experiences. You will be more engaged and invested in your studies. You will be able to act on a desire to be of service. Your appreciation of the value of community service will be enhanced. You will learn more about this community's needs and efforts to address those needs. You will learn more about career options.

Expected benefits to community settings include: A needed service is provided. An interested, and probably enthusiastic and questioning, university student participates in the programme. The service's mission and purpose is better understood. In some cases, student interest in future volunteer or career experiences is stimulated.

Application forms will be provided separately.

**Psychology in the News**. This assignment, adapted from one used by Dr. Jason Doiron in our department, is designed to get you critically thinking and writing about how psychological issues are presented in the popular media. Magazine, newspaper, and tv accounts of psychological phenomena often are presented more to attract an audience than to provide fully accurate information. To complete this assignment, keep a folder of items from the media. For audio or visual items describe the item as closely as possible (e.g., by transcribing the script of a radio ad) or include a tape of the item with your folder. For each item in the folder, include a brief essay-two pages, double-spaced typing-on the connections between the media item and material from the course text or class. It's essential to focus

on the connections between the media item and psychological theories or research evidence.

You will include three media items (with a total of six or more pages of your own writing) in your folder. For one of the items you are expected to find a relevant article from a psychology journal identified in PsychInfo, and include information from the article in your brief essay. For the other two media items you are not expected to conduct research beyond the text and our class sessions. You are encouraged to submit one item early so that you can receive feedback, and revise if appropriate, before completing the assignment; the deadline for early submission for feedback is October 5. This assignment is worth up to 7.5 points, but you can do it twice (i.e., write about six media items) to earn up to 15 points toward your final grade. The deadline for submission is 5 December, but you are encouraged to complete and submit much earlier.

**ThomsonNOW Pretest and Post-test Study Quizzes:** The ThomsonNOW online package to which you can subscribe as part of your text purchase includes an Assignments option. There is one assignment for each of the chapters assigned in your text for this semester. A recommended study strategy is to first work with the Concept Chart for that chapter, then study the chapter in the text, then take the first ThomsonNOW pretest for that chapter. Based upon your performance you will receive immediate suggestions for further study. You can take up to three versions of the pretest, getting study advice after each one. When ready, you take a post-test, and submit that test online; a record of your tests is automatically forwarded to your instructor. One caution: any test can sample only a portion of the concepts and information in a chapter, and it would be a mistake to assume that good performance on such a test necessarily reflected good understanding of the chapter, or ensured good performance on the quizzes in class. With that caution, use of the ThomsonNOW assignments will likely help your performance in class quizzes and the final exam. Additionally, if you complete all eight ThomsonNOW chapter assignments-before the time of the rewrite for that chapter and with a passing grade on each post-test, you can earn up to 7.5% toward your final grade: you will earn 7.5 points if the overall combined average for your posttests is 85% or higher, 6 points if the combined average is 75% - 84%; 5 points if the average is 65% - 74%, and 4 points if the average is 50% - 64%.

**Optional Assignment for First Year Advantage Students.** Twenty-five students in our class are members of a First Year Advantage learning community in which Psychology 101A is a linked course. These First Year Advantage students will

receive additional information about an optional assignment, worth up to 15 points.

**CLICKER PARTICIPATION: One more factor influencing your final grade:**

Coming to class, and participating with your clicker in class (see above), is important. Your clicker participation is recorded when you answer a clicker question in class. We expect to make use of clickers just about every day after the first class, so find some way to remember to bring it with you! If you have full clicker participation (i.e., respond to all clicker questions that day) on 80% of the days on which we use clickers, you will earn three bonus points added on to the "final" course grade as earned above. (Again, the maximum grade for the course is 99%.) If you have full clicker participation on 70%-79% of those days, you will earn two bonus points. Your grade will not be adjusted if you have full clicker participation on 60%-69% of the days on which we use clickers. Someone who had full clicker participation on only 50%-59% of those days would have their final grade reduced by two points; full clicker participation on fewer than 50% of those days would lead to grade reduction of four points.

**GETTING STARTED:**

- Please purchase your text package from the UPEI Bookstore as soon as possible; I suggest doing so today or tomorrow. The shrink-wrapped package includes your textbook, Concept Charts, ThomsonNOW subscription, and TurningPoint clicker. The cost is \$133.95.
- If you don't already have an email account, follow the instructions on page 5 for setting one up. (And if the email account you use is not a UPEI account, please consider the instructions on page 5 for having your UPEI email forwarded.)
- Next, register your TuningPoint clicker. Your registration needs to be submitted by 10:00am Monday morning (11 September) in order for us to include your clicker participation in the 12 September class. (That said, it's not the end of the world if that registration can't happen in time for Tuesday.) To register, have your clicker in hand, and go to the following site:  
**<http://www.surveymonkey.com/s.asp?u=533592525291>**
- Please activate your ThomsonNOW subscription. Instructions are on the card wrapped with your text. Those instructions will direct you to the website, [www.thomsonedu.com](http://www.thomsonedu.com). You will click "Create My Account", select user type "Student" and follow the onscreen instructions to enter your account information

and content access code (found on the card shrink-wrapped with your text). After your account is created, you still need to register this course; to do that, you will be asked to enter the CourseKey: **E - 4X9F639KUCT29**

- And, please have a careful read of this (long!) syllabus before the next class. Please bring any questions to class with you.

### That's it! Welcome to Psychology 101

**CLASS SCHEDULE:** (subject to revision)

<u>DATE</u>	<u>RELEVANT READINGS</u>	<u>TOPICS</u>
September 7 12 14 19	Chapter 1	The Evolution of Psychology
21 (Rewrite 1)* 26 28 (Quiz 2)	Chapter 2	The Research Enterprise in Psychology
October 3 (Rewrite 2) 5 10 (Quiz 3)	Chapter 3	The Biological Bases of Behaviour
12 (Rewrite 3) 17 19 (Quiz 4)	Chapter 6	Learning
24 (Rewrite 4) 26 31 (Quiz 5)	Chapter 7	Human Memory
November 2 (Rewrite 5) 7 9 (Quiz 6)	Chapter 8	Language and Thought
14 (Rewrite 6) 16 21 (Quiz 7)	Chapter 4	Sensation and Perception
23 (Rewrite 7) 28 30 (Quiz 8)	Chapter 5	Variations in Consciousness

\* Rewrites are written at 7:45 a.m. in Duffy, Room 135.

\*\* Quiz 7, Rewrite 7, and Quiz 8 are written during what is normally a restricted period for quizzes. Permission has been received to offer quizzes at this time, since they are in a series of quizzes worth 7% each only. Students not wanting to write a quiz at this time may complete one of the alternate assignments earlier in the semester. Rewrite 8 will be offered in conjunction with the final exam.

Online tutorial due date: Monday, 25 September

Lab Due Dates: Friday, 29 September; Tuesday, 31 October; Thursday, 30 November.