

Psychology 1000N – Basic Concepts in Psychology
Spring 2013
Tuesdays, 6:00 to 8:50 p.m., in E690



Instructor	Contact Info	Office Hours
Dr. Stephanie Hancock Psychology Department University of Lethbridge	Office: University Hall, D854 Email: stephanie.hancock@uleth.ca Phone: (403) 394-3930	Mon, 1:00 to 2:00 p.m. Thurs, 11:00 a.m. to 12:00 noon Or by appointment

Course Teaching Assistant: Chantel Fouillard; email: fouillard@uleth.ca

Please contact the course teaching assistant for clarification on basic course material and for an opportunity to review graded exams. If any questions remain, please contact the course instructor. I am happy to discuss any unresolved questions or concerns.

Course Description, Outline of Topics, and Course Structure

Psychology 1000 is the foundational course in psychology, providing introductory coverage of a wide variety of topics and subdisciplines. In this course, you will peer into the history of psychology, examine current theories and paradigms, and theorize about future advancements in knowledge.

After a brief introduction to the themes and foundations of psychology, we will examine research methods and statistical techniques. From there, we will delve into biological and cognitive psychology - brain structure and function, sensation and perception, consciousness and sleep, attention and memory, learning, and intelligence. Finally, we will examine psychological disorders and their treatment, stress and health psychology, personality, social psychology, and developmental psychology.

Time limitations prevent in-depth exploration of this diverse range of topics and all chapters of the course text. Additionally, some of the material covered in class will not come directly from the text, but from other scholarly sources. Class lectures will be structured for a more focused study of specific areas of interest and their content is essential to successful course completion. Details regarding the coverage of material for exams will be provided in class and/or posted through Moodle. One major goal of this course is to pique your interest in and passion for psychology and to help you to determine which of its rich subdisciplines intrigues you the most so that you can pursue those courses further.

Required Text

Gazzaniga, M.S, Heatherton, T.F., Halpern, D.F., & Heine, S.J. (2012). Psychological Science: Third Canadian Edition. W.W. Norton and Company: New York, NY.

Supplemental Materials

Check out the free Student *StudySpace* for the text, found at:

<http://www.wwnorton.com/college/psych/psychological-science3-canadian/welcome.aspx>

Choose a chapter from the dropdown menu. Within each chapter, you will find a variety of exercises and textbook-related content to help you acquire the course material. Resources include chapter outlines, chapter reviews, learning objectives, flashcards, audio and video podcasts, labelling exercises, quizzes, animations, video exercises, critical thinking activities, and more! Any additional required readings or materials to supplement the course text and lectures will be provided to you in class and/or through Moodle.

Grade Assessment

Your overall grade in the course will be determined by the following:

- Three term exams, in total worth 90%
 - Exams will consist of a combination of multiple choice and fill-in-the-blank questions (answers must be spelled correctly). The exams are *non-cumulative* and will include material from the textbook, class lectures, class activities and discussion, videos, and any additional assigned readings and resources.
 - The tentative schedule for exams is as follows:
 - ✓ Exam 1: worth 20% of overall grade
 - opens Monday, February 4; closes Friday, February 8.
 - ❖ Exam 1 will test you on the course material covered in (and related to) classes on Jan 15, 22, and 29.
 - ❖ Class on Tuesday, February 5, will be shortened to 75 minutes (6:00 to 7:15) to allow students time to write the exam during scheduled class time, if you so choose.
 - ✓ Exam 2: worth 35% of overall grade
 - opens Monday, March 18; closes Friday, March 22.
 - ❖ Exam 2 will test you on the course material covered in (and related to) classes on February 5, 12, 26 and March 5, 12.
 - ❖ Class on Tuesday, March 19, will be shortened to 75 minutes (6:00 to 7:15) to allow students time to write the exam during scheduled class time, if you so choose.
 - ✓ Exam 3: worth 35% of overall grade
 - opens Monday, April 22; closes Friday, April 26 (during the final exam period).
 - ❖ Exam 3 will test you on the course material covered in (and related to) classes on March 19, 26 and April 2, 9, 16.
 - In-class group work, collaborative learning sessions, and assigned homework and readings: 10%
 - Students often don't know what they don't know until asked to apply the course concepts. In-class group activities and assigned-reading quizzes give you an opportunity to self-evaluate and discover what you know and don't know to help you better prepare for exams.

Exam Procedures

Exams will be closed-book, written out of class at the University of Lethbridge Testing Facility, using the online Moodle testing utility (<https://moodle.uleth.ca>). Your Moodle username is equivalent to your U of L email username (the part of your email address that comes before “@uleth.ca”) and your Moodle password is your email password. Should you require assistance with your Moodle account, please contact the Curriculum Redevelopment Centre (CRDC).

Students should familiarize themselves with Testing Centre procedures and hours of operation before arriving to write the exam (see: http://fusion.uleth.ca/crdc/testcenter/testcenter_student_info.htm). Access is granted on a first-come, first-served basis. Once you enter the facility, you will be required to present valid picture ID (either your student card or a valid driver's license) and to fill out a brief form that registers your exam. All students must submit their exam by the closing date and time of the testing centre. Please allow yourself adequate time to complete your exam. It is strongly recommended that students write the exam as early as possible during the scheduled exam time because seating in the Testing Centre is limited and demand for seats is high.

Missed Exam / Missed Class Activity Policy

If a student is unable to write an exam during the assigned exam period, please contact the course instructor as soon as possible. Medical reasons must be supported by a physician's statement that test performance would be seriously affected by the illness, along with the physician's name and contact information. Non-medical reasons must also be supported. It is the student's responsibility to contact the instructor to set up a make-up exam. Unless a medical note, documentation of bereavement, or other acceptable documentation is presented, a grade of 0% will be assigned for any exam not written at the designated time.

All students enter this course with a grade of 0%. You *earn* your grades. Should you be absent from class on a day during which group-work grades are earned, you cannot earn those grades and the worth of those points cannot be "made up" in any way.

Grade Ranges

The following ranges will be employed in assigning grades in this course:

A+ > 90	B+ 77 - 79.9	C+ 67 - 69.9	D+ 55 - 59.9
A 85 - 89.9	B 73 - 76.9	C 63 - 66.9	D 50 - 54.9
A- 80 - 84.9	B- 70 - 72.9	C- 60 - 62.9	F < 50

Experimental Research Participation and Bonus Marks

Students have an opportunity to add bonus points (up to 5%) to your overall grade in this course by participating in active research programs of Psychology faculty members. This participation allows you to gain personal experience in psychology research projects, provides an opportunity for you to see what goes on in the psychology labs, and helps you to meet senior undergraduate and graduate students conducting their own laboratory research projects.

The available studies will be listed and described on the Sona System at: <http://psychleth.sona-systems.com>. Your username will be the same one you use to access Moodle. A password (which will *not* be your Moodle password) will be emailed to you at your U of L account by the departmental Administrative Assistant once the online system is ready – on or about January 17. Calls for volunteers to assist in these projects will be made during the semester, via an e-mail from the departmental Administrative Assistant. If you are asked to volunteer, and you accept, each project usually requires one hour or less of your time, but this will depend on the individual research project. In recognition of your time, and in recognition that you are learning something about the discipline of psychology beyond what you acquire in the classroom setting, an extra credit of 1% for each study in which you participate will be added to your total grade in the course (so, it is theoretically possible to score 105% in this course).

Note that there is no guarantee that all students who wish to participate will be able to achieve the maximum extra credit. As these are extra credits, students who choose not to participate are not disadvantaged. There will be *no* transfer of credits between courses. If you are registered in another Psychology course that offers credits, a second email will be sent to you with a different password. Sign up in the course to which you would like to have your credits assigned. Because research studies start up at various points throughout the semester, additional projects that were not originally listed may show up, so be sure to check the system periodically. The last date to participate in research studies is April 19, 2013. If you experience problems with the Sona System, or have questions about participating, please contact Leanne at wehlage@uleth.ca.

Students with Special Needs

If you are a student with a disability and need help with your classes, you may receive help by contacting the Disabilities Resource Centre (<http://www.uleth.ca/ross/disabilities/index.html>).

University, Classroom, and Teaching Policies

- ❖ *Everyone is entitled to their own opinion, but not their own facts* (Sociologist and U.S. Senator, Daniel Moynihan). Given the nature of the course material, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others' viewpoints is perfectly fine; being combative, intolerant, or disrespectful towards others is not (see Section 6.b.I).
- ❖ As per the University Calendar, Section 6.h.I.: "When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean." When students talk amongst themselves during lectures, it disrupts instructional activities and, consequently, I will respond accordingly. On this note, please turn off your cell phone or any other noise-emitting device prior to the beginning of class. Please do not engage in off-task internet use during lectures as it distracts you and others around you.
- ❖ Students are responsible for familiarizing themselves with the Academic Offences section of the Student Discipline Policy of the University of Lethbridge Academic Calendar (<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2012-13/part04.pdf>)
- ❖ In all email messages addressed to the instructor or teaching assistant, include the course name and topic of your email in the Subject line. Address the recipient appropriately (e.g., "Hi Dr. H. ..." or "Dear Chantel..."), and end the email by typing your full name. If you fail to structure your email correspondence by these guidelines, or if you email the instructor or teaching assistant with a question that has been answered on Moodle or in this course outline, do not expect a reply.
- ❖ Following tests, the teaching assistant will be available to meet with you, discuss your test results, and show you the correct answers. Contact the teaching assistant for available meeting times. Students who wish to meet with the teaching assistant to discuss their results should come prepared with specific questions and explain why they think there might be a problem with a particular question (i.e., "I think I should have received a mark for this because on page XX of the textbook, it says 'XXXX'"). If students meet with the teaching assistant as part of a fishing expedition for marks (i.e., "I think I should have done better, tell me why you docked marks!"), then the student risks having marks deducted. If a legitimate grading error has been made, please contact the teaching assistant or instructor immediately so that the situation can be resolved.
- ❖ Instructor course notes/PowerPoint presentations will not be provided to students. Supplemental materials will be posted on Moodle and/or emailed to your student U of L account.
- ❖ I will not provide study guides or designate class time solely for the purpose of exam review.
- ❖ Additional work will not be assigned for those who wish to improve their course grade.
- ❖ The weighting of exams will not be changed under any circumstances.
- ❖ If you miss a class video, it cannot be borrowed from the instructor and there will be no second screening.
- ❖ As class time nears its end, do not pack up your bag until you've been dismissed. The rising noise level prevents everyone from hearing what is being said.

Enjoy a great semester!