

**Introduction to Psychology
Psychology 1000 N
Fall 2012**

Instructor: Deanna L. Forrester

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Office: D853

Office Hours: Wednesdays from 3:00 – 4:00 or by appointment

Class Time: Thursdays from 6:00pm – 8:50pm

Classroom: PE275

Course Description:

Psychology 1000 is the gateway course into psychology and as such it is broad in scope. The course will introduce you to the history of psychology as well as current paradigms and theories. After a brief overview of research methods and statistical techniques, we will launch into neuroscience and cognition – the study of brain structure and function, including sensation, perception, memory, learning language, thinking / decision-making, and cognition. We will examine psychological disorders, stress and health psychology, personality and social psychology, intelligence, and developmental psychology. The combination of time limitations and broad scope necessarily means that none of these topics can be covered in great depth – that's what upper level courses are for.

Course Goals:

One goal of this introduction to psychology course is to teach students the skills of evaluating evidence and questioning assertions so that when they do, in fact, read or hear about some newly reported discovery, they will ask the right questions and draw the appropriate conclusions (or draw no conclusions at all if the evidence is weak). This skill is one that transfers to all fields of psychology.

This means that you need to learn what researchers do, how they approach their work, and how that work differs from work in other disciplines. Some psychologists are interested in how the brain influences behavior, while others study the genetics of behavior, how people learn, how children develop, abnormal behavior, and group behavior. Psychology is a large field by any measure, and those trained in psychology teach, conduct research, deliver therapy, develop tests, and consult in business and industry, and engage in many other activities. Students should learn about the major issues, critical experiments, key findings, and who the leading scientists are in many of the major areas of psychology. Additionally, students should understand the important approaches used in the study of psychology, the major historical figures who have had a lasting impact on the field, statistical reasoning, the vocabulary/jargon of the field, and what it means to study human beings, their cognitions, emotions, and behavior scientifically. One of the goals for the course is to help all students develop a healthy scientific skepticism for what they read and hear about. Other goals include understanding the impact of psychology in the real world and developing a deeper understanding of individuals who face psychological problems.

Required Reading:

Kalat, J. W. (2011) *Introduction to Psychology* (9th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN10: 0-495-81091-6

Grading:

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

A+ > 89.5	C+ 66.5-69.4
A 84.5-89.4	C 63.5-66.4
A- 79.5-84.4	C- 59.5-63.4
B+ 76.5-79.4	D+ 56.5-59.4
B 73.5-76.4	D 50-56.4
B- 69.5-73.4	F <49.9

In accordance with the University of Lethbridge Calendar,

- A = Excellent
- B = Good
- C = Satisfactory
- D = Poor
- F = Fail

Course Evaluation:

Tests: Three online Moodle tests will consist of multiple-choice and/or fill in the blank questions based on the lecture material, the reading material, the films, and classroom discussion. Fill in the blank questions MUST be spelled correctly. The tests will be conceptually cumulative. Note that the testing centre closes at 5:00pm on Fridays.

Test 1: October 8 – 14th (30%)

Test 2: November 5 – 11th (35%)

Test 3: December 3 -7th (35%)

Bonus Marks**Participation in Department of Psychology projects (maximum 2%):**

After your final grade has been calculated, you can have an additional 2% added onto your final grade if you have participated in some research projects in the Department of Psychology. This will give you an opportunity to experience how psychological research is conducted. The available studies will be listed on the system at <http://psychleth.sona-systems.com>. Your username will be the same one you use to access Moodle. The password will be psyc1000n. The Department Administrative Assistant will send out an email to the class when the online system is ready, September 17. Because research studies start up throughout the semester, additional projects may be listed through the term so be sure to check it periodically. The last date to participate in the studies is December 4, 2012. Note: there is no guarantee that all students will be able to achieve

the maximum credit. 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 email and password. Sign up in the course that you want your credits to be assigned. If you experience problems with the Sona System, or you have inquiries regarding participation, please contact Leanne at wehlage@uleth.ca.

Policies

(1) 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 (even encouraged!); being disrespectful towards others is not (see Section 6.b.I)

(2) 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 your cell phones off prior to the beginning of the lecture. Please do not use the internet during lectures.

(3) All questions pertaining to the course material should be asked during class. Chances are if you have a question then the answer will be beneficial to the entire class. If you email the instructor with a question, rather than replying by email the instructor may respond to the question in class so that all the students can benefit from the reply. Unfortunately, to be fair, the instructor will not respond to question about tests or assignments on the day they are due even if the email is received the day before.

(4) Following tests, the instructor will be available to meet with you, discuss your test results and show you the correct answers. See the instructor for available meeting times. Students who wish to meet with the instructor to discuss their results should come prepared with specific questions and explain why they think there might a problem with a particular question (i.e., "I think I should have gotten a mark for this because on page XX of the textbook, it says "XXXX"). If students meet with the instructor as part of a fishing expedition for marks (i.e., "I think I should have gotten a mark for this! Tell me why I didn't!" or "Why is this wrong?!"), then the student risks having marks deducted. If a legitimate error on the instructor's part has been made please contact the instructor immediately so that she may rectify the situation.

(5) Students can write missed tests if they provide documentation from a doctor stating that they were ill for the duration of the time that the test is open and available to students and that their performance would have been seriously affected by this illness. If a student was the exclusive caregiver of a family member that was ill, then they must provide a

doctors note stating this. Documentation must have the doctor's name, address and phone number. Non-medical reasons for missed tests (i.e., a death in the family) must also be supported with appropriate documentation.

With respect to these and other personal issues, students should email the instructor directly <deanna.forrester@uleth.ca> and the appropriate accommodations will be made. If you email the instructor be sure to include your course number in the subject line. At the beginning of the message, state to whom the message is addressed (Dear Deanna) and please use correct grammar and spelling. End the message with your name (Sincerely, XXXX). Messages that do not follow this professional format will be deleted without a response.

(6) My course notes/powerpoint presentations will not be provided to students. I will, however, send students selected slides from my powerpoint presentations that contain graphics that are not available in the textbook. In such cases, I will notify students in class that such a slide will be emailed to them. I reserve the right to decide which slides will be emailed to students in this manner.

(7) I will not provide study guides.

(8) Additional work will not be assigned for those who wish to improve their grades.

(9) I will not change the weight of a test if you do better on one compared to the other(s).

(10) If you miss any of the films shown in class, they cannot be borrowed from the instructor and there will not be a second screening.

HAVE A GREAT SEMESTER!