

**COURSE OUTLINE: 2016-2017**

Term 1:

**INTRODUCTORY PSYCHOLOGY: PSYC-1000**

[paultrapnell.com/1000](http://paultrapnell.com/1000)

Section 08	Tues-Thurs	11:30-12:45	Room 4M31
Section 12	Tues-Thurs	02:30-03:45	Room 3C01

	<i>Professor</i>		<i>Psychology Office</i>	<i>Subject Pool Office</i>
	<i>Term 1</i>	<i>Term 2</i>		
<b>Office</b>	Dr. Paul Trapnell 4L39	Dr. Gabriel Schnerch 4L17	Carolynn Smallwood 4L41	Karen Barkhouse 4L31
<b>Telephone</b>	786-9180	Please contact by email	786-9130	786-9744
<b>Email</b>	paultrapnell@gmail.com	g.schnerch@uwinnipeg.ca	c.smallwood@uwinnipeg.ca	k.barkhouse@uwinnipeg.ca
<b>Office hours</b>	By appointment	By appointment		

**Course Description:** This course provides an introduction to the scientific analysis of behaviour and mental activity from the biological, social, and individual perspectives. Major topics include the following: perception, motivation, learning, memory, intelligence, personality, states of consciousness, social interaction, developmental processes, hereditary and environmental influences, abnormal psychology, therapeutic methods, and procedures for collecting and summarizing data. Students are expected to participate directly or indirectly in the Department's ongoing research program. This course is a prerequisite for all other Psychology courses.

**Learning Goals:** Welcome to Introductory Psychology! The American Psychological Association (APA) has developed a list of goals for undergraduate education in psychology, and we are using these goals as guidelines for this course. By the end of this course you may not have fully attained all five of these goals, but you should be on the right path toward achieving them.

1. *Knowledge Base of Psychology:* Demonstrating familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. *Research Methods in Psychology:* Understanding and applying research methods in psychology.
3. *Critical Thinking Skills in Psychology:* Respecting and using critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to behavior and mental processes.
4. *Application of Psychology:* Understanding and applying psychological principles to personal, social and organizational issues.
5. *Values in Psychology:* Valuing empirical evidence, tolerating ambiguity, acting ethically, and reflecting on other values that are the underpinnings of psychology as a science.

**Course Mechanics:** Classes will be primarily lecture format with some class discussions, activities, videos and demonstrations where possible. Students are encouraged to attend class, critically examine information presented in class, participate in discussions, demonstrations and exercises associated with the course, and read assigned course material. Class meetings will be used (a) to clarify, illustrate, and/or apply information presented in the text, (b) to delve more intensively into topics covered by the text, and (c) to examine material not discussed in the text. **Class meetings will not serve as mere duplications or repetitions of text material.** It is your responsibility to take notes during class.

**Class Absence:** Missed material is your responsibility. You must contact others in the class about missed material when you are absent, NOT the Instructor or Teaching Assistant. Below is room to record contact information for 4 classmates who you may want to contact if you need to get missed materials.

1. Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_
2. Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_
3. Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_

**Textbook:** Psychology In Modules (11<sup>th</sup> Edition). D. G. Myers & C. N. DeWall, (2015).

Supplemental readings may be assigned in class.

LaunchPad for your textbook is an online learning environment that integrates an interactive e-Book, activities, and online study guide. To access LaunchPad for this course you will need to register the activation code found on the access card that was included with the purchase of your textbook.

***Steps to register for LaunchPad:***

If you are in **Section 8** (11:30-12:45), go here:

<http://www.macmillanhighered.com/launchpad/myers11einmodules/6542408>

If you are in **Section 12** (2:30-3:45), go here:

<http://www.macmillanhighered.com/launchpad/myers11einmodules/6542502>

2. Enter your code in the “New Student Registration” textbox, click “Submit”, and follow the instructions.

3. If you have any problems, please contact Technical Support. Representatives are available 24 hours a day, 7 days a week at the Support Center (<http://www.macmillanhighered.com/Catalog/support.aspx>) by chat or through their online form. Or from 9 a.m. to 3 a.m. EST, 7 days a week by phone at (800)936-6899. System Requirements for using LaunchPad: <http://www.macmillanhighered.com/sysreq>

**Grading Components:** **6 NON-cumulative tests + Research Requirement** (accumulating 7 research credits before the end of the course--please see the Appendix of this syllabus for details about the Research Requirement).

**1. Six tests: 100% (3 in the 1<sup>st</sup> term, 3 in the 2<sup>nd</sup> term).** There are six tests across the year. Each is worth the same. (16.66% x 6 = 100%). All six tests are NON-cumulative, (i.e., are based ONLY on the material since the preceding tests). Tests will be multiple choice and will assess BOTH material from the textbook and material from lectures. Distribution of questions between textbook and lectures is usually something like **70% from the textbook chapters and 30% from the lectures** but keep in mind that lectures overlap quite a bit with textbook information. You are responsible for taking lecture notes (or obtaining lecture notes from another class member—please see above) if a class is missed.

**Please Note:**

- a) You must bring Photo ID to each exam (e.g., your student card, or driver’s license), and at least one sharpened pencil, because the scantron exam answer sheets must be done in pencil.
- b) Electronic devices (e.g. calculators, cell phones, etc.) are banned for all tests. Please note that, during tests, all cell phones must be turned off.
- c) All tests are property of the Psychology Department. They must be returned to the instructor or teaching assistant following review, upon penalty of course failure.
- d) We do not have a lot of extra lecture time so we will normally not hand back or go over tests during class time. To see your test, please arrange an appointment with us or a teaching assistant.

**Term 1 Test Dates and Required Readings:**

Test	Assigned Modules	Date of Test	Notification of Changes
1	1: Story of Psychology 2,3,4: Thinking Critically 5,6,7: Biology of Mind	<b>Tuesday, Oct. 3<sup>rd</sup></b> (same room as lectures)	Adjustments might sometimes be made to text chapter assignments for each test. For example, not all chapters may be covered; chapters may not be covered in the textbook ordering of chapters, and, occasionally, exam dates are moved a little from the date given in the syllabus. When there are changes, announcements are always be made in class and repeated across many class days to ensure all students are aware of the changes.
2	8,9,10: Consciousness 18,19,20: Sensation-Perception	<b>Thurs, Nov. 2<sup>nd</sup></b> (same room as lectures)	
3	11,12,13: Nature-Nurture 29,30,31,32: Intelligence 46,47,48: Personality	Section 8 : Dec. 12 <sup>th</sup> , 9:00 Rm 4M31 Section 12: Dec. 7 <sup>th</sup> , 1:30 Rm 3C01	
Makeup Test Day		Same day as Test 3, immediately after writing Test 3 (same room)	
<p><b><i>Please see the next page (further below) for the Term 2 test dates and assigned textbook modules for those tests.</i></b></p>			

Note: October 8-14<sup>th</sup> is Reading Week (**no classes**). February 18-24<sup>th</sup> is Reading Week (**no classes**). Monday, February 19<sup>th</sup> is Louis Riel Day (university is closed).

**Missed Tests:** Students will be allowed to write a make-up test if absent with good reason on a test date. Absences from tests will be excused for reasons relating to sickness, death in the family, or religious holidays. Requests for writing a make-up of any type are to be made in the form of a letter and contain the reason for missing the test and all relevant dates.

**2. Intro Psychology Research Requirement:** All students are expected to fulfill the subject-pool requirement by completing 7 research participation credits. **Failure to complete all 7 credits will result in your final grade being dropped one letter grade (e.g., from an A- to a B+).** See attached sheets at the end of this course outline or go to the Intro Psychology Research Requirement website on Nexus (<https://nexus.uwinnipeg.ca/>).

**Grades:** Letter grades will be assigned based on the following table, reduced by one step if the subject pool requirement is not met.

A 86 and over	B+ 75 - 79	C+ 65 - 69	D 50 - 59
A- 80 - 85	B 70 - 74	C 60 - 64	F 0 - 49

A+ at instructor's discretion

These cutoffs are tentative and may be changed in either direction by (i) the professor, (ii) the Departmental Review Committee, or (iii) the Senate, when circumstances warrant.

## Term 2

### Test Dates and Required Readings:

Term 2 marks will be posted on Nexus

<b>Week of</b>	<b>Topic</b>	<b>Readings</b>
Jan 01	Learning	20, 21
Jan 08	Learning and Cognition	21, 22
Jan 15	Memory and Thinking	23, 24, 25, 26
Jan 22	Human Development (Child and Adolescent)	14,15
Jan 29	Human Development (Adult)	16
<b>Tue Feb 06</b>		<b>Test #4: 14 - 16, 20 - 26</b>
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Feb 05	Motivation	33, 34
Feb 12	Motivation and Emotion	35, 36, 37
<b>Feb 14</b>	<b><i>FINAL VW DATE</i></b>	
<b>Feb 19</b>	<b><i>Reading Week. No Class, Feb 18 – 24.</i></b>	<b>38</b>
Feb 26	Emotion and Stress	39, 40
<b>Thur Mar 01</b>		<b>Test #5: 33 - 40</b>
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Mar 05	Social Psychology	42, 43, 44
Mar 12	Psychological Disorders	48, 49
Mar 19	Psychological Disorders	50, 52
Mar 26	Therapy	53, 54
Apr 02	Therapy	55
<b>Tue Apr 03</b>	<b>Lectures End, Term 2</b>	
<b>Final Exam Period (see exam schedule for date/time): Test #6: 42 – 44, 48 – 50, 52 - 55</b>		

The course timetable is only a tentative guide to topics, as some topics may be added or deleted as time dictates.

**Voluntary Withdrawal:** The final date to withdraw from this course without penalty is **Wednesday, February 14<sup>th</sup>**. Please refer to the General Calendar for Voluntary Withdrawal procedures. **NOTE:** You must formally withdraw from a course. If you simply stop going to classes, you may receive an “F” on your transcript and loss of tuition credit. *If you are considering withdrawing from this course, I encourage you to talk to me in case I can help in anyway.*

**Services for Students with Disabilities:** Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or email [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. Specific information about AS is available on-line at <http://www.uwinnipeg.ca/accessibility>. All information about a student’s disability or medical condition remains confidential.

**Counselling and Career Services:** For career or academic guidelines, for personal problems, for STUDY SKILLS and note-taking, anxiety, etc., take advantage of the range of free counseling services to get the help you need to survive and succeed in university. Check out the Counselling homepage at <http://www.uwinnipeg.ca/index/counselling-services>

**NOTE:** If you feel that you have a medical or personal problem that is interfering with your work, you should contact one of us, Accessibility Services or Counselling Services as soon as possible. Problems may be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

**Academic Misconduct:** Students are responsible for understanding the nature of and avoiding the occurrence of academic offenses. There is a section in the General Calendar on academic misconduct dealing with regulations on student discipline and grade appeals. <http://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>.

Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students’ Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit our website at [www.theuwsa.ca/academic-advocacy](http://www.theuwsa.ca/academic-advocacy) or call 204-786-9780.

**Office hours and appointments:** If you have questions about the course material, would like to discuss issues related to the course in more detail, or would like to see your tests, you are always welcome to drop by my office or make an appointment to meet with me or a teaching assistant. I will not use office hours to go over course material you missed without a valid reason for missing class.

**Religious Holy Days and Exam Dates.** Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make-up work and/or examinations without penalty. A list of religious holidays can be found at: <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

**Maintain a Respectful Learning Environment.** All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).

**Classroom Etiquette:** Unauthorized talking-in-class and other seemingly minor disruptions (e.g., students arriving late or leaving early) have a negative impact on the class environment (ranging from being somewhat annoying to the rest of us to being downright rude and offensive). Attendance is voluntary. If you attend I expect you to be attentive and polite to others. Do not sit near others who seem to always want to communicate with you or amuse you through words, whispers, or smiles. You are expected to change your seat next class, if necessary. Resist being an accessory no matter how innocent it seems. If you must leave class early, please sit near the door. (Otherwise, early departures can be quite disruptive, no matter how carefully you try to arrange your exit.)

**Avoid use of scented products in class.** We ask that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume).

## Other Information

The University of Winnipeg promotes a scent-free environment. Please be respectful of the needs of fellow classmates and the instructor by avoiding the use of scented products while attending lectures. Exposure to perfumes and other scented products (such as lotion) can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities.

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities in class as a learning exercise. See <http://www.uwinnipeg.ca/research/human-ethics.html> for submission requirements and deadlines.

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).

**Tip:** Read this outline more than once and keep it in your binder or somewhere you can reference it easily.  
**Enjoy the Course!**

## INTRODUCTORY PSYCHOLOGY RESEARCH REQUIREMENT

### PSYC 1000 Fall-Winter 2017-2018

Psychology is a data-driven discipline. To become better acquainted about how data is gathered and interpreted, all introductory psychology students are required to participate in research studies and/or read research articles. This requirement promotes a deeper understanding of course content and the scientific process. If you choose to participate as a research subject, your time and efforts will be much appreciated by the 30 or so Psychology honours students who must complete a research thesis to graduate.

Briefly, you must obtain 7.0 credits (4.0 for Evening or Spring classes), tracked on-line and recorded in a program called SONA. A Nexus link to the Introductory Psychology Research Requirement will appear once your enrolment in the course is confirmed, if it isn't there already. Links to SONA can be found in Nexus, as well as other information about the psychology research requirement.

We want your participation to be an interesting learning experience and are interested in your feedback. Feedback and questions or concerns about this requirement can be directed to the coordinator, Karen Barkhouse, not your professor.

**Karen Barkhouse, office 4L41A, 786-9744, [k.barkhouse@uwinnipeg.ca](mailto:k.barkhouse@uwinnipeg.ca).**

### THREE WAYS TO OBTAIN CREDITS

1. Be an active participant in a research study: Choose from a list of studies in SONA and sign-up for an appropriate time slot (*not during your PSYC 1000 class time*). Read the description and requirements carefully noting pre-requisites and eligibility (e.g., some studies may require only red-headed males owning pet turtles). Research studies vary in credits. Studies taking less than 30 minutes are worth 0.5 of a credit and those between 30 and 60 minutes are worth 1.0. Occasionally, longer or two-part studies are worth more than 1.0 credit. The credit value will be stated in the study description. Also, some studies occur on campus and others on-line that

you can do anywhere on a computer. A maximum of 4.0 credits can be on-line studies and SONA will not allow you sign up for another on-line study if your account would exceed the 4.0 maximum. An article review credit is not counted as on-line credit. Please cancel any sign-up that you cannot attend, even if it is an on-line survey, so another participant can take your space.

2. Journal Article Review: Read and answer questions about a pre-selected journal article (from the list shown at the end). Articles are available at the Library and on the Research Requirement Nexus site. Follow the instructions on the Article Review Form. Reviews are subject to the same rules as other course assignments regarding academic misconduct such as plagiarism and unauthorized collaboration. Your review should show that you understood the research in the article and are graded on a PASS/FAIL basis. Acceptable reviews are worth 1.0 credit. Deposit them in the drop box outside of 4L41 or use the electronic drop box method in Nexus. An article review credit is not the same as an on-line study credit.

3. Observer Status: The observer-only option is for students who want to participate in a study but prefer to not have their results used. Observers do everything that regular participants do; however, in addition, must inform the researcher in advance that they opt for observer status. The researcher will then not use the results. Although this option is available for most studies, some studies cannot accommodate observers.

### INITIAL SETUP

At the start of term you will receive an e-mail about how to register your SONA account. On your first log-in you will be asked to change the temporary password. You will also receive a 5 digit Identity Code that you must enter for every study to get credit. For anonymity, you will always be identified to researchers by a unique 5 digit SONA Identity Code. To obtain any type of research credit you must register your account and complete an initial pre-screen. Pre-screen questions are used for eligibility in future studies. This is your only opportunity to complete the screening and it will affect your ability to participate in all studies. *If you do not receive an e-mail with your user ID by the end of September, contact the coordinator, not your professor!*

### MISSED APPOINTMENTS

To respect people's time, and to not disadvantage other students, please cancel appointments that you cannot attend -- *even on-line ones* – you do not need to give a reason. Researchers will do the same. Appointment reminders are always e-mailed to you the night before. If you have not cancelled in the time stated in the study description, you will receive a no-show penalty, and will receive a penalty (-0.5 credits, -1.0 credits, etc., depending on the credit value of the study). Cancelling in SONA is easy or let the coordinator know by e-mail or telephone [k.barkhouse@uwinnipeg.ca](mailto:k.barkhouse@uwinnipeg.ca) or 204-786-9744.

### CALCULATION OF CREDITS AND PENALTIES

The 'Credits Earned' number shown on your SONA profile is your running total, including any credit penalties assessed against you. The 'Credits Needed' number is the total credit requirement not the amount of credits that *you* still need. The number of credits you still need is the difference between credits earned and credits needed. A credit-penalty is the loss of that study's credit value due to a no-show. For example, if you signed up for a study but you didn't show up and you didn't cancel in SONA, then the result is two-fold, no credit is earned for that study, *plus* the credit value for that missed study is *deducted* from your account.

### WHEN TO START AND FINISH

Credits must be earned by Wednesday, April 11, 2018. You can start looking at SONA as soon as possible. Research studies can begin in September and continue up until the end of the course in April 2018. However, you will find that the majority of studies will run in the second term. If you log into SONA and don't see studies, then none are available at the moment, or timeslots of recent studies are all full ... keep checking. Throughout the year you may receive emails when a new study is posted. If at the end of term you find yourself short of

credits you can make them up by doing article reviews. If you drop this course and are still receiving SONA messages, just send the coordinator a quick note to remove you.

### **HOW THIS ASSIGNMENT AFFECTS YOUR GRADE**

#### **To PASS this assignment, students in the daytime sections must earn a net total of 7.0 research credits.**

Within the 7.0 credits, you cannot exceed 4.0 credits worth of on-line studies. No minimum, or maximum, exists for the amount of credits you can earn via on-campus studies or article reviews. Evening and Spring students need a net total of 4.0 research credits, with a maximum of 2.0 on-line credits. In the unlikely event the supply of credits available is too low; your instructor will inform you of any reductions in the 7.0 research credit requirement by the final drop date. The research credit requirement will never be increased. Your ending participation credits are reported to your professor. If you fail to complete the research requirement, your final mark in the course is reduced by one letter grade; for example, from A+ to A, B to C+, or C+ to C. For students who would otherwise receive a D grade before the penalty is applied, the penalty shall be a 1% grade reduction for each credit missed.

### **SELECTION OF JOURNAL ARTICLES TO REVIEW**

1. Berridge et al., C. W. (2016). Liking, wanting, and the incentive-sensitization theory of addiction. *American Psychologist*, 71, 670–679.
2. Dolinski, D. et al (2017). Would you deliver an electric shock in 2015? Obedience in the experimental paradigm developed by Stanley Milgram in the 50 years following the original studies. *Social Psychological and Personality Science*, 1-7. DOI: 10.1177/1948550617693060
3. Fredrickson, B. (2003). The value of positive emotions: The emerging science of positive psychology is coming to understand why it's good to feel good. *American Scientist*, 91, 330-335.
4. Haslam, N. (2015). Biogenetic explanations of mental disorder: The mixed-blessings model. *Current Directions in Psychological Science*, 24, 399–404.
5. Melzack, R. (1992, April). Phantom limbs. *Scientific American*, 120-126.
6. Nairne, J.S. et al. (2017). Remembering the living: Episodic memory is tuned to animacy. *Current Directions in Psychological Science*, 26, 22 –27.
7. Rapp, D.M. (2016). The consequences of reading inaccurate information. *Current Directions in Psychological Science*, 25, 281-285.
8. Rodier, P.W. (2000, February). The early origins of autism. *Scientific American*, 56-63.
9. Soto, C. J. et al. (2015). Personality traits in childhood and adolescence: Structure, development, and outcomes. *Current Directions in Psychological Science*, 24, 24, 358–362.
10. Steele, C. M. (1999, August). Thin ice: "Stereotype threat" and black college students. *The Atlantic Monthly*, 44-54.