

COURSE OUTLINE: 2018-2019

Term 1:

INTRODUCTORY PSYCHOLOGY: PSYC-1000

paultrapnell.com/1000

Section 05	MWF	10:30-11:20	Room 4M47
Section 08	MWF	01:30-2:20	Room 4M31

	<i>Professor</i>		<i>Psychology Office</i>	<i>Subject Pool Office</i>
	<i>Term 1</i>	<i>Term 2</i>		
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Office hours	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 (12th Edition). D. G. Myers & C. N. DeWall, (2018).

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 5** (10:30-11:20), go here:

<http://www.macmillanhighered.com/launchpad/myers12einmodules/8730291>

If you are in **Section 8** (1:30-2:20), go here:

<http://www.macmillanhighered.com/launchpad/myers12einmodules/8730300>

2) Bookmark the page to make it easy to return to (although note that the URL will look different due to security measures).

3) Enrol in your online Launchpad webpage for this textbook (this is where you will do your online Learning Curve assignments) using **one of the following options:**

- If you have an access code, select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.
- If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions.
- If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Your grades are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.

3. If you have any problems, please contact Technical Support. Representatives are available 24 hours a day, 7 days a week at the Support Centre after you log into Launchpad, or by phone: **1-800-936-6899**

Grading Components: **6 NON-cumulative tests (90%) + Learning Curve (10%) + Research Requirement** (The Research Requirement is not graded. It refers to the requirement to accumulate 6 research credits before the end of the course in April—see section at the end of this syllabus for details about that requirement).

1. Six tests: 100% (3 in the 1st term, 3 in the 2nd term). There are six tests across the year. Each is worth the same. (15% x 6 = 90% of the final grade. The remaining 10% will be your Learning Curve mark—see Learning Curve paragraph further below). 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:

- 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.
- 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.
- 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.
- 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: Thinking Critically 4, 5,6: Biology of Mind	Friday, Oct. 5th (same room as lectures)	<i>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.</i>
2	7, 8,9: Consciousness 17, 18,19: Sensation-Perception	Friday, Nov. 2nd (same room as lectures)	
3	10,11,12: Nature-Nurture 28,29,30,31: Intelligence 45,46,47: Personality	Section 5 : Dec. 14th , 9:00 Rm 4M47 Section 8: Dec. 18th , 9:00 Rm 4M31	
Makeup Test Day		Same day as Test 3, immediately after writing Test 3 (same room)	
TERM 2 Information will be made available later in this semester..			

Note: October 7-13th is Reading Week (**no classes**). October 8th is Thanksgiving Day (university is closed). Sunday, November 11th is Remembrance Day (university is closed). December 22, 2018—January 2, 2019 is the December break (university is closed). April 19, 2019 is Good Friday (university is closed). February 17-23rd is Reading Week (**no classes**). Monday, February 18th 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. Learning Curve. 10% of the final grade (5% first term, 5% second term). A mandatory Learning Curve assignment is required each week. The deadline is usually (but not always) Monday at midnight. These are done online, using your "Launchpad" log in. (see Textbook section above for the webpage link). There is approximately one Learning Curve assignment for each (assigned) textbook module in the course. **You must complete the online Learning Curve assignment before its weekly deadline.** To see the upcoming deadline, simply log into your "Launchpad" webpage. Your link to register for your Launchpad webpage is listed above—see the "Textbook" paragraph above here. **What is Learning Curve?** It is a mandatory quiz for each assigned textbook module—but it is not a test: You get 100% for each one, as long as you complete it before the weekly deadline. Learning Curve is a "smart" quizzing program. It uses a technique widely researched in cognitive psychology called adaptive testing. It finishes faster the more you know. If you know the material, it is easy to do the Learning Curve assignment very fast, sometimes as little as 5-10 minutes. If you don't know the material, it will take longer to finish it. Research comparing Learning Curve to other systems has found a reliable positive effect on students' final grade. Bottom line: You learn core module content most efficiently by reading a module, then completing the highly efficient Learning Curve assignment for that module. A **demonstration of Learning Curve** will be given the first week of class. Each Learning Curve activity will be worth 1 credit. The final Learning Curve mark is the total number of credits converted to a total credit score out of 10. Most students received 10/10. **VERY IMPORTANT: Once the Learning Curve assignment deadline has past, you miss the chance to receive your assignment credit for that module. DO NOT WAIT UNTIL**

THE LAST 15 MINUTES TO DO EACH LEARNING CURVE ASSIGNMENT! Pay close attention to each assignment deadline: Regularly log into to your online Launchpad webpage for this course (your link is provided above).

3. Intro Psychology Research Requirement: All students are expected to fulfill the subject-pool requirement by completing 6 research participation credits. **Failure to complete all 6 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.

Voluntary Withdrawal: The final date to withdraw from this course without penalty is: **Friday, February 15th**. 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., note-takers) are encouraged to contact Accessibility Services (AS) at 204-786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. See: <http://www.uwinnipeg.ca/accessibility>.

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 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 in the 2018-2019 Academic Calendar, in the section, Important Notes. (<https://www.uwinnipeg.ca/academics/calendar/dates.html>).

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.

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.

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 2018-2019

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 review 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.

We want your participation to be an interesting learning experience and are interested in your feedback. Concerns and questions about this requirement can be directed to the coordinator, **Karen Barkhouse**, not your professor, **Office 4L41A, 786-9744, k.barkhouse@uwinnipeg.ca**.

In brief, you must obtain at least **6.0 research credits (4.0 credits for Evening Intro Psych classes)**, tracked on-line and recorded in a program called SONA, which can be accessed once you've responded to an e-mail notification in your webmail account. As long as you are registered in this course you'll also see a course listed in Nexus for the Introductory Psychology Research Requirement (Instructor K. Barkhouse). This course link includes the SONA link and journal articles if you need them.

THREE WAYS TO OBTAIN CREDITS

1. **Be an active participant in a research study: Variable credit values.** Choose from posted studies in SONA and sign-up for an appropriate time slot (*but don't select a time that overlaps with any of your university lecture class times*). Read the study description and requirements, carefully noting pre-requisites and eligibility (e.g., some studies may require only red-headed males owning pet turtles). Studies taking less than 30 minutes are worth 0.5 of a credit and those between 30 and 60 minutes are worth 1.0. Some longer or two-part studies are worth more than 1.0 credit. Some studies take place on-campus or 'in-lab' and others are classified as 'on-line studies' which are completed on a computer at home. A maximum of 4.0 credits can be from the on-line type studies and SONA will not allow you sign up for another on-line study if your account would exceed the 4.0 maximum. Please cancel any sign-up that you cannot attend, even if it is an on-line survey, so another participant can take your space, and to avoid a 'no-show' penalty.

2. **Journal Article Review: 1.0 credit value each.** Read and answer questions on pre-selected journal articles; see the list below. They are posted on your Research Requirement **Nexus site** and are also on reserve at the Library. Complete instructions are on the Article Review Form. Reviews essentially summarize the research findings in the psychology article, are graded on a PASS/FAIL basis, and the credit from acceptable reviews are posted in your SONA account. Note: 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 active study participants do; however, they must inform the researcher in advance that they are opting for only observer status. The researcher will then not use their results. Although this option is available for most studies, some studies cannot accommodate observers.

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*.