

INTRODUCTORY PSYCHOLOGY 1100 YA& YC 2015- 2016
COURSE OUTLINE

INSTRUCTOR: Prof. Susan Sajna, M.A

OFFICE HOURS: By appointment

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I check e-mail more often than anything, and also hold “informal” office hours after class in or in adjacent rooms to our classroom so chatting with me after class or using e-mail is the best way to reach me.

CLASS LOCATION AND TIME: (I teach BOTH daytime classes, yours will be one of them.)

YA SECTION: Mon., Wed. & Fri. 1:30 a.m. - 2:30 Room: UC 2011

YC SECTION: Mon., Wed. & Fri. 2:30 - 3:30 p.m. Room: UC 2011

TEXT: Kowalski & Westen. Psychology, 6th edition, John Wiley & Sons inc, Toronto. (this one has a trio of dogs n the cover) *as mentioned earlier...if you can find a 5th or 4th edition, it will serve the purpose...see other file on text book info for other options.*

COURSE DESCRIPTION:

The purpose of this course is to introduce you to the complex and fascinating world of psychology. What is psychology? As you will discover, there is much that falls under the umbrella of "**the scientific investigation of mental processes and behaviour**".

In this course, among many other topics, we will survey issues relating to psychological perspectives, research methods, personality, abnormal behaviour, memory, sensation and perception, brain processes, and the influence of evolution, social pressures and culture on behaviour.

This course will allow you the opportunity to learn the basics that you will need in order to further your education with the more specific and in-depth psychology courses that follow. Even if this is the only psychology course you ever take, it is unlikely that you will see yourself and others in quite the same way you did before.

GRADING SCHEME:

You will be required to write four examinations in this course. The **October** and **February** midterms will consist of approximately **50 multiple-choice** questions and will be **worth 20%** of your final grade each. **These exams take place in our classroom during regular class time.**

The formal **December** and **April examinations** will consist of approximately **100-120 multiple-choice** questions and will each contribute **30%** to your final grade. These exams are set up by the Scheduling office. **We will not find out the exact date of our Dec and April exams until late Oct and Feb respectively.** So, **do NOT make travel plans** for Dec or April until you're sure you're clear to go.

LEARNING OUTCOMES:

A basic understanding of:

- 1. The main perspectives in Psychology.*
- 2. The research methods used in the study of Psychology.*
- 3. How the brain is organized and functions, brain imaging techniques and how the senses work.*
- 4. How learning, memory and thought processes work. New findings related to neuroscience.*
- 5. The many definitions of Intelligence, how it is measured, and the extremes of intelligence.*
- 6. Conscious and unconscious processes. How certain drugs work, altered states of consciousness, sleep and dreaming.*
- 7. What emotion & motivation are and what fuels them..*
- 8. What shapes our personalities and how personality is measured.*
- 9. Life span development issues.*
- 10. Psychological disorders and their treatments.*
- 11. Social psychology: how we define the self, others, biases in processing social information. Attraction, relationships, and altruism.*
- 12. An overriding appreciation for science, critical and creative thinking.*

TENTATIVE EXAMINATION SCHEDULE

Exam #1: Mon, October 17th, 2016 Chapters 1 to 4 and corresponding lecture/classnotes material

Duration: 50 min (In class)

Weight: 20%

Exam #2: Mid or late Dec. Chapters 5, through 9, and corresponding lecture material Duration: 3 hours (in Fieldhouse)

Weight 30%

Exam #3: Monday February 13th, 2017. Chapters 10 to 13 and corresponding lecture/classnotes material. Duration: 50 min (In class)

Weight 20%

Exam #4: (mid to later April) Chapters 14 through 17, and corresponding lecture material Duration: 3 hours

Weight 30%

As soon as possible after each test, **your grades will be posted on your confidential student info LU site named “my marks” online.**

Research Bonus Mark Info

You also have the opportunity to earn up to 6% (which goes right on top of your overall final mark) **in research bonus marks** by participating in research being conducted by students and faculty in the department. Study participation information will be available to you at an online site, alternately some researchers will send me information on their studies to forward to you via email with the options for participation.

Think of it this way: Not only do you get hands-on experience with ongoing research, you are also contributing to the body of psychological research knowledge. AND....each bonus mark is added to your overall, final percentage in the course....**each bonus mark is thus equivalent to scoring 5% higher on Exam 1 or 3** (which are worth 20% each)...**get all 6 bonus marks and it's the same as raising one of these midterms by 30%**. (However, in practise, the ****bonus marks are only compiled and added to your final average at the end of the year*****). **I have no personal access to the researchers or data bases so queries about your bonus points or the research itself, I will not be able to help you with.**

We are using the SONA system to post **Department-approved research studies**. This is also how you can **check on your bonus marks online** as they are collated.
: <http://lupsych.sona-systems.com>

I suggest keeping a log of your research participation...note the study topic, name, researcher. Sometimes records of participation are imperfect and human error can enter the picture. This is your peace of mind insurance, in a way.
No one gets shorted on points earned in the end.

An alternative to participating in the research projects, is to write up to **six journal article reports. (1% each)**. The articles will be selected by my Teaching Assistants from current psychological journals and marked by them if you choose this option. More information on this will be available later this term if you contact me with interest in this option.

Back to exam talk: To help prepare you for the types of questions I tend to craft, and gauge your preparedness for the October midterm there are ***TWO SAMPLE OCTOBER, December, February and April exams that will be posted well before each test. These were made by me, as my real test items are (no text bank multiple choice for us!) ☺***

The first **October sample test** is particularly valuable as it has not only the scoring key below, but also **hints and tips on HOW to take the kinds of MC questions that I create** and work well with them. Be forewarned...**nearly everyone does better on the sample tests than the real ones...** we'll discuss in class why this might be.

I am also going to or already have posted files of **student study tips**, created by myself and former students of mine...This information is GOLD, if you want to do well. If you have proven study tips of your own, I'd love to add them to the files.

***Note:**

Lakehead University provides **academic accommodations** in accordance with the Ontario Human Rights Code. Students with a temporary health condition or permanent disability requiring academic accommodations (conditions include but are not limited to; mental health, learning, attention, health impacts, physical, vision or hearing) are advised to contact Student Accessibility Services SC0003, 343-8047 or sas@lakeheadu.ca.]

INSTRUCTOR'S EXPECTATIONS:

I expect you all to work hard and learn a great deal from this course. I also expect to be challenged by what you already know, or wish to know. I do not approach the courses I teach from a position of absolute authority and total knowledge. The field of psychology is so vast and ever changing that we must all

strive to keep up with the latest findings, while putting everything into the framework of our basic knowledge.

Come to class prepared. Having already read the pertinent material, (guided by the material that is covered in your classnotes) keeping your eyes open for other sources of information, real-life examples etc. will enhance your in-class experience.

I expect you to be prepared to speak up during lectures, answer questions, and pose some of your own. Only by becoming active participants in this endeavour will you take full advantage of the learning opportunity this course provides.

On the topic of classroom behaviour:

Classes will start ***promptly***. It is often difficult to find a seat in larger classes so allow enough time to get settled. You will have your “**classnotes**” (see “***Classnotes Instructions file*** once our Desire2Learn courselink is up and accessible...I will send another email) that I have posted either on your laptop or printed out, if you wish your note-taking to be much smoother.

Off-topic chattering and talking will NOT be tolerated. I’m fine with people commenting quietly to the person next to them about how “*my ex was just like that!*” or something that is relevant to what we are learning, but those creating a noticeable disturbance will be given one warning, then asked to leave the class and meet with me. If problems continue, these individuals will be suspended from attending class until such time as the department Chair and Dean deems they may return.

You and your fellow students are paying *a lot* for the benefits of live classroom teaching. **Those who simply cannot refrain from chatting about their social lives, playing games, texting and other types of disruption are kindly asked NOT to attend class. You are not *required* to be here, no attendance is taken.**

For those of you who ARE motivated and serious students, I would like to enlist your aid in identifying individuals/groups who are endangering our shared learning environment, as it is difficult for me to do so from my noisy spot at the front of the room.

So, why bother coming to class? In addition to being fun, **Lectures *will not be a simple review of text material.*** In ***many*** instances information beyond what the text provides or entirely different topics will be covered in class.

Missing classes is not a good idea. I had record attendance last year and the marks were up. ***I will be guiding your study of the extra files posted when we cover each topic.***

Welcome aboard! I'm looking forward to our journey together...SS ☺

TIP: Keep this outline handy online, or print it out and put it in your binder or somewhere you can reference it easily. (You'll feel silly asking questions of me that are clearly spelled out in this outline, so look here first! I'm not overly fond of responding to multiple queries about information that is spelled out fully here)

**PSYCHOLOGY 1100 YA & YC 2016-2017
TENTATIVE TOPIC SCHEDULE (FALL TERM)**

Please note that these are tentative schedules, topics and dates may change depending on actual class progress. All the more reason to attend class regularly!

CLASS DATES TEXT CHAPTERS LECTURE TOPICS

Sept 6, 8, 12 1 **Introduction
Critical Thinking
Psychological Perspectives**

Sept 14, 16, 19 2 **Research Methods**

Sept 21, 23, 26, 28, 3 **Biological Bases of
Mental Life and Behaviour**

Sept 30 &
Oct 3, 5, 7 4 **Sensation and Perception**
(7th: Whatever is left + a Question/Answer period for the
Exam)

****Mon Oct 11 to Friday Oct 14 Thanksgiving Holiday/October BREAK****

*****Monday. Oct 17th In-class Midterm Examination*****

Oct. 19, 21, 24, 5 **Learning**

Oct. 24, 26, 28, 31 6 **Memory**

Nov. 2, 4, 7, 9 8 **Intelligence**

Nov. 11, 14, 16, 18
21, 23, 25, 28, 30 **The Nature of Consciousness**

Dec 2

*(Emphasis on altered states of consciousness, sleep &
dreaming and psychoactive drugs)*

Monday Dec 4th is the last official day of classes before December exams. If we need the time to finish lecture material or our exam is booked early this year we will use this day to finish up or hold our Q&A.

If our Dec exam is booked later in the exam line up, I will book an In-class question and answer period during the noon hour close to when your Dec exam is scheduled for those interested.

TENTATIVE TOPIC SCHEDULE (WINTER TERM 2013)

<u>CLASS DATES</u>	<u>TEXT CHAPTERS</u>	<u>LECTURE TOPICS</u>
Jan. 9, 11, 13, 16, 18	10	Motivation (Included: hunger/satiety from ch 11 & Eating Disorders from ch 14...LOTS more info in lectures)
Jan. 20, 23, 25	10	Emotions
Jan. 27, 30, 27 Feb 1	11	Stress, Health & Coping
Feb 3, 6, 8	12	Personality
Feb. 10th	13	Highlights on Developmental Psychology & Feb test Q&A
*****Monday February 13th, 2016 <u>Winter Mid-term Examination</u>*****		
Feb. 15 th , 16th	ch 14	Psychological Disorders
February 20th to 24th		Spring Break! ☺
Feb 27, March 1, 3, 6, 8, 10 13, 15, 17, 20,	ch 14	More Psychological Disorders (Lots of material not found in the text plus info on biological treatments found in ch 15 will be covered here too)
Mar. 22, 24, 27	ch 15	Treatment of Psychological Disorders
Mar 29, 31, April 3 23 April 5 th , 7 th	ch 16 ch 17	Attitudes & Social Cognition Interpersonal Processes