Conceptual Foundations of Psychology

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Office / Hours: COR A214 / TBA
Phone: 721-7525 (leave message)

Lecture Room / Day, Time: David Turpin A120 / Tues, 2:30-4:20 pm; Fri, 2:30-3:20 pm
Teaching Assistant: Anastasja Kalajdzic < anastasja.09@gmail.com >
Course Website: Accessible through CourseSpaces.

Course Content
In this course, we focus on the history of modern psychology. Our interest is in the developing sequence of approaches that have defined the field over the years, as well as the times that influenced that development. The aim of this course is to enable you to recognize the relationships among ideas, theories, and research efforts of various schools of thought and to understand how the different pieces of the psychology puzzle come together to form a coherent picture. This course is like a case study, an exploration of the people, events, and experiences that have made psychology what it is today.

Course Materials
(2) Supplemental Readings (available at course website)
(3) Think Fast computer program (optional; available at course website)

Course Overview
This course contains six units, each unit comprised of textbook readings (2-3 chapters) and sometimes a supplemental reading (see Class Schedule section). On “lecture” days, I will address the answers to selected review questions from the textbook (see Review Questions section), clarifying and expanding upon that material. Lectures will usually be accompanied by a lecture quiz (see Lecture Quizzes section) and/or a video quiz (see Video Quizzes section). Outside of class, you will write an online quiz for each of two supplemental readings (see Supplemental Reading section) and each of two application readings (see Application Reading section). There are four non-cumulative tests. Prior to each test, you will write an online practice test (see Practice Test section). On “test” days, you will have the full class time to write the test (see Tests section).

Course Components
Review Questions. These can be found at the back of each chapter in your textbook. Review questions are important because: (1) they are the focus of the lectures; (2) most of the items on the multiple choice section of tests are based on them; and (3) the essay section of each test is comprised (verbatim) of two (Tests 1-2) or one (Tests 3a-3b) of these review questions (see Tests section). For these reasons, when studying, I encourage you to write out the answers to the review questions.

Lecture Quizzes. During lectures, I will intermittently pause and pose questions about the material under discussion. You will be asked to respond, either by writing your answers on a sheet of paper or doing so electronically via a link provided at the course website. The protocol is informal in that comparing your answers with those of other students is not only fine but encouraged. A score will be assigned out of 10, partly based on your attendance and partly based on the accuracy of your answers. After the lecture, an answer key for the lecture quiz will be posted online at the course website. Overall, this component counts 50 points toward your final grade.

Video Quizzes. Videos will be shown on some class days. Importantly, there is a quiz for each video, consisting of a dozen or so true-false items. The dates are not fixed, but possibilities for which videos will be shown on which days, along with access to the quizzes themselves can be found at the Video Quizzes link at the course website. So, if the schedule indicates that a certain video could be shown on certain class days, then it is your responsibility to ensure you have access to that quiz on those days (either online access or your own printed hardcopy). I will NOT be distributing the video quizzes in class.

As you watch the video, you are to answer the quiz items as the pertinent information is presented to you. If you are paying attention, then this should be an easy task. The protocol is informal in that comparing your answers with others is fine, but
please do so at the end of the video to avoid disrupting the class while the video is playing. I will NOT be collecting your answers to the video quizzes. However, the answers are important because each test will include a sampling of items from all video quizzes written since the last test. You will not find the answers to the video quiz items in the textbook.

**Supplemental Reading (SR) Quizzes.** There are two supplemental readings, each with its own online quiz. Links to the readings and quizzes along with the quiz deadlines can be found at the course website (see also the Class Schedule on pages 4-5). Overall, this component counts **50 points** toward your final grade, with each SR Quiz weighted equally.

**Practice Tests.** There are four practice tests. The deadline for completing each practice test is midnight on the night before the actual test. Overall, this component counts **90 points** toward your final grade, with Practice Tests 1 and 2 each worth 30 points and Practice Tests 3a and 3b each worth 15 points.

**Tests.** There are four tests. Tests 1 and 2 cover two units each; Tests 3a and 3b cover one unit each. The tests are noncumulative in the sense that they are based only on course material covered since the last test. Tests 1 and 2 are scheduled during our 2-hour time slot (Tuesdays) and will consist of:
1) ~50 multiple-choice items (based on textbook and lecture), worth 1 mark each;
2) several multiple-choice items, worth 1 mark each, sampled from the video quizzes;
3) several multiple-choice items, worth 1 mark each, sampled from any supplemental readings since last test;
4) 2 essay items, worth 5 marks each, sampled verbatim from the textbook review questions.

Tests 3a and 3b are scheduled during our 1-hour time slot (Fridays), each comprised of about the same proportional assortment of items as above but half the number. Overall, the test component counts **730 points** toward your final grade, with Tests 1 and 2 worth 243 points each and Tests 3a and 3b worth 122 points each.

**Application Reading (AR) Quizzes.** There are four application readings, each with its own online quiz. Links to the readings and quizzes can be found at the course website. The readings have been selected to put you in contact with some contemporary research related to the various topics covered in our course; they require you to apply what you learned to that research. The due date for completion of all AR Quizzes is April 6. There are two parts to each quiz: a closed-ended part (e.g., multiple choice, true-false), worth 50%; and an open-ended (essay) part, worth 50%. While there are four readings/quizzes, you are to complete only two of them (your choice); do NOT attempt any more than two. Overall, this component counts **80 points** toward your final grade, with each AR Quiz weighted equally.

**BONUS**

**Think Fast.** In order to think critically and express yourself intelligibly about the historical and conceptual foundations of psychology, you need to be fluent with its basic facts and terminology. *Think Fast* is a computerized flashcard program designed to help you in this regard. It includes six decks of cards, one deck per unit. There are between 20-30 cards per deck. In *Think Fast*, after you select a deck, a session begins; the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible.

Bonus marks can be earned using the Type Keyword practice mode. Specifically, for each of the six decks (units), you will earn 5 bonus points if you achieve at least 10 sessions of mastery in the Type Keyword practice mode. The mastery criterion is at least 5 correct responses per minute with less than one incorrect response per minute. Overall, you can earn up to **30 bonus points** via *Think Fast*.

*Think Fast* records all your scores on the device on which it was installed. At the end of the semester, a link will be provided for you to upload your work for bonus credit, given that you met the bonus requirements. *Think Fast* can be downloaded for free at the course website, where you will also find detailed instructions for installing the program and using it.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *Think Fast* should have positive benefits for you beyond merely memorizing the definitions.

All the material (facts and terms) covered in the *Think Fast* decks comes from the textbook and the lectures. Should you choose not to use *Think Fast*, you can still access the *Think Fast* items in a PDF document provided at the course website.
Other ways of earning bonus points will likely be announced at various points later in the course. The maximum number of bonus points that can be earned is 50.

Evaluation

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<tbody>
<tr>
<td>Lecture Quizzes</td>
<td>50</td>
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<tr>
<td>Supplemental Reading Quizzes (2)</td>
<td>50</td>
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<tr>
<td>Practice Tests (1-2; 3a &amp; 3b)</td>
<td>90</td>
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<tr>
<td>Tests (1-2; 3a &amp; 3b)</td>
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<td>Application Reading Quizzes (2)</td>
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<td><strong>TOTAL</strong></td>
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<td>Bonus up to...</td>
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N grades

Students who attempt three or more tests will be considered to have completed the course and will be assigned a final grade. Anything less will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as zero.

Notes

- The multiple-choice section of each test will not be returned to you, but you can review your answers to that section with me during office hours. The essay section of each test will be returned to you upon request.
- Your scores will be frequently updated on the course website. You should check them regularly to ensure that they have been recorded correctly.
- Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is between 89.5 and 89.9, the grade will be rounded to 90. The rounding criteria will only be used on the final assignment of the letter grade.
- Assignments are due, and tests must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others, unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession (see below), there will be zero credit and no make-up for any assignments or quizzes not turned in on time. **Travel plans will not be accepted as an excuse.**
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities) must contact me immediately upon their return to arrange for substitute work. Late contact (e.g., after the tentative final grades have been posted) is unacceptable. I will require documentation of the circumstance (e.g., doctor’s note) in order to make this concession.
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<tr>
<th>Date</th>
<th>Unit</th>
<th>Details</th>
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<tbody>
<tr>
<td>Jan 7 (T)</td>
<td>Introduction to course format</td>
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<td>Jan 10 (F)</td>
<td>UNIT 1 (see above)</td>
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<td>Jan 14 (T)</td>
<td>UNIT 1 (see above)</td>
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<td>Jan 17 (F)</td>
<td>UNIT 1 (see above)</td>
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<td>Jan 21 (T)</td>
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<td>Jan 24 (F)</td>
<td>UNIT 2 (see above)</td>
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<td>Jan 28 (T)</td>
<td>★ Test 1</td>
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<td>Jan 31 (F)</td>
<td>UNIT 3: Functionalism: Antecedent Influences; Development &amp; Founding; Legacy</td>
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<td>Feb 4 (T)</td>
<td>UNIT 3 (see above)</td>
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<td>Feb 7 (F)</td>
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<td>Feb 11 (T)</td>
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<td>Feb 14 (F)</td>
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<td>Feb 17-21</td>
<td>READING BREAK</td>
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<td>Feb 25 (T)</td>
<td>UNIT 4 (see above)</td>
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<td>Feb 28 (F)</td>
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<td>Mar 3 (T)</td>
<td>★ Test 2</td>
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**UNIT 1: Studying History; Philosophical Influences**
- Required Reading: Schultz & Schultz (2016), Chapters 1, 2
- In class: Possible Lecture Quiz and/or Video Quiz

**UNIT 2: Physiological Influences; The New Psychology; Structuralism**
- Required Reading: Schultz & Schultz (2016), Chapters 3, 4, 5
- In class: Possible Lecture Quiz and/or Video Quiz

**UNIT 3: Functionalism: Antecedent Influences; Development & Founding; Legacy**
- Required Reading: Schultz & Schultz (2016), Chapters 6, 7, 8
- In class: Possible Lecture Quiz and/or Video Quiz

**UNIT 4: Behaviorism: Antecedent Influences & Beginnings**
- Required Reading: Schultz & Schultz (2016), Chapters 9, 10
- In class: Possible Lecture Quiz and/or Video Quiz

Online:
- Supplemental Reading Quiz 1 [Is Psychology a Science?] [due by midnight]
- Practice Test 1 [due Jan 27 by midnight]
- Practice Test 2 [due Mar 2 by midnight]
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<tr>
<th>Date</th>
<th>Unit</th>
<th>Required Reading</th>
<th>In Class</th>
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<tr>
<td>Mar 6 (F)</td>
<td><strong>UNIT 5: Behaviorism: After Founding; Gestalt Psychology</strong></td>
<td>- Required reading: Schultz &amp; Schultz (2016), Chapters 11, 12</td>
<td>⇒ In class: Possible Lecture Quiz and/or Video Quiz</td>
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<td>Mar 10 (T)</td>
<td>UNIT 5 (see above)</td>
<td>❖ Online: Supplemental Reading Quiz 2 [<em>The Great Power Of Steady Misrepresentation</em>] [due by midnight]</td>
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<td>Mar 13 (F)</td>
<td>UNIT 5 (see above)</td>
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<td>Mar 17 (T)</td>
<td>UNIT 5 (see above)</td>
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<td>Mar 20 (F)</td>
<td>★ Test 3a</td>
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<td>Mar 24 (T)</td>
<td><strong>UNIT 6: Psychoanalysis: Beginnings &amp; After Founding; Contemporary Developments</strong></td>
<td>- Required reading: Schultz &amp; Schultz (2016), Chapters 13, 14, 15</td>
<td>⇒ In class: Possible Lecture Quiz and/or Video Quiz</td>
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<td>Mar 27 (F)</td>
<td>UNIT 6 (see above)</td>
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<td>Mar 31 (T)</td>
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<td>Apr 3 (F)</td>
<td>★ Test 3b</td>
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<td>Apr 6 (M)</td>
<td>❖ Online: Application Reading Quiz 1 [<em>One Brain or Two?</em>]</td>
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<td>❖ Online: Application Reading Quiz 2 [<em>Are You a “Natural”?</em>]</td>
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<td>❖ Online: Application Reading Quiz 3 [<em>What You See Is What You’ve Learned</em>]</td>
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<td>❖ Online: Application Reading Quiz 4 [<em>Unromancing the Dream</em>]</td>
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<td>[Complete any two of the above.]</td>
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Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 309-312 of the UVic Calendar September 2019.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2019, p. 49-51)

• What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf, (p.45-47, UVic Calendar September 2019). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2019).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2019) (https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: https://uvicombudsperson.ca/tips/plagiarism/
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp