ABOUT THIS COURSE

Introduction and Learning Objectives
Welcome to Introductory Psychology! Psychology is an exciting and complex scientific discipline, and it is an essential part of the helping professions as well. The main goal of PSYC 100A and PSYC 100B is to provide an overview of:

- The main areas, findings, and methods of modern psychology
- Various theoretical perspectives and professional orientations within psychology
- Scientific methods of gathering information and forming conclusions from the study of human behaviour and functioning
- Psychological principles that serve as a foundation for taking more advanced courses in psychology and related disciplines
- How psychological principles have been used to help people lead better, healthier lives and to solve real world problems
- How to locate, utilize, and critically evaluate psychological research information

PSYC 100A focuses on the historical, methodological, biological, learning, and cognitive aspects of psychology.
PSYC 100B focuses on human intelligence, personality, child and adult development, psychological disorders and psychological treatment.
You do not have to continue on to PSYC 100B after you have completed PSYC 100A, but you should be aware that if you wish to take any further courses in Psychology at the University of Victoria you will have to complete PSYC 100B as well as PSYC 100A.

Psychology is a scientific discipline, and as such it requires considerable thought and time to develop an understanding of psychological research and principles. I strongly encourage you to have the chapter readings completed before all classes so that we can be efficient in using our class time to expand/explore concepts that are covered in the textbook.

While there is no attendance taken, I strongly encourage you to attend each and every class. There is a lot of material being covered, and it is challenging to master alone; you will receive the best learning experience by being present in the classroom and being actively engaged with the material through detailed note taking and class participation.
## PLANNED SCHEDULE OF CLASS MEETINGS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
<th>Quizzes (Due 10:00 PM)</th>
<th>Forums (Due 10:00 PM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 5</td>
<td>Introduction Study Skills – Tips and Tricks</td>
<td></td>
<td>Note: Because extra “make-up” forums and quizzes (beyond those necessary to receive full marks) are already scheduled, there are no extensions or additional make-up forums and quizzes. It is therefore important to submit assignments well before the deadlines (to avoid technical problems) and complete all the forums and quizzes in the course by the due dates until you have reached the required number (4 forums, 8 quizzes). See CourseSpaces for details.</td>
<td></td>
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<tr>
<td>Sept. 10-17</td>
<td>Consciousness</td>
<td>Ch. 3</td>
<td>*Sept. 18 – Last day to add course; drop deadline for 100% fee reduction</td>
<td></td>
<td>Forum 1 (Ch. 3) Due: Fri. Sept. 21</td>
</tr>
<tr>
<td>Sept. 19-26</td>
<td>Nature, Nurture, Diversity</td>
<td>Ch. 4</td>
<td>Quiz 1 (Ch. 3) Due: Mon. Sept. 24</td>
<td></td>
<td>Forum 2 (Ch. 4) Due: Fri. Sept. 28</td>
</tr>
<tr>
<td>Oct. 1-10</td>
<td>Sensation and Perception</td>
<td>Ch. 6</td>
<td>Quiz 2 (Ch. 4) Due: Mon. Oct. 1</td>
<td></td>
<td>Forum 3 (Ch. 6) Due: Fri. Oct. 12</td>
</tr>
<tr>
<td>Oct. 15</td>
<td><strong>Exam 1</strong></td>
<td>Ch. 3, 4, 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 17-22</td>
<td>Learning</td>
<td>Ch. 7</td>
<td>Quiz 3 (Ch. 6) Due: Mon. Oct. 22</td>
<td></td>
<td></td>
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<tr>
<td>Oct. 24-29</td>
<td>Memory</td>
<td>Ch. 8</td>
<td>Quiz 4 (Ch. 7) Due: Mon. Oct. 29</td>
<td></td>
<td>Forum 4 (Ch. 7) Due: Fri. Oct. 26</td>
</tr>
<tr>
<td>Oct. 31-Nov. 5</td>
<td>Thinking and Language</td>
<td>Ch. 9</td>
<td>Quiz 5 (Ch. 8) Due: Mon. Nov. 5</td>
<td></td>
<td>Forum 5 (Ch. 8) Due: Fri. Nov. 2</td>
</tr>
<tr>
<td>Nov. 7-19</td>
<td>Biology of Mind</td>
<td>Ch. 2</td>
<td>Quiz 6 (Ch. 9) Due: Mon. Nov. 12</td>
<td></td>
<td>Forum 6 (Ch. 9) Due: Fri. Nov. 9</td>
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<tr>
<td>Nov. 12-14</td>
<td><strong>Reading Week (No Classes)</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Nov. 21</td>
<td><strong>Exam 2</strong></td>
<td>Ch. 7,8,9,2</td>
<td></td>
<td></td>
<td>Forum 7 (Ch. 2) Due: Fri. 23</td>
</tr>
<tr>
<td>Nov. 26-28</td>
<td>Story of Psychology Subfields of Psychology</td>
<td>Prologue Appendix B</td>
<td></td>
<td>Quiz 7 (Ch. 2) Due: Mon. Nov. 26</td>
<td>Forum 8 (Prolg., App B, Ch. 1) Due: Fri. Nov. 30</td>
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<tr>
<td>Dec. 3</td>
<td>Thinking Critically with Psychological Science</td>
<td>Ch. 1</td>
<td>Quiz 8 (Ch. 1) Due: Mon. Dec. 10</td>
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<td></td>
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<tr>
<td>Dec. 5</td>
<td><strong>Exam 3</strong></td>
<td>Prologue, Ch. 1</td>
<td></td>
<td>*All Research Bonus credits must be completed and assigned by 8pm</td>
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*Please Note: This is a tentative schedule and I reserve the right to make changes to this course outline at any time. While I will try to remain on this schedule it may be more beneficial for the class if we spend more time on some topics and less on others.*
**Course Format**
Class sessions will include lecture material, videos, demonstrations, and small group activities designed to enhance and expand on material presented in the textbook. In addition to increasing your understanding of psychology, I aim to foster a safe, dynamic learning environment where we can exchange information, ideas, and opinions with each other.

**Course Website**
All course materials including partial lecture slides, forum topics, online quizzes and grades will be posted to CourseSpaces (http://coursespaces.uvic.ca). All announcements and other important information regarding UVic’s policies for academic integrity will also be posted on this site. You can access CourseSpaces by signing on with your NetLink ID.

**REQUIRED AND SUPPLEMENTARY MATERIALS**
You can purchase this required edition of the textbook at the UVic bookstore, and you should have continuing access to it in order to master the course material. No copies will be available through the library. You have the option of purchasing the text in one of three different ways: as a hard cover text, as looseleaf pages to go into a binder, or as an ebook. All three options include the study guide.

**Optional Readings**
Optional readings are intended to add to your learning experience. Links and files for optional readings will be made available on CourseSpaces and can also be accessed via Library Services.

**EVALUATION AND GRADING**
Grades are not everything, but they are a way to allow you to demonstrate your understanding of the course material. Your grade will be determined by your performance on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Final Grade</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>4%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Forums</td>
<td>10%</td>
<td>Various Dates</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>16%</td>
<td>Various Dates</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25%</td>
<td>Oct. 15&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
<td>Nov. 21&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Exam 3</td>
<td>15%</td>
<td>Dec. 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Research Bonus</td>
<td>+5%</td>
<td></td>
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**NOTE:** Although you are expected to complete all course requirements (forums, quizzes, and exams), you **must** complete all three exams to receive credit for the course. Students who do not complete all three exams will receive an “N” grade.

**Participation (4%)**
To promote active learning and your engagement in class, you will be asked to complete any/all of the following: short surveys, answer an open-ended question, discuss topics with peers, and reflect on specific material presented in the lecture. These short activities will be completed during class and will be graded as satisfactory or unsatisfactory. There will be multiple opportunities to complete these activities and in order to receive the full 4% you will need to participate in at least 80% of them.
Forums (10%)
The purpose of the forums is to provide you with an opportunity to better understand and apply some of the information we are learning in the course to a practical, everyday context. Posts will be graded on logic, quality of ideas/creativity, and APA formatted references.

You are allowed to submit a maximum of six of the eight scheduled forums, and only your best four forums will count. Since there are eight forums, there are no extensions or make-up forums allowed. Additional details are provided on CourseSpaces under the “Forums” heading.

Online Quizzes (16%)
In order to encourage effective learning strategies, each chapter will be accompanied by an online quiz that will be opened at the beginning of the relevant chapter and close shortly after the material for that chapter has been covered in class. The goal of the quizzes is to help you become familiar with the material while avoiding cramming for the exams.

Quizzes will be made available on CourseSpaces under the relevant chapter heading. There will be nine quizzes offered throughout the term; your best eight grades will count towards your final mark. This eight-out-of-nine system provides students with flexibility in case they miss a deadline due to illness or other circumstances that prevents quiz completion. In other words, you can miss one quiz and still receive full credit by completing the other eight. Because of this “extra” quiz, there is not an additional opportunity to do make-up quizzes for illness or other reasons.

Exams (70%)
There will be three in-class Exams. You will have to be present to write the exams during the class period. Be sure not to schedule any trips or work during these times, as you will not be permitted to write the exam at a later date. The exams will consist of multiple choice questions with material sourced from the textbook readings and the lectures. Exams will only cover material since the previous exam (i.e., they are NOT cumulative).

Please be sure to bring a pencil, eraser and your valid student photo ID. You will be asked to sign out after showing your ID to the instructor or TA. If you do not present your ID at the exam you may lose marks, and you will have to present your ID for verification at the end of the next class following the exam.

Exam marks are final. Make-up exams are available only for students who did not write the regular exam. If you miss an exam due to illness or medical reasons, please ensure to submit proper medical documentation in order to be considered to write a make-up exam. For additional information please see “Missed Examinations” under the Accommodations section of this course outline.

Bonus: Research Participation or Article Review (+5%)
Research Participation
Students in this course may earn up to 5% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. You will receive 0.5 points for each 15 minutes of participation, up to a maximum of 10 points. You may participate in as many projects as you wish, but you will receive no more than 10 points per term, and you may not carry over points from one term to another. Note that while we have set 10 points to be a maximum, the opportunity to earn all 10 points may not be available, as this depends on the number of research projects requiring participants. You may participate in any given project only once.
For details on participating in research studies, go to the Department of Psychology web site (http://web.uvic.ca/psyc), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (PSYC 100A A04) no later than the last day of class (Dec. 5th), otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn the extra 5%, you may contact me no later than October 15th to arrange for an alternative option involving writing article reviews (see below).

**Article Reviews**
Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing three separate review papers (2 pages double spaced for each) of journal articles reporting original research relevant to psychology. The review will be worth 5% of extra credit and students must submit all three reviews in order to receive the full 5%. Please email me by October 15th if you wish to choose this option and include a digital copy of your chosen research articles so that I can approve them. **NOTE:** The same journal article must **NOT** be used for any other assignments in this course. You will **NOT** receive any extra credit if the same article is used for another assignment. To receive credit, you must follow these guidelines:

- Completed reviews must be submitted in printed form no later than the last day of class (December 5th). Late submissions and electronic submissions will **NOT** be accepted under ANY circumstances.
- Reviews must be typed and be formatted in APA style.
- Fully identify the title, author(s), source, and year of the article. A copy of the article must be attached to the review.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.
- Keep a copy of your review in the unlikely event that we misplace the original.

**Grading Criteria**
The final letter grade in this course will be based on the percent score, rounded up or down to the nearest whole percentage point, and based on this distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>50-59</td>
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<tr>
<td>D</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Students who do not write all three exams will receive an “N”. It is the student’s responsibility to keep track of their grades on CourseSpaces.

**ACCOMMODATIONS**
**Late assignments:** In this course there are no late assignments accepted. Assignments can be submitted on CourseSpaces up to one hour past the 10:00 PM deadline, after that submissions will be closed and you will no longer be able to submit the assignment. Please ensure you complete assignments well in advance of the deadline to account for potential computer errors or other issues.

**Missed examinations:** Students who miss an exam will receive a mark of zero unless they have a case of documented illness or family emergency, or under exceptional circumstances, which I will
consider on a case-by-case basis. If you miss an exam you must supply me with written documentation justifying your absence (e.g., a doctor's note) as soon as possible (no more than 10 days following the exam). If your documented justification for missing a midterm exam is approved, you will be permitted to write a makeup exam during a time scheduled by the Department (normally Friday afternoons). If you then miss the scheduled make-up exam, you will have to present additional documentation to account for why you missed the make-up exam. Please note that if documentation is not provided within 10 days of the missed exam, I will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.

Other accommodations: I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with the instructor as soon as possible (i.e., within the month of classes). Some students may wish to consider registration at the Centre for Accessible Learning (formerly RCSD), https://www.uvic.ca/services/cal/onlineservices/register/index.php
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT
Please read through the course outline carefully. It contains a lot of useful information and likely answers a lot of questions related to what is expected for this course. Due to the large number of students in the course, any email questions that can be directly answered from the course outline will be given a very brief response referring students back to the outline.

If you still have questions or any other concerns about this course, please approach the instructor as soon as possible! I am happy to assist you wherever I can and want all students in this course to feel supported. For any concerns that are urgent or of a sensitive nature please contact the instructor in the method which is most comfortable for you (email, phone, drop-in, or by appointment). If sending an email, please include “PSYC 100A” in the subject line to prevent emails from being accidentally sent to an incorrect folder. I will respond as promptly as possible, if you do not hear from me within 3 days please send a gentle reminder email.

Please be mindful of the effects of technology on the people around you. I strongly encourage digital notetaking and the use of laptops and other technology to enhance your learning. However, please refrain from using your digital devices for non-course related topics during class time (e.g., checking email or social media) as it can be disruptive to the instructor and to your fellow students. Also, please have your digital devices on SILENT (not vibrate) during class time. If this request is unmanageable for any reason, please contact me and we can discuss a plan that works best for you.

RESPECT FOR DIVERSITY
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
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/

The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.
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 313-317 of the UVic Calendar September 2018.

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 2018, p. 48-50)

- What to do if you miss the final exam scheduled during the formal exam period

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 formal exam period

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/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#), p. 45-47, UVic Calendar September 2018). 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 2018).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) ([https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#))

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)