

Syllabus for PSYCO 105: Individual & Social Behaviour
Section A1
Fall 2019

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Email: jpassey@ualberta.ca (Please put PSYCO 105 in the subject line, and use your ualberta email address for all emails – also see email etiquette policy below)
Student Hours: Tuesdays from 12:30-2pm, Wednesdays from 9:00-10:30am, and Thursdays from 11am-12:30pm (see student hours policy below).
Online Student Hours: Tuesday nights from 8:30-9:30pm through chat feature on eClass.
Course Website: Go to eClass, accessible on the University main page
Preferred Pronouns: She/Her;
 Dr. Passey is a Safe Spaces Resource Person; for more info see:
<https://www.ualberta.ca/ismss/>

Class Location:
CCIS 1 440

Class Times:
MWF 2:00-2:50pm

Required Text:

Psychology 105: Individual and Social Behavior – Custom Publication for the University of Alberta (2019-2020), published by McGraw Hill Ryerson Ltd.
 This is a custom text that includes selected materials from *Psychology Frontiers and Applications* (2017), 6th edition, by Passer, Smith, Atkinson, and Mitchell.

The following link will take students to a series of LearnSmart modules they can use to study the text material. These modules are not mandatory (they are a study aid, and are not for credit) and require a Connect account (purchased with the text/eText).

<https://connect.mheducation.com/class/j-passey-psyco-105-fall-2019>

Prerequisites:

PSYCO 104 or SCI 100 or equivalent as approved by the Psychology department. Students who have not completed this prerequisite will not be given credit for completing PSYCO 105.

Important Dates:

First Day of Class:	Sept. 4 th
Add/Delete Date:	Sept. 16 th
50% Withdrawal Date:	Oct. 3 rd
Withdrawal Date:	Nov. 29 th
Last Day of Class:	Dec. 6 th
Final Exam Date:	Dec. 12 th (at 9:00am)
Date of Deferred Final Exam:	January 16 th (at 4:00pm)

Course Description and Learning Outcomes:

How do psychological, biological, social, and cultural factors influence mental processes and behavior? How do our perceptions filter experience of the world through an imperfect personal lens? Does psychology explain general principles that govern behavior? Or focus on individual differences? How can we apply psychological principles to change our lives in positive ways? In PSYCO 105 Individual and Social Behavior we will consider these questions and how psychological scientists use empirical evidence to figure these things out.

This course is an introduction to the study of human individuality, personality, and social psychological processes. Some aspects of normal and abnormal human development, psychological assessment and treatment may be reviewed. In addition to examining the research methods used in empirical investigations of psychology, we will cover several different topic areas of psychology, including: language and thought, intelligence, human development, personality and social psychology, and psychological disorders and their treatment. This course will also cover current empirical investigations into the nature and function of individual and social behavior, and how the psychological concepts described in the lectures and text may (or may not) be reflected in real world examples.

Please note: In this course we will discuss several examples of human behavior that are unpleasant and/or controversial (e.g.s, aggression, stereotyping/prejudice, deception, ethics, psychological disorders, gender differences, suppressed memories, controversies about race and intelligence). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about human behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the posted readings and slides in advance, so that they can anticipate the presentation of material they find discomfoting.

Hopefully, by the end of the term you will have the skills to:

- (1) Identify basic concepts and research findings and give examples of psychology's integrative themes.
 - a. *Psychological science relies on empirical evidence adapting as new data develop.*
 - b. *Psychology explains general principles that govern behavior, while recognizing individual differences.*
 - c. *Psychological, biological, social, and cultural factors influence mental processes and behavior.*
 - d. *Our perceptions filter experience of the world through an imperfect personal lens.*
 - e. *Applying psychological principles can change our lives in positive ways.*
- (2) Apply psychological principles to everyday life.
- (3) Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence.
- (4) Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.
- (5) Design, conduct, or evaluate basic psychological research.
- (6) Describe ethical principles that guide psychologists in research and therapy.

Class Schedule:

Three 50-minute lectures are scheduled for each week. The purpose of the lectures is not to repeat the material covered in the text. In my lectures I will be variously introducing, clarifying, and elaborating on the material on individual and social behavior, much of it in the text but not all. I will also be using class activities, demonstrations, video clips, as well as examples from recently published research, real life applications, and projects conducted at this university and others across Canada to supplement the text material. **All of this material, in addition to the material in the text and lecture notes is eligible to be covered on the exams.**

If a student misses lecture for any reason, they are strongly encouraged to not only print and review the lecture notes, but also to a) meet with another student to go through the notes and catch up on any supplemental material not included in the notes, and b) to attend student hours with the instructor to go over any questions or to clarify anything regarding the missed lecture. **Lecture time is limited, so you will be responsible for a great deal of the information in the text on your own.** Just because it hasn't been explicitly covered in lecture doesn't mean that it won't be on the exam. Many students will find it helpful to complete the readings from the text before attending lecture.

To see the detailed class schedule – including all due dates – go to the end of this syllabus.

A note about cancelled classes: If the instructor needs to cancel class for any reason, the schedule above may be adjusted, such that material that would usually be covered on in class may be recorded in a video lecture module that the students will then watch through eClass. Students will be notified of the cancelled class, and plan for the rearranged schedule via email, and the announcements section of eClass.

Evaluation:

Midterm exam #1	Lectures 1-12 (Chapters 2, 9, and 10)	20%
Midterm exam #2	Lectures 13-20 (Chapters 16-17)	20%
Final exam	All lectures, 1-35 (Chapters 2, 9-10, 12-14, 16-17)	40%
Reading assessments	Total best 6 of 8 quizzes	5%
Research participation		10%
<u>Journal entries</u>	<u>Total best 6 of 8 entries</u>	<u>5%</u>
GRAND TOTAL		100%

Exams (worth 80%; see learning outcomes #1-6):

Students are responsible for all lecture, text, and eClass material. In addition, any content covered in a demonstration/activity completed in class, or in any videos played in class is eligible to be covered on the exams. Thus, attending class is essential to success in this course. Attending the review sessions held during class before each exam would also be in the student's best interests. The instructor will not answer questions regarding what content the students should focus on for the exams. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

Each of the two midterms (worth 20% each for a total of 40% of the final grade) will be 50 minutes long and will consist of 40 multiple choice questions and one long answer question. The final exam (worth 40% of the final grade) will be 2 hours long (but see note below) and will consist of 80 multiple choice questions and 2 long answer questions. Examples of potential multiple choice and long answer questions are attached to this syllabus (and on eClass as discussed above). The

midterms will not be cumulative. That is, they will only cover the lectures and course material in the weeks before that midterm; thus, Midterm #2 will only cover material covered since Midterm #1. However, the final exam will cover material from the entire course. Forty multiple choice questions and one long answer question will focus exclusively on the material covered since Midterm #2. The remaining 40 questions and one long answer question will be based on material covered from the entire course. Within the first three weeks of class, students can earn 2 bonus points (to be added to their final exam mark scored out of 100 points). To earn the bonus points, take a selfie outside of Dr. Passey's office (with her name plate visible), and email her the photo with the subject line PSYCO 105 Bonus. The email must be sent from your U of A email account, and the deadline for the selfie is 5 pm on Wednesday September 25th. **The final exam is scheduled by the University exams office, and has a tentative date of Wednesday December 12th at 9:00am. (WARNING: Students must verify this date on BearTracks when the Final Exam Schedule is posted).**

The final exam for this section of PSYCO 105 will be 2 hours in length; however, all students will be allowed up to 3 hours to complete the exam. **For students registered with Accessibility Resources,**

- If your **ONLY accommodation** is a 1.5 exam time multiplier, you will write your final exam with your classmates at the standard date, time, and location published by the Office of the Registrar. **You DO NOT need to register this final exam in ClockWork.**
- If you have **ANY other accommodations, you MUST register this exam in ClockWork by the required deadline** and write your exam in a location determined by the Accessibility Resources Exam Office.
- If you have any questions regarding this accommodation, please contact Accessibility Resources (arrec@ualberta.ca).

The emphasis of the exams will be on conceptual and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should also be able familiar with the names of the key researchers, and be able to link these researchers to the topics and theories with which they are associated.

Reading Assessment Quizzes (worth 5%; see learning outcomes #1-6):

Students will complete 6 of 8 possible reading assessment quizzes over the course of the term. These quizzes will make up 5% of the final grade. These quizzes consist of 5 multiple choice questions regarding the material covered in the textbook chapter for each section of the course. Students will complete these quizzes through the appropriate "Quizzes" function on eClass. **Once the student has begun the quiz, they will have 10 minutes to complete it.** Students will only be allowed one attempt per quiz. **Due dates for these quizzes can be found on the lecture outline on eClass.** The due dates generally coincide with the introduction of a new topic in the course. **Quizzes must be completed and submitted by 1:30pm on the given due date. Late quizzes will not be accepted for any reason.** The instructor will go over how to complete these quizzes during class, and instructions can be found on eClass. **It is the student's responsibility to ensure that they know how to access and complete these assignments, and that they do so by the due date.** Quizzes will be graded out of 5 points (1 per question). If students have questions about their performance on these quizzes, they should see the instructor during student hours. Because there are 8 quizzes, but students are only responsible for doing 6,

this means that students can miss 2 quizzes (for whatever reason) without their grades being affected. It also means that if they receive a poor mark on one quiz, they will have the opportunity to make it up by completing one of the 2 additional quizzes, and therefore not have the poor mark count. The best 6 quiz marks for each student will be counted towards this 5% of their grade.

Research Participation (worth 10%; see learning outcomes #5-6):

A handout describing the details regarding the research participation component of the course is available on eClass. This is the lab component of this course and makes up 10% of the final grade. The course instructor is not responsible for managing these sections of the course. **That is, the instructor plays no role in designing this component, assessing student performance, or handling student appeals, and thus can answer no questions regarding this component.** If students have questions or concerns, they should contact the Research Participation Coordinator, **Gail Moroschan (rescred@ualberta.ca)**. Gail will be visiting the class within the first few weeks of term to go over this component.

Journal Entries (worth 5%; see learning outcome #2):

The subject matter of this course – the science of the mind and behavior – is something that all students are intimately involved with on a daily basis whether they like it or not. This course should be more meaningful if students can relate what they read to their own experiences and observations of other people. To help students to do this, they will submit journal entries each week in which they record actual incidents using material from lectures, textbook readings, and class discussions. These entries will comprise 5% of the final grade.

Students will complete 6 of 8 possible journal entries over the course of the term. Each entry will be 1 paragraph long (see examples of successful entries posted on eClass). Some of the incidents in the entries should reflect what's going on in the student's life right now, but it also is fine to write about something that's happening (or has already happened) to a friend, or to interpret events from the past in light of their newly found knowledge. The entries need to directly tie information from the incident or event to material we have discussed in class for that section of material (e.g., Developmental).

Students will complete these entries through the appropriate "Assignments" function on eClass. **Due dates for these entries can be found on the lecture outline above and on eClass.** The due dates generally coincide with the end of a topic in the course. **Entries must be completed and submitted by 11:55pm on the given due date. Late entries will not be accepted for any reason.** The instructor will go over how to submit these entries during class, and instructions can be found on eClass. **It is the student's responsibility to ensure that they know how to access and complete these assignments, and that they do so by the due date.** Entries will be assessed on an excellent (1), pass (0.5), and fail (0) basis. If students have questions about their performance on these entries, they should see the instructor during student hours. Because there are 8 entries, but students are only responsible for doing 6, this means that students can miss 2 entries (for whatever reason) without their grades being affected. It also means that if they receive a poor mark on one entry, they will have the opportunity to make it up by completing one of the 2 additional entries, and therefore not have the poor mark count. The best 6 entries for each student will be counted towards this 5% of their grade.

Policy on Late Work:

I will not accept late quizzes or journal entries for any reason.

Resources to Help You to Do Well In This Course:

Previous exams for this course will not be made available to the students. However, there are several resources available to the students for assistance in preparing for the exams. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on eClass.
2. Weekly in-person and online student hours with the instructor.
3. Kahoot quiz or “Test Your Knowledge” Questions given during lecture. The instructor will pose several of these questions to the students during lecture and provide the answers. Students will be given time to copy down these questions if they wish. These questions cover material that the instructor considers to be key concepts, and tend to cover material that will be tested on the exams. Kahoot quizzes will also be used during the exam review sessions. Students will access the Kahoot quizzes through <https://kahoot.it/> and complete the quizzes anonymously. These quizzes are for retrieval practice, engagement, and for prompting discussion, and are not themselves worth any portion of the course grade.
4. The questions asked in the Reading Assessment quizzes (see section below) will similarly give the students an indication of some of the text material that the instructor may test on the exams.
5. A list of key questions that the students should be able to answer from the lecture material regarding each lecture section (e.g., Developmental) is already available on eClass. These questions (or the answers to them) may appear as components of the questions on the exams.
6. The LearnSmart modules and Connect study resources are helpful for studying the text material. As noted above, they do require a Connect account (purchased with the text/eText).
<https://connect.mheducation.com/class/j-passey-psyco-105-fall-2019>
7. PeerWise: Creating your own multiple choice practice questions can be a very effective way of learning the course material and preparing for tests. PeerWise is a website that enables you to easily share questions that you (or perhaps your study group) have created for the course, so that everyone in the class can pool their questions and benefit from the additional practice! The PeerWise Course ID for our class is: **19810**. You will also need to know your **student number** to register (this prevents students who are not in our class from entering the course). **Good quality questions may appear on your next exam!**
Website: https://peerwise.cs.auckland.ac.nz/at/?ualberta_ca
8. If you would like to join a study group for this course, please email Dr. Passey and she will put you in touch with other interested students.
9. Students interested in extra help may email Dr. Passey for a list of possible tutors. This list includes the names and email addresses of former 105 students who excelled in the course. The student and the tutors are responsible for any agreements (in terms of time, financial arrangements, etc.); Dr. Passey will not be involved in these discussions.
10. The Learning Scientists – a group of cognitive psychological researchers interested in research on education – have detailed **6 strategies for effective learning**, based on scientific research. Information on these strategies is available in Study Tools section of eClass. You can also watch short videos describing these strategies using this link: <http://www.learningscientists.org/videos> .

Grades:

Final grades will be reported using letter grades. **This is NOT a curved course.** Final grades will be determined after combining scores for all components of the course into a percentage total for each student. The instructor will convert these percentages into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Midterm, assignment, final exam, quiz, participation, and final paper grades will be posted under “Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each test on the discussion board. Neither of the exams will be passed back to the students. Should students wish to see their Midterm they may view it with the TA during the Midterm viewings (to be scheduled at a later date). Grades are unofficial until approved by the Department and/or Faculty offering the course.

Web Content:

Additional information for the course will be available on the web through eClass at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of lecture notes and an electronic discussion area for course questions. It also includes a chat feature we will use for online student hours on Tuesday nights. I will post the lecture slides by 11:00 pm the night before each lecture at the latest. Lecture audio will be posted after class, within a day or two. To access the lecture audio, students will need to click on a link and then log in with their U of A email address. Neither the quality nor availability of lecture audio clips is guaranteed. Students should keep in mind that the posted lecture notes will be incomplete on purpose to encourage class attendance. **That is, some of the definitions, descriptions, and examples discussed during class will not appear in the posted notes. In addition, descriptions of the class activities, demonstrations, and video clips (and how they are relevant to the course material) will also not be posted.** Therefore, although students are encouraged to print and read the lecture notes before attending class if they wish, these activities will not be a sufficient alternative for attending class.

The discussion board is intended only as a forum for posting questions and discussing topics related to the PSYCO 105 course material. Messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 105 content will be deleted, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students' questions tend to be similar, **students are asked to please post questions on the eClass discussion board rather than emailing the instructor directly.** The course instructor will check the board regularly and will respond to the questions there. This way everyone in the

class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor or, better yet, discuss them with the instructor during student hours. In addition, **questions related to the research participation portion of the course should not be posted on eClass**, as the people in charge of those components will not be reading the discussion board (see Research Participation section for who to contact regarding this component).

Unless otherwise advised of a scheduled absence by the course instructor, all queries posted on the message board will be, at the very least, acknowledged within 1 working day. **If students do email questions that could have been posted on the message board instead, their email will be returned unanswered or you will be directed to the message board for the reply.** The posted questions should be as specific as possible so that an appropriate response can be made quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., “I don’t understand what intelligence is?”) will be encouraged to attend student hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture notes before posting their questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor will not result in the message being responded to more quickly; this will only result in irritation for the instructor.

***Note on email etiquette:* In writing any email to the instructor the student will be required to include the following information if they desire a response:**

1. The student’s first and last name.
2. Their student ID number
3. The course number.

Failure to include this information may result in the email going unanswered. The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent to the instructor (or to any other students) that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Cor Baerveldt, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

Additional Considerations:

Student Hours: The instructor welcomes and encourages students to attend student hours. **Appointments will only be made with students who cannot attend student hours.** If your class schedule prevents you from attending the scheduled student hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting. Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exams. **I will also have an online office hour every Tuesday night from 8:30-9:30pm using the Chat feature on eClass.**

Absence From Class or Exams, and Missed Work: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by

e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar.

Note: In this course, students are allowed to miss a certain number of quizzes and journal entries and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of quizzes and journal entries then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write all exams as scheduled; see the course outline above for the dates. There will be **no make-up exams. If a midterm is missed due to a serious medical condition**, the weight of that midterm will be transferred to the final exam. For this to happen, the instructor must be contacted **within 48 hours** of the midterm. Failure to do so will result in a grade of zero being applied to the midterm. **For an excused absence where the cause is religious belief**, a student must contact the instructor(s) within one week of the start of Spring or Summer classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request. **Deferral of term work or exams is a privilege and not a right**; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Students have access to their final exam schedule through Bear Tracks and on the Registrar's website in advance. Multiple exams and closely scheduled final exams is not a valid excuse for a deferral of one or more final exams. A student who **cannot write the final examination** due to incapacitating illness, severe domestic affliction or other compelling reasons **can apply through their Faculty Office for a deferred final examination**. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be **made to the student's Faculty office** within two working days of the missed examination and must be supported by a Statutory Declaration or other appropriate documentation (Calendar section 23.5.6). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*. If a deferral of the final exam is granted, the **deferred examination will be held on Thursday January 16th at 4:00pm (location TBA)**.

Missing a significant portion of the course work will result in a "1" being applied to your final letter grade on your transcript (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from either of the midterms or the final exam, and/or
2. Fails to complete at least 1 of the journal entries, and/or
3. Fails to complete at least 1 credit of the Research Participation component.

Students Eligible for Accessibility-Related Accommodations: Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact Accessibility Services (<https://www.ualberta.ca/current-students/student-accessibility-services>) for further information.

Classroom Etiquette: Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all electronic devices (including but not limited to: cell phones and music devices) during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the

policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment: The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

For additional advice or assistance regarding this policy students may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

Plagiarism and Cheating: All students should consult the ‘Truth-In-Education’ handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

The Academic Success Centre: (1-80 SUB): The [Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

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Detailed Class Schedule (including due dates):

Note: The instructor reserves the right to make changes to this outline as the course progresses.

Note: RA in this table refers to the Reading Assessment quizzes for these chapters.

Dates	Lecture #s	Topics	Chapters from text
Sept. 4 th	1	Introduction to the course	-
Sept. 6 th	2	Improving Study Skills Through Psychological Science	-
Sept. 9-16 th	3-6	Research Methods; and Research Participation Information Session	2 and Stats appendix – RA due Sept. 11 th ; Journal due Sept. 16 th
Sept. 18 th -23 rd	7-9	Language & Thought	9 – RA due Sept. 18 th ; Journal due Sept. 23 rd
Sept. 23 rd -27 th	9-11	Intelligence	10 – RA due Sept. 23 rd ; Journal due Sept. 27 th
Sept. 30 th	12	Midterm #1 Review	-
Oct. 2nd	-	Midterm #1	Covers lectures 1-12
Oct. 4 th -11 th	13-16	Psychological Disorders	16 – RA due Oct. 4 th ; Journal due Oct. 11 th
Oct. 14th	-	Class cancelled (Thanksgiving Day)	
Oct. 16 th - 21 st	17-19	Treatment of Psychological Disorders	17 – RA due Oct. 16 th ; Journal due Oct. 21 st
Oct. 23 rd	20	Midterm #2 Review	-
Oct. 25th	-	Midterm #2	Covers lectures 13-20
Oct. 28 th – Nov. 4 th	21-24	Development	12 – RA due Oct. 28 th ; Journal due Nov. 4 th
Nov. 6 th - 20 th	25-28	Personality	14 – RA due Nov. 6 th ; Journal due Nov. 20 th
Nov. 11th – 15th	-	Classes cancelled (Remembrance Day Holiday and Reading Week)	-
Nov. 22 nd – 29 th	29-32	Social Psychology	13 – RA due Nov. 22 nd ; Journal due Nov. 29 th
Dec. 2 nd	33	Guest Lecture – Christine Kershaw	-
Dec. 4 th	34	Integrative Themes Activity	-
Dec. 6 th	35	Final Exam Review	-

Sample Multiple Choice and Long Answer Questions:

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) The ultimate goal of psychology is to _____.

- A) discover the causal events.
- B) explore the human psyche.
- C) solve the problems of humankind.
- D) understand human behaviour.

2) Dr. Burkhardt is a psychologist whose primary interest involves attitude formation and change. Most likely, Dr. Burkhardt is a _____ psychologist.

- A) cognitive
- B) developmental
- C) social
- D) personality

3) Rosemary, a first year psychology student, believes that human beings are capable of positive growth and can make their own choices in behaviour. She is most likely to be attracted to the _____ approach to psychology.

- A) behavioural
- B) Gestalt
- C) cognitive
- D) humanistic

LONG ANSWER. Write your answer in the space provided.

4) BIS and BAS activity are thought to be tied to differences in biological functioning. Identify the BAS and the BIS, and briefly describe each system's function. Next, list the two neurotransmitters that are thought to be closely linked with BIS and BAS functioning? Finally, discuss how is the BAS similar to extraversion, and the ways BAS differs from extraversion?