

**Faculty of Health**  
**Department of Psychology**  
**PSYC 1010 6.0 Section F: INTRODUCTION TO PSYCHOLOGY**  
**Wednesday 4-7pm - Online via Zoom & eClass**  
**Full Year 2020-2021**

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Welcome to PSYC1010! We're doing things a bit differently this year, but I promise you that we're going to do everything we can to make this a great learning experience for all of you. I'm excited to offer this course to you in a largely asynchronous format, which offers you some flexibility in terms of when do the readings, watch the videos, and take the practice quizzes. That said, there are some components of the course that have fixed deadlines and there are some live components as well. There are two term tests in this course, one at the end of term 1, and the other at the end of term 2. These will be done online on eClass during our regularly scheduled class time (Wednesdays from 4-7pm). You must be available on those dates to complete the tests – no exceptions! There are also two written assignments with fixed due dates (listed below) and regular discussion forum posts that you must complete before the start of the next week's class time.

I will be pre-recording video lectures, in addition to posting PowerPoint slides, all of which will be available on eClass. You should watch the videos, use the PowerPoint slides as a guide, and make notes on the accompanying textbook chapters.

As described in more detail further into the syllabus, you will have weekly practice quizzes that will help you keep engaged with the course, and offer you the chance to see which concepts you need to review before the term tests.

The teaching assistants and myself will host weekly Question and Answer (Q & A) sessions live on Zoom for students who submit their questions on eClass in advance of the Q & A session. These will be held during the scheduled class time, but I will also record these Q & A sessions and post them to eClass, for those of you who are unable to take part live.

**Instructor and T.A. Information**

Instructor: Dr. Kathleen Fortune

Office Hours: Online via Zoom, by appointment

Email: kfortune@yorku.ca

T.A.	Mariya	Jenna	Megis	Shaylea	David
Email	maffka@yorku.ca	jrbm@yorku.ca	megin@yorku.ca	sdbadov@yorku.ca	dolson@yorku.ca
Office Hours	TBA	TBA	TBA	TBA	TBA

**Course Prerequisite(s): Course prerequisites are strictly enforced: None**

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

### **Course website: eClass**

All course materials will be available on eClass. The site will be your central access point for course materials. PowerPoint slides, short video lectures, and additional readings or website links will all be posted on the eClass site in advance of each week's lecture topic/chapter. These materials will be organized by week and follow the schedule that is outlined in detail at the very end of this document.

### **Course Description**

This course introduces students to psychology, the scientific study of behaviour and cognition, by examining the basic principles of psychology and their application to everyday experience. The course surveys some core areas of psychology including research methods, biological bases of behaviour, sensation and perception, memory, and cognition.

### **Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Define psychology and explain how it meets the criteria of science.
2. Recognize key concepts, methods, theories and assumptions in psychology.
3. Describe basic characteristics of the scientific method in psychology.
4. Discern differences between personal views and scientific evidence.

### **Specific Learning Objectives**

Upon completion of this course, students should be able 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 behaviour, while recognizing individual differences.
  - c. Psychological, biological, social, and cultural factors influence mental processes and behaviour.
  - 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 behaviour and mental processes from empirical evidence.
4. Evaluate misconceptions or flawed 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

### **Required Textbook**

Weiten, W. & McCann, D. (2019). Psychology: Themes and Variations (5th Canadian Edition). Toronto, Canada: Thomson-Nelson.

**NOTE:** Make sure to get the 5th Canadian Edition with a publication date of 2019. This is the only textbook that will be referred to in this course. The bookstore is offering a loose-leaf package version of this text, complete with the MindTap resources that I highly recommend you purchase. This is the most affordable way to get the textbook and MindTap resources that I will refer to throughout the course.

### **Course Requirements and Assessment:**

<b>Assessment</b>	<b>Date of Evaluation</b>	<b>Weighting</b>
Practice Quizzes	Short quizzes, 0.5% each, weekly	11%
Test 1	December 2	20%
Test 2	April 7	20%
Written Assignment 1	November 11	15%
Written Assignment 2	February 24	15%
Discussion Board Participation	Throughout the year	15%
Research Participation (URPP)	Throughout the year	4%
<b>Total</b>		<b>100%</b>

### **Description of Assignments**

**Quizzes:** You will complete short practice quizzes on eClass, every week except for those two weeks in which you have a test scheduled (see dates above). The purposes of these short practice quizzes is to keep you on track with the course readings and lectures, and also to give you a chance to practice completing multiple-choice questions on eClass before you get to the tests which are worth significantly more marks. In order to receive the 0.5%, you must get all of the questions correct, but you can take the quiz as many times as you like until you achieve a grade of 100%, and receive the 0.5 or 1% for the week. Each quiz will be comprised of approximately 10 to 20 practice questions, and unlike the real tests at the end of each term, these practice quizzes will not be timed. **You must complete the practice quizzes before the end of each week.**

**Tests:** You will complete two online multiple-choice tests in this course, one at the end of each term. These tests will cover all of the previous chapters from that term, and will be comprised of approximately 80 multiple-choice questions. **NOTE:** You will have approximately 80 minutes to complete these tests and they will be held during our regularly scheduled class time, so you must be available to complete them.

**Written Assignments:** You will complete two written assignments throughout the year, with one in the first term, and one larger assignment due in the second term. Details about

these assignments will be posted to eClass well in advance of their respective due dates. Each assignment will focus on application of some of the core concepts learned in the weeks leading up to their due dates. You will submit these written assignments through Turnitin on eClass, which is plagiarism detection software. Thus, these are independent assignments, and are not to be completed in pairs or groups.

**Discussion Board Participation:** Most weeks of the course I will post an interesting video, podcast, or short reading and ask you to answer a couple of questions about your thoughts, feelings, and reactions to that material. You will also be asked to post responses to your classmates. The purpose of the discussion board is to give you an opportunity to interact with your classmates, to expand and apply your understanding of core concepts from the course, and to award marks for critical reflection, rather than just correct answers. The TA's and myself will assign marks for responses that show a level of effort and thoughtful consideration of the topic. **The discussion forum will remain open for one week and you must submit your responses within that week. The forum will close to new posts before the start of the class time for the following week, when a new forum will open.**

**Research Participation:** Part of your grade in this course involves participating in online research studies that are conducted by faculty and students from the psychology department. This is known as the Undergraduate Research Participation Pool. You must complete a certain number of studies in order to receive your full 4% for research participation. If you feel strongly about NOT participating, you will be provided with alternative written assignment. All of this is done under the direction of the URPP coordinator, not myself or the TA's. You will receive an email with a video that explains all aspects of the URPP program and your participation in it. You can contact URPP at [urpp@yorku.ca](mailto:urpp@yorku.ca). If you have any concerns regarding urpp points or participation, email them, not your instructor or TA.

### **Class Format and Attendance Policy**

While this course will primarily be delivered asynchronously, the two online tests must be completed during our scheduled class time. Moreover, the teaching assistants and I will be available for live question and answer sessions also to be held during our scheduled class time. These are valuable opportunities for you to ask for clarification on concepts that you're finding more challenging, and to engage with the instructor and TA's. **Therefore, you should not register for another course that runs at the same time as ours.**

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#)

### **Missed Tests/Midterm Exams/Late Assignment:**

For any missed quiz or late assignment, students MUST complete the following online form that will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

If you miss one of the two scheduled tests in this course (see schedule above), you will be **given an all short-answer question alternative test**. There are no exceptions to this, as there are only two tests in this course that require you to be available online during our scheduled class time.

If you submit one of the written assignments late, you will **receive a late penalty of 10% per day**. Again, there are only two written assignments in this course with fixed due dates, so it's really important that you submit them on eClass on due date and time listed.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 - April 12	March 13- April 12

### **Add and Drop Deadline Information**

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enroll without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### **Information on Plagiarism Detection**

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass page) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

### **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

### **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with

disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy.](#)

### **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC1010 course at York University and are the property of the instructor unless otherwise stated. This includes my video recordings and my PowerPoint slides. These must not be shared on websites like CourseHero, as this is a violation of my intellectual property rights. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement.](#)

### **Email Policy**

When composing an email to me or to a teaching assistant, you should think carefully about the kind of impression you want to create. Most of you are likely eager to make a lasting, positive impression and to receive a favourable response. However, sending such an email may be new to you, so below are some helpful tips to review before sending an email.

1. Any emails sent to the professor or teaching assistant MUST indicate the course number and section in the subject line of the email. Our course and section are PSYC1010, SEC F.

2. Make sure to include your full name and student number in the body of the email. If your preferred name differs from the name listed on the course roster, please let your professor and TA know that early in the term.
3. Before sending an email, make sure you've done a thorough job of trying to find the answer to your question in the course materials posted to eClass. That means carefully reading through the course syllabus and other pieces of information posted on eClass to see if the answer is already provided. The professor and TA's receive a high volume of email and will not respond to emails asking questions that are clearly addressed in the posted course materials.
4. A proper email to your professor or TA begins by properly addressing them by their full name and/or title. In this case, you should refer to me as either Dr. Fortune or Professor Fortune. You can address your emails to your TA's by their full names. The body of your email message should be proofread for spelling, grammatical, and punctuation errors, and should be written in a polite tone. Respect goes both ways, and you should treat your professor and TA's with the same respect with which you would like to be treated.
5. Send your emails well in advance of when a response is required. While the volume of emails received will vary throughout the year, you should expect to receive a response within 3 days of sending an email. If you have not received a response within that time period, you can follow-up politely.

## Discussion Board Etiquette

One of the aspects of this course that I'm most excited about are the discussion board posts, which will allow you to share your thoughts, feelings, and questions about interesting aspects of the course with one another. However, this only works when everyone understands some general rules around appropriate behaviour on these boards. They must be a safe space for everyone, and the TA's and myself will ensure that they remain so. Read through the guidelines below, to familiarize yourself with our expectations around discussion board behaviour.

- **Respect others.** It is important to remember that you, your peers, and the teaching team are real people who are affected by what you write. It is important to be mindful of the feelings and opinions of others, even if they differ from your own. As a general rule of thumb: If you wouldn't say it to someone's face, don't say it online either.
- **Proofread.** Before sending an email, sending a message to a chat or responding to a discussion, review your response to ensure that it is clear, concise and respectful.
- **Avoid strong language, all caps, and excessive exclamation points.** It is very easy for written text to be misread and misunderstood. Have you ever sent a text or email message with good intent, but your peer or other recipient thought you were being rude or condescending? If so, then you have experienced this firsthand. By being aware of strong language, you can identify and avoid potential confusions before sending messages.

- **Avoid slang, use proper English.** Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- **Be careful with emoticons.** Limit and possibly avoid the use of emoticons.
- **Pick the right tone, be careful with humour or sarcasm.** Since your communication will be in a written format then it is very important to choose the right words when you are trying to get your meaning across. Be cautious when using humour or sarcasm as tone is often lost in an email or discussion post and your message might be taken seriously or sound offensive. Do not assume everyone understands where you are coming from or knows internet slang for sarcasm (e.g., /s).
- **Personal information and confidentiality.** Do not post confidential information about yourself or others in the discussion boards. You are, of course, free to share some personal anecdotes about your life if they are relevant to the question being posed, but keep in mind that the board is viewed by your classmates and potentially others.
- **Don't post or share, publicly or privately, inappropriate material.** Posting or sharing this type of information will go against the code of conduct expected of students at this university.
- **Be forgiving.** Be mindful that for many students this will be a new way of interacting and that some may struggle with written communication. Be kind, patient, and understanding with your peers as they become familiar and comfortable with the new format and the guidelines.

## Course Schedule

DATE	TOPIC	REQUIRED READINGS
SEPT 9	Introduction, Brief history of psychology, pseudoscience	Chapter 1: The Evolution of Psychology
SEPT 16	Research Methods and Research Ethics	Chapter 2: The Research Enterprise in Psychology
SEPT 23	Brain and Behaviour	Chapter 3: The Biological Basis of Behaviour
SEPT 30	Brain and Behaviour	Chapter 3: The Biological Basis of Behaviour
OCT 7	Sensation and Perception	Chapter 4: Sensation and Perception
OCT 14	READING WEEK	NO ASSIGNED READING

OCT 21	Sleep, dreams, and psychoactive substances	Chapter 5: Variations in Consciousness
OCT 28	Sleep, dreams and psychoactive substance continued	Chapter 5: Variations in Consciousness
NOV 4	Principles of Classical & Operant Conditioning, latent and observational learning	Chapter 6: Learning
NOV 11	Human Memory <b>Written Assignment 1 Due!</b>	Chapter 7: Memory
NOV 18	Human Memory	Chapter 7: Memory
NOV 25	Language, decision-making, and problem solving	Chapter 8: Language and Thought
DEC 2	<b>TEST #1</b>	Covers Chapter 1-8 & accompanying lectures
JAN 13	Intelligence and Psychological Testing	Chapter 9: Intelligence and Psychological Testing
JAN 20	Human Motivation and Emotion	Chapter 10: Motivation and Emotion
JAN 27	Lifespan development: from birth to death, an overview of development trajectories	Chapter 11: Human Development Across the Lifespan
FEB 3	Personality or what makes you – you!	Chapter 12: Personality: Theory, Research, and Assessment
FEB 10	Social Perception and Influence	Chapter 13: Social Behaviour
FEB 17	READING WEEK	NO ASSIGNED READING
FEB 24	Attitudes, Stereotypes, and Prejudice <b>Written Assignment 2 Due!</b>	Chapter 13: Social Behaviour
MAR 3	Stress, coping skills, and their relationship to physical and mental health	Chapter 14: Stress, Coping, and Health

MAR 10	Overview of psychological disorders	Chapter 15: Psychological Disorders
MAR 17	Overview of psychological disorders continued.	Chapter 15: Psychological Disorders
MAR 24	Treating Psychological Disorders	Chapter 16: Treatment of Psychological Disorders
MAR 31	Treating Psychological Disorders continued	Chapter 16: Treatment of Psychological Disorders
APR 7	Test 2	Covers chapters 9-16 and accompanying lectures

### **Useful links for Computing Information and York Resources**

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

### **Additional Resources Available to You**

#### **Calumet and Stong Colleges' Student Success Programming**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.

- Peer Assisted Study Sessions (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- <https://ccscss.info.yorku.ca/peer-tutoring>/**Peer Tutoring** offers one-on-one academic support by trained peer tutors.
- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, civil exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work or volunteer.
- Please connect with your instructor about specific academic resources for this class.
- For additional information about our student success programs, please consult our website, email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram and Facebook.