

**Faculty of Health**  
**Department of Psychology**  
**PSYC 1010 6.0 Section A: INTRODUCTION TO PSYCHOLOGY**  
**Monday 11:30am to 2:30pm – via Zoom and eClass**  
**Full Year 2021-2022**

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Welcome to PSYC1010! We're continuing to do things differently this year, because while we seem to be through the worst of the pandemic, it remains an ongoing threat. I made the difficult decision earlier this year to keep PSYC1010 entirely online for another year. I did this out of concern for our health and safety, and because I know that my TA's and I can deliver this course effectively online. Some of you may have concerns about this format and I understand those concerns, but I promise you that I'm going to do everything I can to make this a great learning experience. **This year, unlike last year, I'll be offering the course in a synchronous format. This means that I will give live lectures on Zoom during the first 60-90 minutes of our scheduled class time each week.** I will also record the lectures and post them to eClass, in the event that you are unable to attend a lecture or two throughout the year, or for the purposes of review/studying. Throughout the lecture, I will incorporate pauses in order for you to ask questions, and I will take additional questions at the end of the lecture, if needed. You can ask your questions by using the Zoom chat function, or by raising your hand and asking it live. I will post my PowerPoint lecture slides ahead of time, so that you can review, and use them to follow along and to take notes during the lecture. This is an incredibly helpful study strategy.

While attendance in these live lectures is not mandatory and no attendance will be taken, I strongly encourage you to actively participate in these sessions. Watching a recording of a lecture is a great option for review, or in the event of illness or emergencies that force you to miss class, but for many students, a recording just does not inspire the same engagement and learning that a live lecture does.

As described in more detail below, there are two term tests in this course, one at the end of term 1 in December, and the other at the end of term 2, in April. Each of these tests is worth 20% of your course grade. These tests will be done on eClass during our regularly scheduled class time (Mondays from 11:30-2:30). **You MUST be available on those dates to complete the tests! There are no exceptions.**

There are also two short written assignments, each worth 22% of your course grade, bi-weekly discussion forum posts worth 12% of your grade, and research participation worth the final 4% of your grade. I chose this assessment breakdown in order to spread out the marks across the year, to weight multiple-choice tests and writing skills equally, and to allow you to learn from your challenges, and to build on feedback over the year. In line with this course design, I will also set up optional weekly practice quizzes on eClass to allow you to test your knowledge, in order to you see which concepts you need to review before the tests. I want you to learn and to succeed, and if you attend lectures, ask questions, study effectively, and practice – you will.

**Instructor and T.A. Information**

Instructor: Dr. Kathleen Fortune

Office Hours: Online via Zoom, by appointment (booked through eClass)

Email: kfortune@yorku.ca

<b>T.A.</b>	<b>Taran</b>	<b>Ethan</b>	<b>David</b>	<b>Emma</b>	<b>Michael</b>
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<b>Office Hours</b>	TBA	TBA	TBA	TBA	TBA

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

**Course Credit Exclusions:** Refer to [York Courses Website](#) for listings of 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, 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.

**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, 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., & Matheson, D. (2021). Psychology: Themes and Variations (6th Canadian Edition). Toronto, Canada: Cengage.

**NOTE:** If you choose to use an older version of this textbook, it's up to you to figure out what has changed in the new version. I can't be responsible for sorting that out. If I list certain page #'s for assignments or readings in the 6th edition, you will have to find the appropriate pages in the 5th edition yourself. Please also note that the York bookstore is offering numerous formats of this book (e.g., hard copy, ebook, and a loose-leaf package), complete with the MindTap resources that I highly recommend. **Mindtap is optional, and no grades are attached to MindTap exercise, but there is research to support the fact that it can improve your performance in the course, so I encourage you to purchase it if you can.**

**Course Requirements and Assessment:**

Assessment	Date of Evaluation	Weighting
Practice Quizzes	Short weekly quizzes, practice only	0%
Test 1	December 6 , 2021	20%
Test 2	April 4, 2022	20%
Written Assignment 1	November 8, 2021	22%
Written Assignment 2	February 28, 2022	22%
Discussion Board Participation	Throughout the year	12%
Research Participation (URPP)	Throughout the year	4%
<b>Total</b>		<b>100%</b>

**Description of Assignments**

**Practice Quizzes:** Although they are not counted for marks, I encourage you to make use of the practice quizzes for each chapter. They are a great test of your knowledge and they help you prepare to take the two multiple-choice term tests in the course. You can take the practice quizzes as many times as you like to ensure that you understand the core concepts from each chapter, and you can do these on your own timeline.

**Term Tests:** You will complete two online multiple-choice tests in this course, one at the end of each term (see dates in course requirements and assessments table). These tests will cover all of the chapters from each term, and will be comprised of approximately 80 multiple-choice questions. **NOTE:** You will have approximately 80 minutes to complete each test and they will be held during our regularly scheduled class time, **so you must be available to complete them. There are no exceptions to this, and you cannot schedule overlapping courses for this reason.**

**Written Assignments:** You will complete two written assignments, one in each term. Details about these assignments will be posted to eClass well in advance of their respective due dates. Each assignment will focus on the application of core concepts to your own life, because that's one of the key learning objectives of this course. I want you to leave the course with skillsets that serve you well in your personal lives, as well as a broader understanding of psychology. Each assignment will be approximate 2-3 double-spaced pages in length and 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:** Every other week or so, I will post an interesting video, podcast, or short reading on eClass 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 boards 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 assign marks for participation, rather than just correct answers.** This is really important to me as an instructor. I want you to feel free to share your perspectives, albeit with due consideration and respect for your classmates. The TA's will assign marks for responses that show a significant level of effort and thoughtful consideration. It's important that you read/watch the required piece and then make reference to specific ideas in your answers,

rather than just making generic statements. You must also answer all the questions asked, and for clarity, you should include question numbers to indicate what part of your response is answering which question. The TA's and I will do a demonstration discussion forum post at the start of the year, to give you an idea of what we expect in terms of effort/thoughtful consideration. You will have 2 weeks to post your responses to each forum, but once the next forum opens, you will no longer be able to submit, so put those dates in your calendar early!

**Research Participation:** The final part of your grade in PSYC1010 comes from participating in research studies that are conducted by faculty and students from the psychology department. This is known as the **Undergraduate Research Participation Pool (URPP)**. You must complete a certain number of studies each term in order to receive your full 4% for research participation. If you feel strongly about NOT participating, you will be provided with an alternative written assignment. **Please note that this is NOT OPTIONAL.** Each year, a number of students fail to complete these studies and miss out on a relatively easy 4% of their course grade because they didn't think the URPP was required. All of this is done under the direction of the URPP coordinator, not the TA's or myself. You will receive an email that explains all aspects of the URPP 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. The TA's and I will not return any emails asking questions about the URPP.**

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

As already outlined in the previous pages of this course outline, I will deliver 60-90 minute live lectures during the first half of our regularly-scheduled class time. These lectures will also be recorded and posted to eClass, but again, I strongly encourage you to participate live and use the recordings for review purposes only. These are valuable opportunities for you to ask questions for clarification on concepts that you're finding more challenging, and to engage with myself, one of your TA's, and your fellow classmates. Last year, students who regularly attended the live sessions performed significantly better in the course than those who did not. There is a correlation between actively participating in the course, asking questions, hearing your classmates' response, and your overall success in the course.

### **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 2021-22](#)

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

For any missed quiz or late assignment, students MUST complete the following online form, which 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.**

Due to COVID-19, an Attending Physician's Statement (APS) is not required. However, a reason for missing an evaluated component/deadline in the course must be provided. **Extensions requested BEFORE the assignment due date MAY be granted on medical grounds, at the discretion of the instructor.**

If you miss one of the two scheduled tests in this course, you will be **given an all short-answer question alternative test to be completed within 1 week of the original test you missed**. 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, and have not been granted an extension by the instructor, you will receive a late penalty of 10% per day.**

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

### 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 enrol 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). Turnitin is a plagiarism and detection tool to assist faculty members in determining the similarity between student work and the work of others. This includes published work in books and journals, Internet sources, and papers submitted by other students at York and other universities, among others. Turnitin conducts a review of textual similarity between the work you submit and others work. However, no decisions about plagiarism are made by the service. Rather, it generates an “originality report” which is evaluated by TA’s and faculty members, to determine the probability that a piece of work has been plagiarized. By submitting work to Turnitin on eClass, you allow your 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 complete tests/exams in a manner that does not involve 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 A**.
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 on 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 over the year, you should expect to receive a response within 3 days. 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.

### Course Schedule

DATE	TOPIC	REQUIRED READINGS
SEPT 13	Introduction, Brief history of psychology, pseudoscience	Chapter 1: The Evolution of Psychology
SEPT 20	Research Methods and Research Ethics	Chapter 2: The Research Enterprise in Psychology
SEPT 27	Brain and Behaviour	Chapter 3: The Biological Basis of Behaviour
Oct 4	Brain and Behaviour	Chapter 3: The Biological Basis of Behaviour
OCT 11	READING WEEK	No assigned reading
OCT 18	Sensation and Perception	Chapter 4: Sensation and Perception
OCT 25	Sleep, dreams, and psychoactive substances	Chapter 5: Variations in Consciousness

Nov 1	Sleep, dreams and psychoactive substance continued	Chapter 5: Variations in Consciousness
NOV 8	Principles of Classical & Operant Conditioning, latent, observational learning <b>Written Assignment #1 Due</b>	Chapter 6: Learning
NOV 15	Human Memory	Chapter 7: Memory
NOV 22	Human Memory	Chapter 7: Memory
NOV 29	Language, decision-making, and problem solving	Chapter 8: Language and Thought
Dec 6	<b>TEST #1</b>	Covers Chapter 1-8 & accompanying lectures
JAN 10	Intelligence and Psychological Testing	Chapter 9: Intelligence and Psychological Testing
JAN 17	Human Motivation and Emotion	Chapter 10: Motivation and Emotion
JAN 24	Lifespan development: from birth to death, an overview of development trajectories	Chapter 11: Human Development Across the Lifespan
Jan 31	Personality or what makes you – you!	Chapter 12: Personality: Theory, Research, and Assessment
FEB 7	Social Perception and Influence	Chapter 13: Social Behaviour
FEB 14	Attitudes, Stereotypes, Prejudice	Chapter 3: Social Behaviour
FEB 21	<b>READING WEEK BREAK</b>	NO ASSIGNED READING
Feb 28	Stress, coping skills, and their relationship to physical and mental health <b>Written Assignment 2 Due!</b>	Chapter 14: Stress, Coping, and Health
MAR 7	Overview of psychological disorders	Chapter 15: Psychological Disorders

MAR 14	Overview of psychological disorders continued.	Chapter 15: Psychological Disorders
MAR 21	Treating Psychological Disorders	Chapter 16: Treatment of Psychological Disorders
March 28	Treating Psychological Disorders continued	Chapter 16: Treatment of Psychological Disorders
APR 4	<b>Test 2</b>	Covers chapters 9-16 and accompanying lecture material

### 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](#)

### 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 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://ccscs.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](#), [career 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](#).