

**Faculty of Health**  
**Department of Psychology**  
**PSYC 1010 6.0 Section B: INTRODUCTION TO PSYCHOLOGY**  
**ONLINE, with optional Zoom meetings Tuesdays 11:30am-2:30pm**  
**Summer Term 2022**

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Welcome to PSYC1010! I know that the new ONLN course designation is causing confusion, so I want to clarify things right away. This course is all conducted online. There are no in-person components. However, I will be **holding optional live meetings on Zoom every Tuesday from 11:30am-2:30pm. These Zoom meetings will be recorded and posted to eClass, so you are free to attend/participate or to watch them on your own time.** 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 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. While attendance in these live meetings is not mandatory and no attendance will be taken, I strongly encourage you to participate in these sessions. Watching a recording of a lecture is a great option for review, or in the event of illness or emergencies but for many students, a recording just does not inspire the same engagement and learning that a live meeting does.

**Please note that the 3 term tests will be held on eClass during that same Tuesday 11:30am-2:30pm timeslot.** These are **MANDATORY**. You must be available online during that timeslot to complete these 3 tests. Everything else is on your own schedule, **but these are 3 fixed dates.**

As described in more detail below, there are 3 multiple-choice term tests in this course, worth a total of 70% of your course grade. **These tests will be done on eClass during the Tuesday 11:30am-2:30pm timeslot. You MUST be available on those dates to write the tests.**

Additionally, there are also two very short written assignments, each worth 15% of your course grade, discussion forum posts worth 11% of your grade, and research participation worth the final 4% of your grade. This assessment breakdown is more heavily weighted toward multiple-choice tests due to the condensed nature and speedy pace of this summer course, I felt it prudent to minimize the amount of writing required of you and the amount of grading required of the TA's. This SU term version of PSYC1010 is going to move quickly, as we cover 8 months of material in 4 months. It is crucial that you read ahead and stay up-to-date with the weekly material, in order to be successful in this course. Your TA's and I will be available via virtual office hours and email, to try and address any questions or concerns you have.

**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>Mariya</b>	<b>Viviana</b>	<b>Tony</b>
<b>Email</b>	maffka@yorku.ca	vivian17@yorku.ca	tony2017@yorku.ca
<b>Office Hours</b>	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	May 31, 2022	25%
Test 2	July 5, 2022	25%
Test 3	August 9, 2022	20%
Written Assignment 1	June 14, 2022	7%
Written Assignment 2	July 26, 2022	8%
Discussion Board Participation	Throughout the term	11%
Research Participation (URPP)	Throughout the term	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 3 online multiple-choice tests in this course. These tests will be comprised of approximately 80 multiple-choice questions. **NOTE:** You will have approximately 90 minutes to complete each test and they will be held during the Tuesday 11:30am to 2:30pm timeslot, **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 short written assignments. Details about these assignments will be posted to eClass well in advance of their due dates. Each 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 skills that serve you well in your personal lives, as well as a broader understanding of psychology. Each assignment will be approximately 1-2 double-spaced pages in length and you will submit these 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 a 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 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.

**Research Participation:** The final part of your grade comes from participating in research studies 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. **Note: this is NOT OPTIONAL.** Each year, a number of students fail to complete these studies and miss out on 4% of their course grade. 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 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 outlined in the previous pages, **I will hold live Zoom meetings Tuesdays from 11:30am to 2:30pm. I'll focus on the core concepts from the week's assigned readings and your TA's will held me moderate the chat to answer your questions or to hear your thoughts.** These meetings will be recorded and posted to eClass but I strongly encourage you to participate if you can and to 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, your TA's, and your 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 test or late assignment, students **MUST** complete the following online form, which will be received and reviewed in the Psychology undergraduate office.

<https://psychology.apps01.yorku.ca/machform/view.php?id=16179>

**Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed test or late assignment.**

Due to the COVID-19 pandemic, an Attending Physician's Statement (APS) is not required. However, a legitimate reason for missing an evaluated component/deadline must be provided. For example, this would include serious illness that prevents you from writing the test or the sudden illness or death of a loved one. Extensions requested **BEFORE** the due date **MAY** be granted on medical or compassionate grounds, at the discretion of the instructor.

If you miss one of the tests in this course, the only make-up test option offered will be 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 3 tests in this course that require you to be available online during our scheduled meeting time. **If you submit an assignment late, and have not been granted an extension by the instructor, you will receive a late penalty of**

**10% per full 24 hour period that the assignment is late. With such a fast moving course, it is crucial that you put these dates in your calendar and make every effort to meet deadlines.**

### Add/Drop Deadlines

For a list of all important dates please refer to: [Summer 2022 Important Dates](#)

	SU Term	S1 Term	S2 Term
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	May 22	May 13	June 30
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	June 6	May 20	July 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 8	June 6	July 22
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	July 9 – Aug. 9	June 7 – June 20	July 23 – Aug. 9

### 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 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 required to submit all 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 to determine the probability that a piece of work has been plagiarized. Students can also resubmit their work up to 3 times before the deadline, so that they are able to make appropriate changes based on Turnitin's similarity score. 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 obviously permitted for course-related purposes. **It is expected that you complete tests in a manner that does not involve consulting an unauthorised source during an examination unless the tests/exams are specified to be open-book. The tests in this course are NOT considered to be 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 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 any class Zoom recordings, my PowerPoint slides, and the assignments details. 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 B, SU term.
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 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.
- **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.
- **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 York.
- **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
May 10	Introduction, Brief history of psychology, pseudoscience	Chapter 1: The Evolution of Psychology (pgs. 1-15, 21-25) Chapter 2: The Research Enterprise in Psychology (pgs. 35-60)
May 17	Brain and Behaviour	Chapter 3: The Biological Basis of Behaviour (pgs. 73-104)
May 24	Sensation and Perception Sleep, dreams, and psychoactive drugs	Chapter 4: Sensation and Perception (pgs. 120-130) Chapter 5: Variations in Consciousness (pgs. 167-186, 191-200)
May 31	TEST #1 on eClass	Covers Chapters 1-5 and accompanying lectures
June 7	Principles of Classical & Operant Conditioning, latent, observational learning	Chapter 6 Learning Chapter 7 Memory (Part 1 of 2)
June 14	<b>Memory (Part 2) &amp;</b> Language, decision-making, and problem solving <b>Written Assignment #1 Due</b>	Chapter 7: Memory Chapter 8: Language and Thought
June 21	<b>READING WEEK BREAK</b>	No assigned readings
June 28	Intelligence and Psychological Testing Human Motivation and Emotion	Chapter 9: Intelligence and Psychological Testing Chapter 10: Motivation and Emotion
July 5	<b>TEST #2 on eClass</b>	Covers chapter 6-10

July 12	Lifespan development: from birth to death, an overview of development trajectories Personality or what makes you – you!	Chapter 11: Human Development Across the Lifespan Chapter 12: Personality: Theory, Research, and Assessment
July 19	Social Perception and Influence Stress, coping skills, and their relationship to physical and mental health	Chapter 13: Social Behaviour Chapter 14: Stress, Coping, and Health
July 26	Overview of psychological disorders <b>Written Assignment 2 Due!</b>	Chapter 15: Psychological Disorders
August 2	Treating Psychological Disorders	Chapter 16: Treatment of Psychological Disorders
August 9	<b>Test #3 on eClass</b>	Covers Chapters 11-16 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](#)

### 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](#).