

Faculty of Health
Department of Psychology
PSYC 1010 6.0 Section F: INTRODUCTION TO PSYCHOLOGY
Wednesday 4-7pm in Accolade Building East (ACE) Room 102
Full Year 2022-2023

Welcome to PSYC1010 and for many of you, welcome to in-person learning at York! I'm excited and nervous to be back in the classroom after so long teaching online. I'm guessing that many of you feel the same way, so let's be respectful of one another as we navigate uncertain times.

While this course is designated as an in-person course, with the expectation that you will attend lectures, I have built in some flexibility in case of illness or care responsibilities. Thus, no formal attendance will be taken, and you will not lose marks if you do not attend lectures. I will also record the lectures. However, two words of warning about this. First, you miss out on a lot of the discussion and the learning experience when you don't attend lectures. I take a Socratic approach to teaching. This means that a lot of our lecture time will involve me posing questions to the class and then discussing them. The in-class recording system only records what is on the screen and what comes through my microphone. It doesn't record what your classmates say. Watching a recording of a lecture is a great option for review, or in the event of illness that forces you to miss a class, but a recording may not inspire the same engagement and deep learning that a live lecture can. Second, the recording system is not flawless, so I'll do my best to set things up properly, but it is not 100% guaranteed every time. Again, as an in-person course, the expectation is that you will attend most or all the lectures. **Moreover, and this is important, you MUST be present in the classroom for the 4 term tests (dates listed on a subsequent page). These dates are non-negotiable, and no online option will be provided.**

Each week, we'll tackle one chapter from the textbook (occasionally we will split up the longer chapters across two weeks). I'll post PowerPoint slides 1-2 weeks ahead of the lecture, so that you can review them, download, or print them, and come to class ready to actively participate. You should take notes during the lecture, but my slides tend to be a solid start, so you won't need to frantically copy down everything that is being said. Additionally, as noted previously, I will post the recordings of the lectures on eClass for your review.

Given that this is the first year for most of you, I will scaffold this learning process for you. That means I'll start off providing a lot more detail on my slides and progressively include less on the slides as we move through the year. Scaffolding also applies to the assessments. I don't believe in having assessments worth 40 or 60%. For me, that is an unnecessary amount of pressure, and it doesn't give you a chance to learn from your mistakes and improve. Rather, I break assessment up across the year, with 4 term tests worth 15% each, 4 discussion forum posts worth 2% each, two short written assignments worth 10% each, Connect textbook reading quizzes worth 8%, and research participation (URPP) worth 4%. This spreads the marks out across the year, and includes multiple-choice, written, research, and reflection components.

Instructor and T.A. Information

Instructor: Dr. Kathleen Fortune

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

Email: kfortune@yorku.ca

T.A.	TBA	TBA	TBA	TBA	TBA
Email					
Office Hours					

What are Office Hours For?

Office hours are an opportunity for you to connect with your assigned teaching assistant or with me. They are a chance to ask clarifying questions about course content or assignments. Your assigned teaching assistant will be responsible for grading your work, so they are best positioned to answer your questions. However, please be mindful that each TA has many students to assist, so when you book a visit with them, please keep it focused on specific questions or concerns.

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. Evaluate misconceptions or flawed claims based on evidence from psychological science.
4. Design, conduct, or evaluate basic psychological research.

Commitment to Diversity and a Safe Classroom

It is my intent that students from all backgrounds and perspectives be well served by this course, and that the diversity that students bring to the class will be treated as a critical resource and benefit. I intend to present course materials that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I will also acknowledge the limitations in finding such material, within a broader conversation about the lack of diversity in the literature and the discipline itself. The topics that we're covering in this class are often difficult, not just intellectually but emotionally. I expect there to be discussion and disagreement during our class discussions, but it is crucial that there be an atmosphere of trust and safety in the classroom. I will attempt to create a classroom environment in which each of us is able to hear and respect one another. It is critical that we all show respect for the lived experiences and worldviews expressed in the class and that we engage in discussion with care and empathy. We can disagree without becoming disagreeable or disrespectful. In this class, we will not shy away from the uncomfortable because critically examining our most basic assumptions and values is a vital part of living an authentic life. I urge you to have the courage to sit with the uncomfortable in this class and I will do my best to create a classroom environment that supports you in doing so. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something I consider to be important and deserving of attention.

Required Textbook

Feldman, R. S., & Cavanaugh, L. (2021). *Essentials of Understanding Psychology* (Seventh Canadian Edition). McGraw Hill Ryerson Limited.

IMPORTANT NOTE: You must use this Seventh Canadian Edition with Connect. Connect are the additional electronic resources that come along with the textbook from which I will be assigning reading assignment (Smartbook) quizzes for marks. You should purchase your textbook through the York Bookstore, and you can select between the eBook (just Connect) or the eBook and print copy (Connect plus print) option. Do not purchase a print only copy without Connect.

https://www.bookstore.yorku.ca/buy_textbooks.asp

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Test 1	October 5, 2022	15%
Test 2	November 30, 2022	15%
Test 3	February 15, 2023	15%
Test 4	April 5, 2023	15%
Written Assignment 1	October 26, 2022	10%
Written Assignment 2	March 8, 2023	10%
Discussion Board Participation	Throughout the year (4 X 2%)	8%
Connect Chapter Reading Quizzes	Throughout the year	8%
Research Participation (URPP)	Throughout the year	4%
Total		100%

Description of Assignments

I know this looks like a lot of assessments, but keep in mind this is a full year course and that I've done my best to spread the assessment out evenly across the year. Each assessment is worth a relatively small percentage of your overall grade, and tests are not cumulative. I hope this keeps you engaged with the course, without feeling like one weaker assignment or test will be your undoing. I've given you all these dates, so put them into your calendars now with reminders a week or two before, so that you are never feeling surprised by a due date!

Connect Smartbook Assignments/Quizzes: One of the reasons I chose a new textbook for this year was because of the McGraw-Hill Smartbook technology. Your textbook provides you access to the ebook version of the text and at the start of the year I will post the link to our class on Connect so that you have access to the Smartbook 'assignments.' I'll explain more about this during our first class, but essentially the 'assignments' are really quizzes that test your learning as you read the textbook. They adapt to your answers, so if you get several in a row wrong, they will prompt you to read the material again. You can read more about this technology here: <https://www.mheducation.com/highered/connect/smartbook.html>

Here are the important parts for you to know now. These Smartbook chapter quizzes are for marks, as you see above in the assessments table, but you can keep attempting the chapter quizzes until you earn full marks, so really this is about putting in the time and effort. I feel strongly that this will be of benefit to all of you, as students often struggle to know what to focus on or whether they are really grasping the core concepts.

Term Tests: You will complete 4 multiple-choice tests, two in each term (see dates in course requirements & assessments table). Each test will be made up of approximately 70-80 multiple-choice questions and you will have 2 hours to complete the test. To be clear, these are not open-book tests. You will take tests in the classroom with your books, notes, devices put away.

Written Assignments: You will complete two short written assignments, one in each term. Details about these assignments will be posted to eClass well in advance of their 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 skills 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 they are not to be completed in pairs or groups.**

Discussion Board Participation: Every few weeks, 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 effort, 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 refer 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. 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, several students fail to complete these studies and miss out on 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. 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 noted on the first page of this course outline, attendance is expected and encouraged, but not mandatory. No attendance will be taken, and no marks will be awarded for attending. That said, I like to think I lead a lively lecture, so you will be missing out on great discussions and debates with your classmates if you choose not to attend! I'll use my PowerPoint slides (and in a few lectures, some demos) to bring the material to life. I'll make use of most of our 3 hours together, giving you a 10–15-minute break midway through the lecture to use the washroom, have a snack, etc. **Reminder: You MUST attend the 4 term test dates in person.**

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 2022-23](#)

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.

[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 test 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, at the discretion of the instructor.

If you miss a test and have notified the instructor within the 48-hour deadline, using the missed test form, you will be eligible to write a make-up test, but that this test may differ from the original test written by the class. If you submit one of the assignments late and have not been granted an extension, you may receive a late penalty of 10% per day late

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11
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 GPA 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 the work of others. **However, no decisions about plagiarism are made by the service itself. 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.** 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

Electronic devices (e.g., phones, tablets, laptops) are permitted during class time for course-related purposes. However, if you are using these devices for non-course-related purposes and in a manner that is distracting to your classmates, I will ask you to put them away or to leave. If you come to the lecture hall, I expect that you've come there to learn and to be respectful of your classmates who are also there to learn. On the 4 test dates, all electronic devices must be turned off or to silent, and put out of reach during the test.

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. **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 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

Writing an email to your professor or your teaching assistant is not the same as writing an email to a friend. It's important to be mindful of the impression that you wish to make and to be respectful of your professor and/or TA's time. I know that sending a more formal 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**. This allows us to respond efficiently, rather than searching our inboxes to figure out which class you're in.
2. Make sure to **include your full name and student # in the body of the email**. If your preferred name differs from the name listed on the course roster, please let your professor know and we'll be happy to note that for our records and future interactions.
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 begins by properly addressing the recipient by their name and/or title. In this case, I'll ask that you address me as **Dr. Fortune or Professor Fortune, not Kathleen, Ms., or Mrs.** You can address your emails to your TAs by their full names. The body of your email message should be written in a polite tone. Respect goes both ways, and you should treat your professor and TAs 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 with 3 days**. If you have not received a response within that time, 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. Your intention may not be to offend or harm, but that may be the consequence of your words, so always do your best to keep this in mind.
- **Proofread.** Before 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 easy for written text to be misread and misunderstood. Have you ever sent a text or email message with good intent, but the 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."
- **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 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.

Course Schedule

DATE	TOPICS	REQUIRED READINGS
SEPT 7	Introduction, history of psychology, pseudoscience, research methods	Chapter 1: Introduction to Psychology
SEPT 14	Neuronal communication, structure & function of the brain, neuroplasticity	Chapter 2: Neuroscience and Behaviour
SEPT 21	Processes of sensation & perception, vision, perceptual organization.	Chapter 3: Sensation and Perception
SEPT 28	Sleep, dreams, and drugs	Chapter 4: States of Consciousness
OCT 5	TEST #1	Covers Chapters 1-4 & accompanying lecture slides
OCT 12	READING WEEK	NO ASSIGNED READING
OCT 19	Classical & operant conditioning, latent learning, observational learning	Chapter 5: Learning
OCT 26	Memory Part 1: what are memories? Foundations of memory (sensory, short-term, and long-term) Written Assignment 1 Due!	Chapter 6: Memory
NOV 2	Memory Part 2: Levels of processing, retrieval cues, why we forget & why we remember things inaccurately	Chapter 6: Memory
NOV 9	Thinking and reasoning processes, language development	Chapter 7: Thinking, Language & Intelligence
NOV 16	What is intelligence? How do we measure it? What helps and what hinders intellectual development?	Chapter 7: Thinking, Language & Intelligence
NOV 23	Catch-up day & test review!	No new readings
Nov 30	TEST #3	Covers Chapter 5-7 & accompanying lectures

JAN 11	What is motivation? Theories of what motivates us. Need for affiliation.	Chapter 8: Motivation & Emotion
JAN 18	What are emotions? Do we control them, or do they control us? What functions do they serve?	Chapter 8: Motivation and Emotion
JAN 25	Nature & Nurture – what makes us who we are? From prenatal development to older adulthood!	Chapter 9: Lifespan Development
FEB 1	What makes you – you! Theories of personality development. Personality science/measurement of personality.	Chapter 10: Personality
FEB 8	What causes us stress? How does stress impact our body & brain? Coping strategies. The science of happiness.	Chapter 11: Health Psychology: Stress, Coping, and Well-Being
FEB 15	Test #3	Covers chapters 8-11 & accompanying lectures
FEB 22	READING WEEK BREAK	NO ASSIGNED READING
MAR 1	Social Psych Part 1: Attitudes & behaviour, social influence, group dynamics, conformity	Chapter 14: Social Psychology
MAR 8	Social Psych Part 2: Altruism & aggression, stereotypes, prejudice, and discrimination. Written Assignment 2 due!	Chapter 14: Social Psychology
MAR 15	Normal as existing on a continuum, the history of mental illness & the stigma around it, major categories of psychological disorders.	Chapter 12: Psychological Disorders
MAR 22	Psychotherapy, biomedical therapies & social prescribing.	Chapter 13: Treatment of Psychological Disorders
March 29	Catch-up day and final test review!	No new readings
APR 5	Test #4	Covers chapters 12-14 & accompanying lectures