

**Faculty of Health**  
**Department of Psychology**  
**PSYC 1010 6.0 Section E: INTRODUCTION TO PSYCHOLOGY**  
**Course Director: Dr. Kathleen Fortune**  
**Thursdays 2:30pm to 5:30pm**  
**FALL TERM ONLY 2023**

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Welcome to PSYC1010, and for many of you, welcome to York University! I'm excited to be part of the start of your academic journey at York.

I want to start by addressing the fact that this course is a full year course, taught by myself and Dr. Gerald Goldberg. I will be teaching you in the fall term (Sept to Dec) and Dr. Goldberg will be teaching you in the winter term (Jan to April). We are using the same textbook, but we approach lectures, tests, and assignments differently. Please be sure that you download both of our course outlines to review our individual approaches.

This is an in-person course, so my expectation is that you will attend all or most of the lectures. I will record the lectures and post them to eClass, but you should still attend, and use those recordings for test review. If you don't attend the lectures, you miss out on all that is said between me and students, and between students! We have lively discussions and debates, and we all share our experiences and perspectives. The in-class recording system does not pick this up. Rather, it only records my slides and my voice. I know that it can be tempting to skip out, but I can tell you from years of experience that students who regularly attend lectures tend to perform significantly better in the course.

All the assessments in my half of the course are described in more detail below, but my general approach in all my courses is to have you complete multiple smaller-stakes (aka worth less) components, so that no one low mark will drastically reduce your grade in the course. It also gives you the chance to adjust to the university experience and to learn from your mistakes along the way. There are 2 multiple-choice term tests in the fall term, each worth 15%, for a total of 30% of your course grade. These tests are written in the same classroom as our lectures, and you will have 2 hours to complete them. There is a short written assignment, worth 12% your course grade, 3 discussion forum posts worth 6% of your grade, and research participation worth the final 2% of your grade for my half of the course.

**Course Director and T.A. Information**

Instructor: Dr. Kathleen Fortune

Office Hours: By appointment (booked through eClass), on Zoom on in BSB281

Email: [kfortune@yorku.ca](mailto:kfortune@yorku.ca)

<b>T.A.</b>	<b>Lojain Hamwi</b>	<b>Raphael Gastrock</b>	<b>Sara Jasim</b>
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<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 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.

### **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**

McCann, D., Weiten, W., & Matheson, D. (2022). *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, but there is research to support the fact that it can improve your performance.

### Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Test 1	October 19, 2023	15%
Test 2	November 30, 2023	15%
Written Assignment	November 2, 2023	12%
Discussion Board Participation	Throughout the term	6%
Research Participation (URPP)	Throughout the term	2%
<b>Total</b>		<b>50%</b>

### Description of Assignments

**Term Tests:** You will complete 2 multiple-choice tests in the fall term. These tests will be comprised of approximately 70 multiple-choice questions from the textbook and lectures. You will have 2 hours to complete each test.

**Written Assignment:** You will complete 1 short written assignment in the fall term. Details about this assignment will be posted to eClass well in advance of their due date. It 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. The assignment will be approximate 2 double-spaced pages in length, and you will submit it through Turnitin on eClass, which is plagiarism detection software. **Thus, these are independent assignments, and are not to be completed in pairs or groups. You are not permitted to use any form of artificial intelligence (AI) to brainstorm or complete this assignment. I want you to show me what you've learned and how you can apply that knowledge to your own experiences.**

**Discussion Board Participation:** Three times over the term, 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 to receive your full 4% for research participation. **NOTE: you must split your URPP participation across both terms.** You cannot complete all of it in the fall term. More information about the URPP will be provided, but you will need to complete 4 credits (2%) in my fall term, and another 4 credits (2%) in Dr. Goldberg's winter term. **NOTE: The URPP is NOT OPTIONAL.** Each year, several students fail to complete these credits and miss out on some of their course grade. If you feel strongly about NOT participating, you will be provided with the option of signing up for an alternative written assignment. All of this is done under the direction of the URPP coordinator, not the TA's or me. 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 concerns regarding URPP participation, email them, not your me or your TA.**

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

As noted on the first page of this outline, attendance is not recorded, nor graded. However, I do expect you to attend most or all the lectures. If you don't attend, you miss out on a lot of what is said, and the amazing discussions we have. There is a positive correlation between actively participating in the course, asking questions, hearing your classmates' response, and your overall success in the course. Another thing to note: if you do attend, I expect you to either sit quietly and listen, or to actively participate. Students who attend the lectures, only to talk amongst themselves or otherwise disrupt the lectures, will be escorted out. Don't waste my time, your time, and your classmates' time with childish behaviour. It won't be tolerated.

### **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 2023-24](#)

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

For any missed test or late assignment, **students MUST complete the following online form within 48 hours of the missed test or assessment:**

[HH PSYC: Missed Tests/Exams Form](#)

This form is received and reviewed in the Psychology undergraduate office. Failure to complete the form **within 48 hours of the original deadline will result in a grade of zero for the missed test or assignment.** Due to COVID-19, an Attending Physician's Statement (APS) is not required. However, a reason for missing a test or deadline must be provided. If you miss a test and have notified the instructor within the 48-hour deadline, using the missed test form linked above, you will be eligible to write a make-up test, but that this test may differ from the original test.

**Late Assignments:** Your written assignment will have a 2-day grace period during which you can submit after the deadline at no penalty. Assignments submitted beyond this 2-day grace period will receive a 10% per day penalty up to a total of 3 days (i.e., up to 5 days after original deadline). No assignments will be accepted 5 days beyond their due date; assignments more than 5 days late will receive a grade of 0. Note that submitting assignments late may delay the teaching team's ability to provide feedback on your work.

### Add/Drop Deadlines

For a list of all important dates, refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

### 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 GPA 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.

As noted above in the assignment section of this course outline, students must NOT use any form of artificial intelligence (AI) to complete their assignments. I design these assignments to be short and applied specifically to your own individual lives/experiences. Use of AI to complete these assignments undermines your learning experiences and the integrity of this course. Please refer to York University’s recent communication on the use of artificial intelligence as it pertains to academic integrity: [Artificial Intelligence and Academic Integrity](#)

### **Electronic Device Policy**

Electronic devices are permitted for course-related purposes. However, if you disrupt the lecture or your classmates by watching videos on your devices, we will have a very un-fun conversation. Let’s avoid that. Come to class and engage with the material. Take notes and listen to what your classmates have to say. That’s where the learning happens.

### **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 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 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 lecture recordings, PowerPoint slides, and assignments. 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 E, Fall 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 me and your TA know that, and we will make note of it in our files right away.
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. **We 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, not Kathleen, Miss. Or Mrs. Don't even go there with Ma'am.** You can address emails to your TA's by their first 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 myself and the 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 with 2-3 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 I 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.
- **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 discussion posts 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	TOPIC	REQUIRED READINGS
Sept 7	Intro to the course & history of psychology	Chapter 1
Sept 14	Research Methods	Chapter 2
Sept 21	Biological Bases of Behaviour	Chapter 3
Sept 28	Sensation and Perception	Chapter 4
Oct 5	Variations in Consciousness (Part 1): sleep	Chapter 5
<b>Oct 12</b>	<b>READING WEEK BREAK</b>	<b>No Assigned Readings</b>
Oct 19	<b>TEST #1</b> (Covers Chapters 1, 2, 3, 4 (pgs. 166-184), plus accompanying lectures)	
Oct 26	Variations in Consciousness (Part 2): dreams and drugs	Chapter 5 (continued)
Nov 2	Learning & Behaviour Modification	Chapter 6
Nov 9	Memory	Chapter 7
Nov 16	Language and Problem Solving	Chapter 8
Nov 23	<b>Catch-up week/Test #2 review</b>	No assigned reading
Nov 30	<b>Test #2 (Covers Chapters 5-8, plus lectures)</b>	

### **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 Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [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 Course Director about specific academic resources for this class.
- For additional information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.