



**Department of Psychology
Principles of Psychology
Psychology 203 (01) - Fall 2007**

COURSE OUTLINE

Lectures: T-Th 2 PM – 3:15 PM
Instructor: Dr. M. Boyes
Office Hours: 12:20 to 1:20 T and Th

Lecture room: MFH 162
Phone/office: 220-7724/Admin 230
Email: boyes@ucalgary.ca

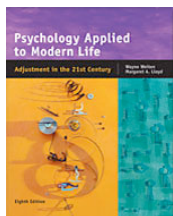
Course description

This course has been designed especially for non-Psychology majors. Its purpose is to provide students with an understanding of the key theories, research methods, and discoveries of psychology, with an emphasis on developing the knowledge and skills necessary to be effective consumers of psychological theory and research. Through a focus upon issues that arise in everyday life, this course will demonstrate some of the ways in which psychology can be of use to students in their personal and professional lives.

- psychology as a biological and social science
- the areas where psychology can be applied to an understanding of everyday life
- current theories and approaches for understanding human behaviour and mental health
- the research tools and methods used in psychology and the critical thinking skills they support

Lectures are intended to highlight and extend, rather than summarize, assigned text readings. You will benefit most from lectures if you read the assigned material prior to the corresponding lecture. Class notes (the PowerPoint's I will be using in class) will be available on the Blackboard site associated with this section of the course.

These notes are provided to assist you in organizing and understanding the material and are not a substitute for class attendance.



Required Text: Weiten, Wayne and Lloyd, Margaret A. (2006 8th edition)
Psychology Applied to Modern Life, Thompson Wadsworth, Belmont CA.

There is a study guide available for this textbook. It is up to the student to decide if they wish to purchase one. (If such books have been of use to you in that past or if you feel you could use some help structuring your studying for the course than it is a good idea. If, on the other hand, you have a study system that works for you then you may not need it).

Blackboard for PSYC 203

There is an area on the general campus Blackboard site set aside for this course. Blackboard can be accessed via this link; <http://blackboard.ucalgary.ca/webapps/login>

Evaluation

Experiential-Learning/Article-Evaluation Course Component (4%)

This experiential-learning/article-evaluation component provides enriched learning opportunities in this introductory course. You can complete this component by participating in research studies (Option 1: Research Participation), by completing 1-page evaluations of media reports of psychological research from a designated list (Option 2: Media Report Evaluations), or by a combination of the two options. Thus, you will learn more about research in psychology by taking part in research studies and/or by reading and evaluating published articles describing psychological research.

Option 1: Research Participation. Students can complete this course component by participating in Departmentally approved research studies. Information about current studies is on the Sona Systems website at <http://ucalgary.sona-systems.com/>. The Announcement at that site provides links and a guide to using the system and assigning earned credits. The last day to participate in research and to ASSIGN YOUR CREDITS TO THIS COURSE is **[December 7, 2007]**. Students earn 0.5% (0.5 credits) for each 30 minutes of participation. There are seven research area groups within the department (Behavioural Neuroscience; Clinical Psychology; Cognition and Cognitive Development; Industrial/Organizational Psychology; Perception, Aging, and Cognitive Ergonomics; Social Psychology and Social Development; Theoretical Psychology). Students are encouraged to participate in studies in as many of those areas as possible, according to their interests and contingent on research study availability. Each educational hands-on learning experience will be followed by an educational debriefing experience. Students who attempt to complete this course requirement solely through Option 1 should be able to do so, provided they are persistent and do not wait until the end of term to participate. Students who leave their participation until the end of term may not find enough research opportunities available. Thus, students are encouraged to plan ahead carefully.

Option 2: Media Article Evaluations. Students can complete this course component by reading and evaluating media articles that focus upon psychological research to learn more about research in psychology. Students earn 1% (1 credit) for each acceptable evaluation. Students can submit only one evaluation per due date (Due dates: **Sept 28, Oct 19, Nov 9, Nov 30**), and only one evaluation per topic group per term. Consult the document “MediaArticleEvaluationForm.doc” on Blackboard for more information about this option.

Option 3: Combinations of Options 1 and 2. Students can complete this course component through any combination of Options 1 and 2. For example, a student could complete 3.0% through research participation and 1.0% through media article evaluations, or vice versa. Given that media article evaluations count for 1.0%, students who complete, for example, 2.5% through research studies would have to complete two media article evaluations to successfully complete the entire 4.0% course component. As mentioned under Option 2, students can only submit one article evaluation per due date. Thus, students who opt to combine Options 1 and 2 must plan ahead carefully.

Self Evaluation, Research and Experiential Learning

A big part of this course has to do with what Psychology can do for you. To benefit most from this opportunity and to prepare yourself to make better psychologically relevant decisions in future I am building a website for use by course participants and, eventually, for other junior University students. On this website, you will have opportunities to complete surveys and standardized measures from many of the areas we will be dealing with as part of this course. Once you have completed the measures in a particular area you will be provided with your scores or profiles from the measures you completed along with some general feedback information about what your scores might mean and, where appropriate, some suggestions about things to consider in relation to your scores. As well, when we talk about the concepts measured by the website tools in class we will be able to look at the *anonymous grouped* data (averages, ranges etc) of all the students in the class that completed the measures. Later in the course you will have the opportunity to suggest hypotheses or guesses about how some of the things we measure might relate to each other or to suggest other things that we could measure as we try to figure out what patterns of results we might find in a particular area. (For example, students might suggest questions asking about the things people do to manage stress to see if answers to those questions are related to how much stress students experience or how they cope with it when it arises). We will be talking about these hypotheses and how you can have some input to them in class later this term.

Your answers to the web-measures will be stored in a database and the eventual goal is to use them in current and future research projects related to the experiences of undergraduate students as they move through their university years. (*NOTE: We will NOT be using your responses for research purposes unless we ask and you provide specific permission for us to do so*). Important outcome variables in this area could include marks and retention (staying in university as opposed to dropping out). I have also made an ethical commitment to maintain NO identifying information in the database, so that I can mean it when I assure you that you will not be identified in any research papers that arise out of this work and so that I can also make good on my promise not to identify any individual student participants when we talk about the averaged student data in class. So how will I do this? Well, when you first sign onto the website you will be asked to enter your student ID number and then to select (make up) a user ID that you will use, along with a password that you also make-up, to access the system. Once we get things started and students are signed into the database I will remove a copy of the Student ID number and User ID (data key) file from the database and then erase the student ID's from the database entirely. My department Head (Dr. Keith Dobson) will be given the only copy of this file which he will store in a double locked secure location within the Psychology department.

We will obtain the "data key" from Dr. Dobson when or if we need to gather grade and retention information from the registrar. We will use the key to tag the new data with the appropriate User ID's and will then strip off the student ID numbers, put the new data in the database and return the data key to Dr. Dobson. That way the data in the research database will remain anonymous. (*Note: We will ONLY do this after we have asked for and obtained your permission to use your responses for research purposes*). The only other situation where we would use the key would be if, or when, we add measures relating to psychological adjustment onto the website. For example, some measures look at depression and some may contain questions asking about whether people have or are considering suicide. As a psychologist, running a study or teaching a class, if I receive information that a student in my study or in my

class might be considering suicide or might otherwise be at risk I am ethically bound to do what I can to ensure the student gets the support they may need to cope with whatever it is they are facing. In such a case I would contact Dr. Dobson (who is a registered clinical psychologist), explain the pattern of responses that are of concern and ask him to assist me in contacting the student in question and offering assistance (usually in the form of a referral to student counseling services).

Your participation in this website is voluntary. I believe that there are some benefits in terms of self-understanding, and in terms of understanding the psychological concepts we will be dealing with in this course to your completing the self assessment modules on the website. I also believe that our class discussions regarding the data will be more meaningful to you if your data is included. However, participation on the website is entirely up to you. On the website you will only be able to see your own responses. No other students will be able to see your results, with the exception of the anonymous averaged or aggregate results that we will be looking at and talking about in class.

The site is currently under development so not all modules will be available to you in your section of the course. However, eventually we will have modules that include measures in most of the areas we will be covering in the course. If you have any questions, concerns, or issues with the measures on the website, or with the interpretation of your results once you have completed a measure, please do not hesitate to contact me (Mike Boyes: boyes@ucalgary.ca or 220 7724) and I will be happy to try and answer your questions or address your concerns.

Three term tests and a final exam are scheduled. All are non-cumulative, multiple-choice tests based on both textbook and lecture material (including films and other demonstrations). Not all test material will be covered in class, and some test material covered in class will not be covered in the text, so regular attendance is important for success in this course. Note that you are responsible for all assigned readings from the text even if the specific content has not been covered in lectures. Many test questions will involve critical thinking, a skill you will be given practice developing in class, so again it's to your advantage to come to class.

Your course grade will be computed as the average of your best two in-term test marks and your final exam mark (32% each) plus your Experiential Learning mark (4%). Thus, you can do badly on one of the three tests (or miss one due to illness/emergency) but you must write two of the three tests as well as the final exam. Never miss a test unless it is absolutely necessary, since a subsequent illness/emergency could cause you to miss a second test. If you miss a second term test, you must supply me with Physician/Counsellor Statement(s) indicating the basis for BOTH missed tests as soon as possible after the second missed test. Make things easy on everyone: do not miss more than one term test.

“Test-Taking Advice: Especially for the Multiple-Choice Challenged”:
<http://www.psych.ucalgary.ca/CourseNotes/mcadvice.html>

Grade scale

Percentages below indicate the standard required for each letter grade. These cutoffs may be lowered but will not be raised.

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A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

University of Calgary Curriculum Objectives

1. University of Calgary Core Competencies. Through this course, in addition to the course content detailed in this outline, you will be provided opportunities to observe and apply **critical and creative thinking skills**, to conduct **analyses of problems** within and beyond course material and be shown some of the skills needed to **gather and organize information** effectively. Further, as far as is possible in an introductory course, you will have an opportunity to see and **apply the abstract reasoning** that supports Psychological theories as well as the **interpretive and assessment skills**, and the **insight and intuition** that goes into **generating knowledge** in Psychology and in general.
2. Curriculum Redesign Features. The **interdisciplinary location and aspects** of Psychology will be regularly featured parts of the course. As well, **international aspects** of Psychological theory and discipline issues will be presented. While limited by the size and introductory nature of the course you will, through class examples and suggested reflective exercises, see how psychology can be seen and studied **experientially** and how **research fits** directly into the material discussed and practiced in class.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Important Dates

Fall Session:

The last day to drop this course and **still receive a fee refund** is September 21, 2007. The last day to withdraw from this course is December 7, 2007.

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TENTATIVE SCHEDULE

DATE	Topics	Readings
Sept. 11	Introduction to Psychology	Ch 1
Sept. 13	Introduction to Psychology	
Sept. 18	Personality	Ch 2
Sept. 20	Personality	
Sept. 21	Last day for Fall registration and change of registration for Fall Session or full courses. No fee refunds for withdrawals after this date.	
Sept. 25	Stress	Ch 3
Sept. 27	Stress	
Oct. 2	Test #1	Ch's 1, 2, 3
Oct. 4	Coping: Psychological and Physical Health	Ch's 4 and 14
Oct 8	Thanksgiving – University closed	
Oct. 9	Coping: Psychological and Physical Health	
Oct. 11	Self and Identity	Ch 5
Oct. 16	Social Interaction: Social Cognition and Influence	Ch 6
Oct. 18	Social Interaction: Social Cognition and Influence	
Oct. 23	Test #2	Ch's 4, 14, 5, 6
Oct. 25	Interpersonal Communication	Ch 7
Oct 30	Other People: Friends, Love and Loneliness	Ch 8
Nov. 1	Other People: Friends, Love and Loneliness	
Nov. 6	Close Relationships	Ch 9
Nov. 8	Gender Issues	Ch 10
Nov. 10-13	Reading days – No classes	
Nov. 15	Test #3	Ch's 7, 8, 9, 10
Nov. 20	Development: Adolescence and Adulthood	Ch 11
Nov. 22	Development: Adolescence and Adulthood	
Nov. 27	Work Life	Ch 12
Nov. 29	Abnormal Psychology: Diagnosing Disorder	Ch 15
Dec. 4	Abnormal Psychology: Diagnosing Disorder	
Dec. 6	Getting Help: Psychotherapy and Mental Health	Ch 16
Dec. 7	Fall Session lectures end Last day to withdraw from Fall Session half courses	
Dec. 10-19	Fall Session Final Examinations (scheduled by registrar)	Ch's 11, 12, 15, 16