



UNIVERSITY OF  
CALGARY

**Department of Psychology**  
**Psychology 203 (L01) –Principles of Psychology**  
**Winter 2009**

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<b>Instructor:</b>	<b>Dr. M. Boyes</b>	<b>Lecture Location:</b>	<b>ICT 102</b>
<b>Phone:</b>	220-7724	<b>Lecture Days/Time:</b>	T TH 3:30pm-4:45pm
<b>Email:</b>	<a href="mailto:boyes@ucalgary.ca">boyes@ucalgary.ca</a>		
<b>Office:</b>	Admin 230		
<b>Office Hours:</b>	TBA	<b>Blackboard Anytime</b>	

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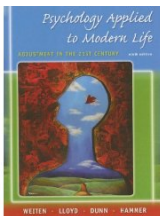
### **Course Description and Goals**

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, Lloyd, Margaret A., Dunn, Dana S. and Hammer, Elizabeth Yost (2008 9<sup>th</sup> 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 then 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

**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>

## 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 a 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 if 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 counselling 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 individual results, with the exception of the anonymous averaged or aggregate results that we will be looking at and talking about in class.

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](mailto:boyes@ucalgary.ca) or 220 7724) and I will be happy to try and answer your questions or address your concerns.

## Grading Scale

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%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades.

## Tentative Lecture Schedule

(NOTE: While the Lecture Schedule may shift a bit, the dates of quizzes and the assigned readings will stay exactly as stated here)

DATE	Topics	Readings*
*Check the course blackboard site for a podcast describing the textbook reading details for each section of the course.		
T Jan 13		
R Jan 15	Introduction to Psychology	Ch 1
T Jan 20	Personality	Ch 2
R Jan 22	Personality	
F Jan 23	Last day for registration and change of registration. No fee refunds after today.	
T Jan 27	Stress	Ch 3
R Jan 29	Stress	
T Feb 3	<b>Test #1</b>	<b>Ch 1, 2, &amp; 3</b>
R Feb 5	Coping: Psychological and Physical Health	Ch's 4 and 14
T Feb 10		
R Feb 12	Self and Identity	Ch 5
T Feb 17	Reading Week – No classes Feb 15-22	
R Feb 19	Reading Week – No classes Feb 15-22	
T Feb 24	Social Interaction: Social Cognition and Influence	Ch 6
R Feb 26		
T Mar 3	Interpersonal Communication	Ch 7
R Mar 5		
T Mar 10	<b>Test # 2</b>	<b>Ch 4, 14, 5, 6, &amp; 7</b>
R Mar 12	Other People: Friends, Love and Loneliness	Ch 8
T Mar 17		
R Mar 19	Close Relationships	Ch 9
T Mar 24	Gender Issues	Ch 10
R Mar 26		
T Mar 31	<b>Test # 3</b>	<b>Ch 8, 9, &amp; 10</b>
R Apr 2	Abnormal Psychology: Diagnosing Disorder	Ch 15
T Apr 7		
R Apr 9	Getting Help: Psychotherapy and Mental Health	Ch 16
T Apr 14		
R Apr 16	Last day to allocate research participation credits.	
F Apr 17	Lectures end. Last day to withdraw.	
Apr 20-30	<b>Final exam</b> ; Just the 4 <sup>th</sup> quiz. (scheduled by the Registrar)	<b>Ch 15 and 16</b>

## **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 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 15 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 15 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 14 days after the start of this course.

## **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

## **Course Credits for Research Participation**

### **Experiential-Learning/Article-Evaluation Course Component (4% of final grade)**

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 article evaluations from a designated list (Option 2: Article Evaluations), or by a combination of the two options. Thus, you will learn

more about psychology by taking part in research studies and/or by reading and evaluating articles from a psychological perspective.

**Option 1: Research Participation.** Students can complete this course component by creating an account and participating in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation. Each study will be followed by an educational debriefing experience. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. The last day to participate in studies and to assign earned credits to your course is **April 16, 2009**.

**Option 2: Article Evaluations.** Students can complete this course component by reading and evaluating articles. Students earn 1% (1 credit) for each acceptable evaluation. Students can submit only one evaluation per due date (**January 30, February 20, March 13, April 3, 2009**). Please consult the Blackboard for this course 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 (e.g., 3% through Option 1 and 1% through Option 2, or vice versa). Given that each article evaluation counts for 1%, students who complete, for example, 2.5% through Option 1 would need to complete two evaluations to successfully complete all 4% of this 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.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 220-5567.

**Student Union VP Academic:** Phone: 220-3911 [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Important Dates**

The last day to drop this course and still receive a fee refund is **January 23, 2009**. The last day to withdraw from this course is **April 17, 2009**.