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** Note about email: I do not leave email applications open, which means that I check it 1-2 times a day. I do not check my email on weekends and evenings because it is much better for my mental health to draw this boundary. Please **do not** count on email to be a quick way to get in touch with me. I do respond to all email, but it can take up to 72 hours because of the volume of email that I receive.*

***Email is a professional form of communication and I would appreciate polite correspondence. I tend to ignore email that is rude, inappropriate, or inquiries about points that I have already addressed. If you are writing an email that is longer than a few lines, it is much better to make a Zoom appointment with me (<https://calendly.com/jim-cresswell/>) or come chat during office hours.*

Course Description

This course is an introductory level overview of the methods and findings of modern scientific psychology. The goal is to provide students with an introduction to various topic domains within the realm of psychology. As such, students will be exposed to a number of diverse theoretical viewpoints from both the history of psychology, as well as current debates. In addition, we will learn about different methods and procedures for the scientific investigation of psychological issues. We will cover topics such as Neuroscience, Perception, States of Consciousness, Learning, Memory, Language, and more.

Course Learning Outcome

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Form a solid understanding of the basic terminology, concepts, and theories of psychology; this includes using terminology correctly, and identifying/applying relevant theories to explain behavior and mental processes	Reading Quizzes; Lecture Activities	1 2 5 7	I

Explain why Psychology is a science, and design simple psychological experiments (i.e. identify critical variables and potential confounds, evaluate the merits of different methods...) to address questions of personal, social, or societal importance	Lecture Activities	1 2 5 7	I
Identify the major characteristics, methods, questions, and historical figures from each of Psychology's major theoretical perspectives. Recognize the overlapping contributions and applications of the different perspectives and content domains when studying a single, complex behavior.	Multiple Choice Exams; Reading Quizzes	1 5 6 7	I
Identify relevant and practical applications of psychology to our everyday life. Explain personal or common experiences (or generate research questions) using psychological concepts	Multiple Choice Exams	1 2 5 7	I
Distinguish between scientific and pseudo-scientific reasoning. describe common fallacies in thinking that impair accurate conclusions and decisions	Multiple Choice Exams; Information Literacy Assignment	1 2 5	I
Communicate ideas or research findings effectively, using clear and concise arguments. Disregard or challenge flawed sources of information or reasoning.	Information Literacy Assignment	1 2 4 5	I

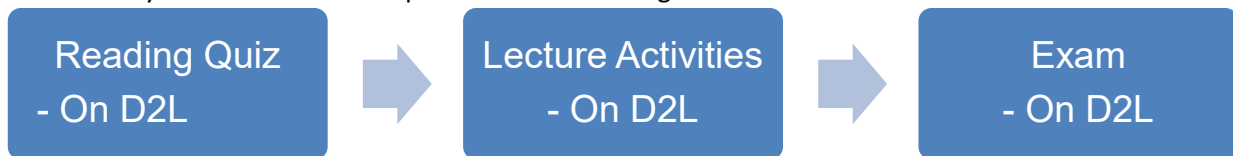
Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This is an asynchronous class composed of the following structure for each unit:



Prerequisites

None

Required Text

Weiten, W., & McCann, D. (2019). *Psychology: Themes and variations* (5th Canadian ed.). Nelson. ISBN-13: 978-0-17-672127-5

- Available:
 - University Calgary Bookstore.
 - AMAZON.CA (~\$100)

Assessment Methods

	Total Weight	Due Date
Reading Quizzes (8)	10%	Ongoing as per course schedule
Lecture Activities (8)	10%	Ongoing as per course schedule
Midterm Exams (2)	30%	See course schedule below
Information Literacy Assignment	20%	See course schedule below
Course Credit for Research Participation	4%	Depends on the option, see below.
Final Exam	26%	TBD – the availability will be set by the registrar during the final exam period.

Note:

- Once an assessment grade and feedback is published, you have **10 business days to reach out to the instructor**. This means that you should check on your grades regularly and make sure you check other aspects of your grade such as research participation credit. **This policy holds for the final grades once published on D2L.** See: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>.

Reading Quizzes (10% - on D2L)

It is important to learn the skill of pre-reading material. For each chapter, there are quizzes that involve 3-6 multiple-choice questions that cover the required reading and they must be completed BEFORE the lecture activities open. Each multiple-choice question is worth 1 mark and the amount of time that you have to do the quiz is 60 minutes. All of the quizzes are currently available for the entire course. Students are encouraged to complete these quizzes well in advance. Students are free to complete the pre-lecture quizzes whenever it works for them so long as they are completed by the due dates outlined in the course schedule below. Without instructor approval there will be no opportunity for make-up quizzes.

Lecture Activities (10% - on D2L)

The lecture activities include a recorded lecture with discussion questions that open after the reading quizzes close. The recorded lecture is interspersed with discussion questions. Each discussion question is worth 1 mark. The instructor reserves the right to judge between meaningful and non-meaningful contributions (i.e. comments showing little thought or engagement) and remove the points awarded.

The Lecture Activities open after a reading quiz closes (see course schedule below). For example, the pre-lecture quiz for chapter two closes at 11:59am (MST) on September 22 and the Lecture activities for chapter two open at 12pm (noon) on September 22. Students are free to complete the lecture activities up until they are due (see schedule below).

Midterm (30%) and Final (30%) Exams (on D2L)

Each of the exams will be composed of short answer (1-2 questions per exam) and multiple-choice questions (about 5 multiple-choice questions per chapter). These exams will cover specific studies mentioned in the text and some prominent figures (pay attention to key studies and dates, not every study mentioned).

Exams in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources and calculators is permitted. Students may not, however, communicate with others about the exam either in person or electronically during exams.

Students will be given a short answer question. A list of the potential questions for each chapter will be provided on D2L. Short answers should include the following:

1. Identification of the content linked to the question (~1 paragraph):
 - Go to the slides and lecture about the concept in question
 - Read the textbook to identify additional material
 - Put together main points (do NOT rely on intuition or 'gist')
 - You should be able to include the technical (i.e. lecture/textbook) definition/main points.
 - Make sure you elaborate on the content so that the instructor can see that you are doing more than copying and pasting information (use examples and be able to 'translate' these into common language).

Students will be given 24 hours to do the exam once they start it.

The windows when the exams will be available are detailed in the schedule below. The available window for the final exam will be set by the registrar.

Notes:

- These are online exams. Do not expect points for only showing the ability to copy and paste phrases from the notes, lectures, or textbook. You may not get marks just because you use a key phrase. Terms need to be explained and used in a proficient manner: elaborate on technical terms and phrases so that you can demonstrate your understanding of the material.

Information Literacy Assignment (20%)

This short assignment will pertain to finding, evaluating, uncovering, and communicating information. The scoring rubric is available on D2L.

For this assignment, you need to find a **research article** that has something to do with psychology. The article can be on whatever topic you like but it must have something to do with the course and the article must involve the collection of data. Look for articles that are **ORIGINAL RESEARCH** articles (qualitative or quantitative) and **NOT** review articles. If you hand in a review article, you will receive 0.

Use the databases available at the Library to find a research article on a topic that is interesting to you (e.g. "PSYCHINFO" or "PSYCHARTICLES"). Here is what you need to write:

- Write one paragraph that summarizes the article by including the following points: (a) The objective of the article (i.e. what the authors are trying to show); (b) Main concepts that the article discusses (this includes jargon or terms that any reasonable person not in the class would not know); and (c) The research methods that the article uses to reach its objective (i.e. what it measures and how it measures it).
- Write one paragraph that describes the results of the study. Your paragraph should describe what the researchers found, any limitations that they discuss, and/or any future research directions.
- Write one paragraph critiquing the article. A good critique involves a clear critical claim (what your general critique is and not a general discussion or pros/cons), a reason that you offer the critique, evidence from the text that supports your claim, and a description of the implications (i.e. why your critique matters)

The **ENTIRE WORD COUNT for this assignment MUST be under 1200** words (including title page and references). You will be docked a percentage point **for every word over** the word limit. You should write the summary like a formal paper according to APA formatting rules along with a title page.

Online copies of these assignments must be submitted by midnight of the day that they are due. There is no penalty for late submission of assignments until the instructor has completed grading them. Once the assignments have been graded and returned to the class, the score on the assignment is a 0. That is, if a student intends to submit an assignment late, then they receive no penalty until the instructor has graded the assignments.

If a student contacts the instructor (in writing) about an assignment potentially submitted late and there are well articulated reasons for the late submission, then there is potential for flexibility in this policy. However, such contact must occur at least 3 business days in advance of the submission date. There is no room for flexibility within 3 business days of the assignment due date.

Course Credits for Research Participation (4% of final grade)

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.

- 1. 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 research and allocate credits is Wednesday, December 7, 2022.**

2. **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 (September 23, October 14, November 4, November 25, 2022), late submissions will not be accepted. Please consult the D2L for this course for more information about this option.
3. **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, late submissions will not be accepted. Thus, students who opt to combine Options 1 and 2 must plan ahead carefully

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

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. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Course Schedule

Date	Topic	Chapter	Due Dates
T Sep 6	First day of lectures		
Unit 1			
R Sep 8	N/A		
R Sep 15	Evolution of Psychology	Ch. 1	Ch. 1 Reading Quiz Due @ 11:59am Ch. 1 Lecture Activities Open @ 12:00pm
F Sep 16			Last day to add or swap a course
R Sep 22	Research Enterprise in Psychology	Ch.2	Ch. 2 Reading Quiz Due @ 11:59am Ch. 2 Lecture Activities Open @ 12:00pm Last day to drop a class without financial penalty
F Sep 23			Fee payment deadline for Fall Term full and half courses.
R Sep 29			Ch. 1 Lecture Activities Due @ 10:59am Ch. 2 Lecture Activities Due @ 10:59am Midterm on Unit 1 opens at 12:15pm
F Sep 30			University Closed National Day for Truth and Reconciliation
Unit 2			
R Oct 6	Biological Basis of Behaviour	Ch. 3	Ch. 3 Reading Quiz Due @ 11:59am

			Ch. 3 Lecture Activities Open @ 12:00pm Midterm on Unit 1 Closes at 11:59pm
M Oct 10			Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
R Oct 13	Sensation & Perception	Ch. 4	Ch. 4 Reading Quiz Due @ 11:59am Ch. 4 Lecture Activities Open @ 12:00pm
R Oct 20	Consciousness	Ch. 5	Ch. 5 Reading Quiz Due @ 11:59am Ch. 5 Lecture Activities Open @ 12:00pm
R Oct 27			Ch. 3 Lecture Activities Due @ 10:59am Ch. 4 Lecture Activities Due @ 10:59am Ch. 5 Lecture Activities Due @ 10:59am Information Literacy Assignment Due at 11:59pm Midterm on Unit 2 opens at 12:15pm
Unit 3			
R Nov 3	Learning	Ch. 6	Ch. 6 Reading Quiz Due @ 11:59am Ch. 6 Lecture Activities Open @ 12:00pm Midterm on Unit 2 Closes at 11:59pm
Nov 6-12			Term Break No Classes
F Nov 11			Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
R Nov 17	Human Memory	Ch. 7	Ch. 7 Reading Quiz Due @ 11:59am Ch. 7 Lecture Activities Open @ 12:00pm
R Nov 24	Language & Thought	Ch. 8	Ch. 8 Reading Quiz Due @ 11:59am Ch. 8 Lecture Activities Open @ 12:00pm
R Dec 1			Ch. 6 Lecture Activities Due @ 10:59am Ch. 7 Lecture Activities Due @ 10:59am

			Ch. 8 Lecture Activities Due @ 10:59am
W Dec 7			Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/m-1.html> . . Students who miss a test/exam have up to 24 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 24-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. Once approved by the instructor a makeup test/exam must be written within 1 week of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official June and August examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Monday, May 9th, 2022**. Last day for registration/change of registration is **Monday, May 9th, 2022**. The last day to withdraw from this course is **Thursday, June 16, 2022**.