

PSYC 200		Principles of Psychology		Spring 2023	
Instructor:	Dr. Joseph Mills	Lecture Location:	KNB 132		
Phone:	587 226 0129	Lecture Days/Time:	MW 1300-15.45		
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Office:	Virtual				
Office Hours:	I am more than happy to schedule a video meet (Facetime/WhatsApp) at any mutually convenient time				

Course Description

This course is an introductory-level overview of modern scientific psychology. Students will be introduced to psychology's major disciplines, topics and areas of research and practice. As such, students will be exposed to a number of diverse theoretical viewpoints from the history of psychology to current progressive debates. In addition, we will learn about different methods and procedures for the scientific investigation of psychological issues. We will cover topics such as the history of psychology, research in psychology, the biological basis of behaviour, sensation and perception, consciousness, learning, memory, language and thought.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate, and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
– Critically identify historical trends, recent advances, limits and potentials of psychological knowledge	Quiz, workshop, mid-term paper/exam, final paper/exam	1, 2, 4, 5, 6, 7, 8	C, I
– Assess and critically evaluate information, ideas and assumptions comprehensively and from diverse perspectives	Workshop, mid-term paper/exam, final paper/exam	1, 2, 4, 5, 6, 7, 8	C, I
– Describe the advantages and limitations of different research methods	Workshop, mid-term paper/exam, final paper/exam	1, 2, 3	C, I
– Write clear, concise, sense-making papers/articulate and explain key concepts clearly and credibly	Workshop, mid-term paper/exam, final paper/exam	1, 2, 4, 5, 6, 7, 8	C, I
– Assess the relevance, strength and weaknesses of different sources of psychology knowledge	Quiz, workshop, mid-term paper/exam, final paper/exam	1, 2, 4, 5, 6, 7, 8	C, I

– Critically identify ethical issues and principles and demonstrate social responsibility	Quiz, workshop, mid-term paper/exam, final paper/exam	6, 8	C, I
– Use psychological principles to generate potential solutions to personal, social, organizational and societal problems	Workshop, mid-term paper/exam, final paper/exam	1, 2, 4, 5, 6, 7, 8	C, I
– Recognize and critically reflect upon one’s biases, attitudes and values as culturally constructed	Quiz, workshop, mid-term paper/exam, final paper/exam	1, 2, 4, 5, 6, 7, 8	C, 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 in-person class held on campus.

Required Text

Weiten, W., & McCann, D. (2021). Psychology: Themes and variations (6th Canadian ed.). Nelson. You can obtain a copy from the University bookstore.

Assessment Methods

Quizzes	25%
Workshops	25%
Mid-term open book paper	25%
Final open-book paper	25%

Quizzes (25%) Dates: May 10, May 17, May 29, June 5, June 12

There will be five quizzes. Each quiz consists of up to 20 closed book multiple-choice and short answer questions. These questions relate to the material in the textbook, as well as material discussed in class. Questions will be given out in class ahead of each quiz.

Workshop (25%) Dates: TBA

You will be put into small groups and assigned structured and guided information to lead and workshop with your group, and then report back and disseminate the findings of. Groups will be assigned. Clear instructions will be given out in class and on D2L.

Mid-term open-book paper/exam (25%) Date: May 24

You will choose three questions from a list of eight, relating to the teacher-led lectured content. Each question will require a maximum 200-word response, and are designed to elicit deep thought and engagement with the material rather than cover large amounts of content. Further instructions will always be given ahead of time.

Final open-book paper/exam (25%) Date: Jun 19

The final open-book/access exam will be online (**taken from anywhere**) follow the same guidelines as the mid-term, except you will given eight questions each requiring a maximum 100-word response, that specifically asks you to critically reflect on and apply from all of the content in the course. The time of the exam is 8.30-11.30am on June 19th. However, the D2L shell will open on June 18th at 8.30am, and from starting, you will have three hours to complete the exam. As with the mid-term, the questions are designed to elicit deep thought and engagement with the material rather than cover large amounts of content. One class session (Jun 14) is devoted to preparation for this assessment.

PLEASE NOTE: Papers/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 communicate with others about course material or the exam either in person or electronically during these times.

Late assignments will not be accepted without instructor approval. Please speak to the instructor for more information but know that it is expected you not organize personal appointments in class times, unless they are unique events (i.e., medical surgery not dentist appointments).

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/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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%

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-).

Lecture Schedule

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)		
W May 3	Introduction (LEC): learning expectations, class structure, assessments		
M May 8	History of psychology 1 (LEC)	Biological basis of behaviour 1 (W/S)	
T May 9	Last day to drop classes without penalty and last day to add or swap classes		
W May 10	Science of psychology 1 (LEC) Quiz 1	Biological basis of behaviour 2 (W/S)	
M May 15	History of psychology 2 (LEC)	Biological basis of behaviour 3 (W/S)	
W May 17	Science of psychology 2 (LEC) Quiz 2	Sensation & perception 1 (W/S)	
M May 22	Victoria Day UNIVERSITY CLOSED		
W May 24	History of psychology 3 (LEC)	Mid-term open book paper	
M May 29	Science of psychology 3 (LEC) Quiz 3	Sensation & perception 2 (W/S)	
W May 31	Learning 1 (LEC)	Sensation & perception 3 (W/S)	

M Jun 5	Learning 2 (LEC) Quiz 4 Consciousness 2 (W/S)
W Jun 7	Memory 1 (LEC) Exam prep Consciousness 3 (W/S)
M Jun 12	Language and thought (LEC)/Make up Quiz 5 Consciousness 3 (W/S)
W Jun 14	Final open-book exam
<i>R Jun 15</i>	<i>End of Spring Lectures and last day to withdraw from a course</i>
<i>M Jun 19</i>	<i>Start of Spring Final Exams</i>
<i>W Jun 21</i>	<i>End of Spring Final Exams</i>

LEC=lecture; W/S=Workshop

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** 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. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **June 15, 2023**.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct

Absence From Test/Exam

Makeup tests/exams are NOT an option without the approval of the instructor <https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. <https://www.ucalgary.ca/registrar/exams/deferred-exams>

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 [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology psyugrd@ucalgary.ca

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April 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.

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 (https://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA) 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 Tuesday, May 9th, 2023. Last day add/swap a course is Tuesday, May 9th, 2023. The last day to withdraw from this course is Thursday, June 15, 2023.

A few final important points to end

For learning to take place, it is critically important everyone, you, me, the TA's, feel safe and secure. At the same time and as you will see "criticality" is the nature of psychology. In this sense, "criticality" means politely and with respect, probing, exploring and wondering what problems and also potentials might be. It does not mean dismissing as right or wrong, showing disdain, or being rude.

It is only through this kind of learning environment that attention and energy on teaching and learning can flourish. Think young children happily at play. That does not mean we all have to agree, or that there is ever necessarily a right or wrong, but it does mean interaction, engagement, wonder and exploration—always more to know—is central to the class.

I am a very experienced teacher in both secondary and post-secondary education, and have come to see the value of practice. Simply put, "the more you do, the more you learn". I know of no skiers able to successfully navigate a black run on their first time down a hill. In post-secondary education, "doing" looks like students talking, discussing, thinking, reflecting on content, asking questions as well as answering them, rather than being talked/lectured at all the time. In large classes, these sorts of interactions are difficult, but not impossible, which is why the class is structured in the ways it is, part-lecture, part-group workshops where you are expected to engage.

We are very lucky to have a richly diverse population of students from different backgrounds and experiences with them. These differences are a valuable means by which we will learn about individual and group differences. It is expected every single one of us is treated with dignity, respect, and fairness. Teachers who are disrespectful to students need to find another occupation!

In large classes, to some degree distractions are hard to avoid, but please, can we do our best to avoid them. Maybe because I was a high-school teacher before being an academic, I find distractions, exactly as the word says, "distracting". I am passionate and very enthusiastic about using quality psychology knowledge to help people live more ethical and effective lives, and I will stop talking and wait for the distraction to end, if need be. If then, you are late to class, please walk in as quietly as possible.

Enjoy!