

Introduction to Psychology – Psychology 1100SDE

Department of Psychology – Faculty of Health and Behavioral Sciences
Spring/Summer 2022

Instructor Information	
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Course Identification	
Course Number:	1100SDE
Course Name:	Introduction to Psychology
Course Location:	Web-Based. Our course will take place on our course site on D2L! ☺
Class Times:	Only Tests and Quizzes are written at specific times.
Prerequisites:	No prerequisite is required

Course Description	
This introductory course is designed to provide an appreciation of the scope of psychology and its sub-specialties, to render an understanding of the research-based methods which are fundamental to all aspects of the discipline, to provide an awareness of the biopsychosocial bases of behavior and to lay the groundwork for further study in psychology.	
It is vital to also keep in mind that it is not possible to teach a course in psychology without explicit discussion of psychological constructs. These include but are not limited to, disorders of emotion, serious mental illnesses, suicidal behaviors, race, gender, and other potentially sensitive themes. If being exposed to research and discussion on these and related topics are likely to cause you any sort of emotional distress, you might wish to consider alternatives.	

Course Resources	
Lilienfeld, S. O. (2020). <i>Psychology: From Inquiry To Understanding</i> (4th Canadian ed.). Toronto, ON: Pearson.	
I always encourage students to acquire the newest edition of our textbook. However, if this is not possible, then a recent older edition (either in e-text or hard copy form) of our textbook will work.	

Course Learning Outcomes	
By the end of this course, students will be able to:	
<ul style="list-style-type: none"> ● (1) Describe and discuss theories, research methods, and findings in psychology. ● (2) Use evidence-based strategies and critical thinking to examine research in psychology. ● (3) Use effective written communication skills that adhere to APA style. ● (4) Apply concepts from psychology to examine complex social challenges with an evidence-based approach. 	

Course Evaluation		
Assignment	Due Date	Value
Critical Thinking Assignment	May 27, 2022	5%
Tests/Exams	Date	Value
Course Knowledge Quiz!	May 2, 2022	5%
Quiz 1 (Chapters 1, 2, 3, 4)		5%
Test 1 (Chapters 1, 2, 3, 4)	May 13, 2022	10%
Quiz 2 (Chapters 5, 6, 7, 8)		5%
Test 2 (Chapters 5, 6, 7, 8)	May 22, 2022	20%
Quiz 3 (Chapters 9, 10, 11, 12)		5%
Test 3 (Chapters 9, 10, 11, 12)	May 31, 2022	20%
Quiz 4 (Chapters 13, 14, 15, 16)		5%
Test 4 (Chapters 13, 14, 15, 16)	June 10, 2022	20%
TOTAL		100%

Assignment	
You will be asked to find and select a published psychology experiment from a peer-reviewed journal, and submit a written critique of that experiment. It must be word-processed and prepared using the style indicated in the Publication Manual of the American Psychological Association (7th edition). A detailed description and instructions for the assignment are provided below.	
For this assignment you will need to find a peer-reviewed journal article that involves an experiment, and then email it (the .pdf of the entire article) to one of our GAs so that they can make sure that it's suitable. Do this early so you can get started on the assignment early! Once it has been given the	

green light, no other student will be permitted to use the article you've chosen. You can then get started, and critically evaluate your article using the criteria listed below. Make sure to upload your written assignment to our "Assignments" area of our D2L course as you work on it so you always have a copy of what you have completed so far on the assignment (so no fear of losing it!) and so we can monitor your progress on the assignment. There are no extensions for this assignment for any reason, including SAS student accommodations for late assignments. This is a short assignment and you have almost three months to work on it. Your assignment will be graded based on what you have completed on it by the start of the course, until the due date. Some students will save the assignment until the end of the term, and then ask for an extension (even though they have not completed any work on it). We wish to avoid this kind of outcome. Once again, remember, there are no extensions for this assignment so it is very disrespectful to ask for one. This assignment provides an opportunity for you to apply your critical-thinking skills. Here are some helpful guidelines:

- Organize your report using the **Six Principles of Scientific Thinking** (These principles are found in our textbook).
 - Make sure you upload a .pdf copy of the original article along with your critique to the Assignments area of D2L.
 - So how do you find an interesting topic? Here's an example. Let's say you are browsing through the textbook and then suddenly wonder about some concept you are reading about. This can often happen when you are reading about something – and then suddenly have a question about it – but that question isn't addressed in the textbook. If so, then you can go look for a research article (make sure it is one published in 2021) that involves a psychology experiment to investigate your question!
 - The article you select must NOT come from a Google search, but from the Lakehead University online library. Follow these step-by-step directions to access the L.U. online library database (**Also – check out the "How To Find Research Articles For Our Assignment" video under the "Content" area of our D2L course for a video demonstration of how this is done!!**).
1. Go to the Lakehead University main page.
 2. Scroll down to the bottom of the screen.
 3. In the list just left of the center of the screen, find "Library" and click on it.
 4. Then on the new page that appears, click on "A-Z Databases" under the "Support My Research" heading.
 5. Then click on the letter "P" in the alphabet across the screen in the new page that appears.
 6. Then scroll down and click on "PsycINFO". This is the database we will be using to look for psychology research articles. In the new page that appears, enter your Lakehead University I.D. (username and password) and click "Sign In".
 7. This will bring you to the PsycINFO database search. Now you can type in the search window for psychological terms and themes that relate to a topic you are interested in!

8. Make sure to ONLY search the PsycINFO database. Some students will select an advanced option that searches ALL databases including an assortment of ones outside of psychology. Only search the PsycINFO database.
9. To get started, if you type let's say "repressed memories experiment" in the search window and hit "Enter" you will see a list of articles appear. Keep in mind that this assignment requires you to select an article that is from 2021.
10. So on the left-hand side of the screen, under "Enter a date range" in the "From" box enter "2021" and then hit "Enter" on your keyboard.
11. Click on any article that appears, and then read through the abstract. Does the abstract indicate that this involves an experiment? If it IS an experiment, it should mention the word "experiment" in the abstract! ☺ If you wish to use this article for your assignment, then you would click on "Get Full Text" in the upper right-hand side of the screen (sometimes this is listed as "Go Get It!", but they both serve the same purpose).
12. Now you should see the full article in front of you. To save it to your computer, just click on the diskette icon near the top right-hand part of the screen (if you just hover over the icon with your mouse you will see the word "save" appear) or you can just hit "Ctrl" and the letter "s" on your PC keyboard at the same time and a window will appear that allows you to save the article to your drive.
13. Why is the above list of instructions important and useful? Because any research assignment you will need to do in university will require you to follow these same basic steps to find the best research articles! For any course! Now you know how to do it! The one main difference will be that if you are searching for an article for, let's say a Nursing assignment, or Biology assignment, or Economics assignment, etc. you will want to search a database other than PsycINFO – one that includes articles that are more directly related to the area of study and research you would like to learn more about.
- So where do you find the **Six Principles of Scientific Thinking** and related material that you will need to use to complete the assignment? In your textbook! ☺.
 - So your research article critique must adhere to the **Six Principles of Scientific Thinking** outlined below (adapted from Lilienfeld et al., 2015). What does this mean? Well, any topic you decide to discuss in your assignment must be critically examined and evaluated on the basis of these six principles. So let's say you decide to discuss the research evidence concerning the controversy over forgotten and then recovered memories – because you find this topic interesting – and wish to learn more about what researchers have found. You can then look online through the scholarly research journal databases from 2021 and find some articles related to recovered memories. You can then pick one you find interesting (that involves an experiment) and then send it to one of our G.As for them to evaluate and make sure it's suitable. So how should you organize your critique? Good news! In the Content area of our D2L course, we have included a "Sample Critical Thinking Assignment" that shows you exactly what your completed assignment should look like!! (It doesn't get much better than this...). In your discussion you can use the **Six Principles of Scientific Thinking** to address issues related to your topic. Like this...
1. **Ruling Out Rival Hypotheses.** Do the results of the recovered memories research consider rival hypotheses? Does the author (or authors) of the recovered memories research consider rival

hypotheses? For instance – how can one account for the findings that indicate that most people who have experienced severe trauma – find it extremely difficult to “forget” the trauma. They wish they *could* forget it. Many seek treatment because they find memories of the trauma to be incredibly vivid – and completely disturbing to them. Such memories severely impair their ability to function in everyday life. Are recovered traumatic memories really just another instance of the kinds of forgetting that occur in all of us – and influenced by factors such as age, drug use, head injury, and sleep deprivation – and involve the same potential for errors common to everyday memory retrieval? Make sure in your assignment to consider other compelling interpretations of the data.

2. **Correlation vs Causation.** Your research article involves an experiment. However, were any brief correlations completed by the researchers as well? Experiments allow one to draw conclusions based on cause and effect. They typically have a treatment group and a control group. Correlational research on the other hand - typically only tells you that two or more things are related to each other in some way – and not that one necessarily causes the other. If there are any correlations mentioned in your article, make sure to critically evaluate them. For instance, there is a relationship between depression and hopelessness – but does depression cause hopelessness, or does hopelessness lead one to become depressed instead? Or is it that some other variable or variables causes both – like experiencing numerous frustrations or rejections over time? So is some of the research discussed in the article correlational in nature? If so – one must be very careful about not assuming that one thing causes another in such studies. The research you’ve found on recovered memories of trauma may suggest people who are suggestible are more likely to report having experienced “recovered” memories. Does suggestibility *cause* recovered memories to develop? Or do recovered memories cause one to become more suggestible? Or is there some other factor we’ve missed – that could explain both increased suggestibility and the potential for recovered memories? Another good example of correlation vs causation involves eating ice cream. Research suggests that there is a correlation between ice cream sales and drownings. More specifically, as ice cream sales increase, drownings in rivers and lakes also increase. So does this mean that ice cream sales cause drownings? This is doubtful. Do drownings cause ice cream sales? I suspect this is unlikely too. The more tenable explanation is that when the temperatures increase during the summer, there are more people buying ice cream and more people swimming in lakes and rivers (which increase the probability that there will be drownings). This illustrates why it’s important to never assume that correlational research can provide information about the cause of some kind of behaviour.

3. **Falsifiability.** This simply refers to the possibility that a theory that is tested in a research study has the potential to be disproven, or in other words, can be rejected. Before someone conducts a research study, they are required to predict what findings are likely to occur (these are called hypotheses) – based on their theory - and if the findings turn out just like they had predicted – the person can then say that the results confirm their predictions and support their theory. **HOWEVER**, good researchers ALSO must predict what WILL NOT occur. If what they predict to NOT happen – actually happens – then the person needs to accept that their predictions (hypotheses) may be incorrect and thus challenge their theory. This allows scientific knowledge to move forward – and gives direction to research. If you never predicted what was NOT supposed to happen – you would never be wrong when an outcome occurred! You could just say “Oh....yeah.....that’s not surprising....I knew that would happen.....and it still...um....supports my predictions”. In a nut-shell, falsifiability allows a researcher to be wrong in their predictions. But most people don’t like being wrong. They want to be right. So some researchers will conduct research that “protects” them from being wrong. If a researcher is interested in testing whether a new treatment for anxiety is effective, they may conduct a study that involves treating a group of anxious participants over 6 weeks. They may find

that their treatment was effective in reducing anxiety. So they can say "See – our treatment works!" However, what if a control group was used and found that the anxious participants in the control group who received no treatment – showed just as much improvement at the end of the 6 weeks as the treated group? If replicated, this would suggest that the mere passage of time was responsible for the improvement in anxiety in the research participants. So – in this case – not including a control group in such a study suggests a lack of falsifiability – because by not including a control group – the researchers are helping to ensure that their belief about the effectiveness of a new treatment – is protected from being shown to be false.

Students often have a difficult time understanding falsifiability. So here is another example to help you out. Do the authors of a research study take risks in testing their hypotheses? If a meteorologist says "I predict that the weather tomorrow will be a bit different than the weather today" – this isn't taking much of a risk, because one would expect the weather to be a bit different from day to day. And the meteorologist isn't even stating in what way the weather will be different. Will it be warmer? Will it be colder? So they are likely to be right – all the time! Now – if the meteorologist said "I predict it will rain tomorrow by 12 noon – and we will get about 5 mm of rainfall until 4 PM – at which point the rain will stop and the sun will appear". Now THAT is a riskier prediction. If it turns out that they were correct in their prediction – that's noteworthy (though they could have been correct simply due to chance). However – notice there is also a reasonable likelihood that they could be wrong too if the weather doesn't turn out like they had specifically predicted. This is Falsifiability. Allowing for a chance that you could be wrong – by making risky predictions that can be deemed either correct or not correct. And if they get the forecast wrong – as difficult as it may seem - they must then say "my prediction was incorrect".

Still don't understand falsifiability? Here are more examples. A group of researchers are conducting a study to test the theory that sugar causes hyperactivity in children. They hypothesize that sugar consumption will lead to observable increases in activity level compared to a placebo control group. They then conduct the study. The results show that there is no increase in activity level in the sugar treatment group compared to placebo. So do the researchers now state that their results show that sugar appears to cause no increase in activity level in children? Well – they really should. But this is not always the case. The researchers can alternatively claim that they didn't use enough sugar to get an effect. So they conduct another study. This time they use more sugar and find that the sugar treatment group still shows no increase in activity level. Do they now state that sugar apparently causes no increase in activity level in children? They should at this point. But nope, they can then state that they believe they found no effect because the effect will only occur in sugar "sensitive" children. So they conduct another study in sugar sensitive children and find that - once again - the sugar sensitive children show no increase in activity level compared to the placebo controlled group. Do they finally state that there is no relationship between sugar and hyperactivity level? Ha..ha. See what is happening here? In this case - it appears that no amount of evidence is enough for the researchers to finally accept that sugar does not increase activity level in children. So they have not set up their research to be falsifiable.

One more example! This one is based on a real study I observed being conducted several years ago by a student (not in psychology). A student is conducting a research study on the extent to which those who believe in God are also good people. He believes that only people who believe in God will be good people. So he hypothesizes that people who reply that they believe in God when asked in person - will also be likely to indicate that they are a good person. He polls 40 individuals from his church group and asks them if they believe in God. Then he asks each of them if they are a good

person. What he finds is that there is a very strong relationship between beliefs in God and being a good person. Of course - in this instance - the researcher never set up his study so his theory could be disconfirmed. He only polled people from his church - who you'd expect would be likely to say they believe in God. And most people (one would suspect) are likely to say they are good people no matter what their beliefs are. How about people who say they don't believe in God? What if they also said that they were good people? Would this disconfirm his theory? So his study was biased to make sure that he would find the effect he was looking for. He didn't set up the study so that it could yield a fair test of this theory. He didn't give his theory a chance to be shown to be incorrect.

So does the research you are critiquing allow for their predictions to be rejected? This is an important part of testing claims using the scientific method. Does the research you've found on recovered memories allow hypotheses in research studies to be disconfirmed?

4. Replicability. Has the research you're evaluating been repeated by other scientists? Keep in mind that "replication" doesn't mean that the exact same study must be conducted. A different study could use a different method, but still focused on finding an answer to the same question. Still, the bottom line is this: Do the findings generally agree with other studies investigating the same question? You should strongly avoid making comments like "I agree with the notion of recovered memories because I found a study that suggests that they do exist and involve special memory mechanisms". Why? Because you can't generalize the findings from one study, particularly if there are several large-scale, well-controlled studies that reveal findings that contradict those found in the other article. Replicability gives strength to research findings – because it adds reassurance that other researchers (often *many* other researchers) have arrived at the same kind of conclusions through a variety of other research methods designed to answer the same question. That gives us more confidence that the findings are real and consistent and didn't just occur just by chance.

5. Extraordinary Claims. The saying goes like this: "Extraordinary claims require extraordinary evidence". What does this mean? Well, it means that startling claims (i.e., bold claims like infants can remember the trauma associated with birth for instance) require more evidence than less remarkable claims like...."Finding ways to organize information into meaningful chunks improves encoding, retention, and later recall of that material from memory". For the article that you have chosen, does it involve an extraordinary claim? Were you able to find lots of sound evidence to support it or disconfirm it? If not – it's probably best to be cautious and admit that your topic area (or a belief you may have about that topic area) has not been effectively researched. So if you find a new research study that claims that all of the previous research findings on recovered traumatic memories have been disconfirmed – you should first be very skeptical. Why? Because it's exceedingly rare that a new study comes along that creates a break-through in knowledge and absolutely re-writes everything that was known previously about a phenomenon. You must also require the authors of that study to present an extraordinary amount of convincing scientific evidence before you begin to entertain or cautiously give credence to such an unexpected and extraordinary claim.

6. Occam's Razor. Is a simpler explanation more likely to better fit an observation or claim than a more unusual, far-fetched, and complex one? When you watch an illusionist like David Blaine "levitate" a few inches off the ground – would a simpler explanation better fit that observation (e.g., He is fooling you into thinking he is levitating based on the angle you are viewing him from, or that he used a cable hidden from view to raise himself up) than the conclusion that he has some kind of magical super power? If you read a research study that suggests recovered memories occur as a result of repression due to a seemingly outlandish notion involving the inability of the Ego to mediate

ID impulses and Superego restraint - you could argue that Occam's razor would suggest a simpler, more rational explanation. A simpler explanation in this case might be that repression is a term used to simply describe the kinds of forgetting and later cued retrieval we all experience and is related to normal biological functions.

Once again, if you want to see exactly what your finished assignment should look like – check out the “Sample Critical-Thinking Assignment” under the “Content” section of our D2L course! You can use it as a template. Use the same structure, depth of critical-thinking, organization, and formatting as that example!

- **CHECKLIST**

1. Find an article that involves an experiment on a topic that relates to material in our textbook. Make sure the experiment isn't something that's already discussed in detail in our textbook.
2. Experiments typically include statements in the abstract such as "We conducted an experiment to determine whether differences existed between ". They also include experimental groups, and the researchers compare the performance between these groups on some kind of outcome. Often you will see reference to the words "t-test" or "ANOVA" in the results sections of these articles describing the types of statistical analyses that were done comparing the scores between groups.
3. Correlational studies are not permitted for this assignment. Typically correlational studies use statements in the abstract like "We looked at the association between" or "We were interested in determining the relationship between" or "We conducted a study of".
4. If you can't think of an idea - just find some topic you find interesting in the textbook and search it in the PsycINFO database in the online Lakehead University online website. You are bound to find some experiments that are interesting and work for your participation assignment.
5. Make sure to ONLY search the PsycINFO database that I've provided the link for in the syllabus. The research article needs to come from there.
6. Make sure the experiment is from 2021.
7. Make sure to address the six principles of science in your evaluation/critique of the research experiment.
8. Make sure you attach the .pdf file of the research article and send it to our G.A for them to determine whether it is suitable or not. A link to the research article will not be accepted.
9. Make sure to use APA formatting for your assignment.
10. Make sure to upload the newest version of what you have completed on your assignment to the “Assignment” area of our D2L course, so you always have your most recent work on the assignment saved to our D2L course. And make sure that your assignment is completed by the due date. Also, make sure to include the .pdf copy of the article along with your assignment in the Assignments area of our D2L course.

- This is a relatively short assignment. Try to keep it to about 6 pages double-spaced (not including title page and references). Being able to express yourself precisely and concisely is a wonderful skill (For your future reference, if you ever submit abstracts for presentation at conferences or submit manuscripts for publication, word-count limit is often a crucial factor). So it is very important in many other contexts. The content part of the Sample Assignment in our D2L course is 6.5 pages double-spaced, so this is a good template to follow.

There. Simple as can be. You should have all the information you need to complete the assignment. The due date for this assignment is indicated on the course outline. However, you are strongly encouraged to begin working on it early and consistently. Make sure that you save your assignment to our “Assignments” area of our D2L course each time you work on it. This way, when the deadline for the assignment occurs, you will have all the work you have completed on the assignment saved to our D2L course. If you are unable to complete the assignment, you MUST make sure that you submit everything you have completed since the beginning of the course by the due date to avoid receiving a grade of “0” on this component of the course. No exceptions for any reason.

Late Assignments

You are strongly encouraged to begin working on the assignment early and consistently. Make sure that you save your assignment to our “Assignments” area of our D2L course each time you work on it. This way, when the deadline for the assignment occurs, you will have all the work you have completed on the assignment saved to our D2L course. If you are unable to complete the assignment by the due date – we understand. In that case, a pro-rated grade will be issued to you based on how much of the assignment you have completed, the type of extenuating circumstances you have encountered, and the quality of the work submitted. The best way to reduce the risk of receiving a grade of “0” is to simply get started on the assignment early, save it to our Assignments area each time you work on it, and make sure it is completed by the due date. The assignment due date is **May 30, 2022 at 11:59PM**. Do NOT work on or try to access your saved assignment in our D2L course after the due date.

Tests

1. Tests and Quizzes are taken online (from the comfort of your home!) during class times. You can access them by clicking on the “Quizzes” tab on the D2L course homepage. The Practice Tests can be taken at any time you wish to evaluate how well you are learning the course material.

Practice Tests

When you have read through the chapters and have studied the material for each test – you can then try out the multiple-choice practice tests for each test to evaluate how well you are learning the concepts in the course. Each practice test typically involves 50 multiple choice questions that cover all the information in the chapters for each test. However, grades for the practice tests will NOT count toward your final mark in the course. When you complete a practice test, you will receive a grade immediately, and will be able to view the questions you answered correctly and incorrectly, to help you improve on the official Tests and Quizzes in the course!

Quizzes (Quiz 1, Quiz 2, Quiz 3, Quiz 4)

The quizzes in the course are designed to help keep you on-track in the course by evaluating your

current knowledge of the course material through a 20-item multiple-choice quiz. You will have 20 minutes to complete each test (i.e., 1 minute per question).

Critical-Thinking Essay Tests (Test 1, Test 2, Test 3, Test 4)

Each essay test will comprise 4 critical thinking essay questions (25 marks each) based on the chapter material covered for each test. A timer will appear as soon as you begin each test. Students who are well prepared for the tests will have ample time to complete the questions. You will have 120 minutes to complete the entire test (roughly 30 minutes per question). All answers will be written out online in the space provided in the testing area.

You will be required to write each official test at specific times on the scheduled dates. You MUST begin the tests at the specific time indicated (i.e., 9AM Eastern Standard Time). I usually give students a 10 minute time window to enter the test (i.e., 9AM to 9:10AM). Once you enter the test, you have the full 120 minutes to complete it. If you fail to enter the test within the 10 minute time window, you will miss the test, so please make sure to be ready to write on-time. Just in case you are wondering, I will not provide more than 120 minutes to complete each test so please do not ask. SAS accommodations will be added to each test usually a couple of days before each test date. You need to be well prepared for each test to be able to complete it with extra time to spare. If you are writing in a different time zone, make certain that you write each test at the correct time (i.e., Test times reflect Eastern Standard Time). If you have a conflict with any test as scheduled above, please contact me via e-mail (mrmoland@lakeheadu.ca). If a conflict arises, students may be permitted to write early at my discretion. It is to your benefit to discuss time conflicts due to sports or family commitments with me well in advance.

All tests will be open-book. However, it is important to keep the following rules in mind:

1. All the information you use to answer the essay questions on the tests MUST come from ONLY what you have learned in our textbook and course materials. Any information from any outside source (e.g., including but not limited to Google searches, online journals, Wikipedia, etc.) are NOT permitted. If there is evidence that outside sources are being used to answer any essay question – a grade of “0” will be issued for that question. All answers must be submitted in essay type format.
2. You need to make sure that you study the material fully and effectively beforehand, and that you are ready to write the essay tests at the test times. My recommendation is to begin each essay response by including everything you have learned in the course that relates to the question being asked. Write it all out first. And when you are finished, consult the textbook if you wish to add a few little details here and there as well as a few textbook citations to supplement your answer and make it more complete (check out the examples of great responses to these kinds of questions in our D2L course FAQ area to see how this is done!). If you find yourself constantly looking for information in the textbook to answer a question because you have not studied and consolidated the information adequately – you will likely struggle to complete the tests on time.
3. When answering each essay question, make sure when you are explaining a keyword or concept – to expand on it as fully and completely as you can. As mentioned, in the FAQ of our D2L course, I have examples of excellent essay test responses that serve as an excellent guide! Do NOT copy and paste definitions or passages from the textbook into your answers – this will result in a grade of “0” for that question. Similarly, NEVER quote information directly from our textbook. Do NOT do this

(e.g., “Fluid intelligence refers to the ability to learn new ways of solving problems. Like the first time we try to solve a puzzle or task or skill we’ve never encountered before (e.g., driving a motorcycle for the first time) (Lilienfeld, 2017).” That previous passage in quotations is lifted directly from our textbook. Instead – make sure to explain all concepts and ideas IN YOUR OWN WORDS. Why? The main goal of the essay question tests is to give you - the student - an opportunity to show us ALL you have learned from the course material. If you just merely copy and paste textbook material into your answers – all it shows is that you are adept at copying and pasting information – and this can be done without any learning of the content. So as you study the chapters, it would be useful to write out the key terms you encounter in your own words so you can use these notes when you are completing the tests. As stated, a grade of “0” will be issued to any essay question that shows evidence of copying or pasting textbook material into the essay answers.

4. The essay questions are designed so that you can answer them in many different and creative ways – and still achieve a good grade – AS LONG AS you apply and fully explain concepts learned in our textbook in your own words - and support your answers with evidence. In essence, we are not looking for one specific kind of answer for each essay question. We are looking for answers that show you have learned the meaning of the concepts in the course, and that you are able to apply, integrate, and combine these concepts and keywords along with research evidence together to effectively and coherently answer course-relevant questions. The more evidence you can supply to support your answers – the better you will do! Psychological science is ALL about good evidence. Providing opinions in your answers will not be useful unless backed by solid evidence.

5. Make sure to answer what the question is asking! Students who just provide a wealth of information that is unrelated or vaguely related to answering the questions will NOT do well. Make sure your answers address directly what the question is asking. While you will be able to save your responses in the test itself, you may find it easier to write out your answers in a word processing app (e.g., Microsoft Word) and then copy and paste them from Word into the D2L essay question answer window and then save the contents of the window. It is your responsibility to make sure to save your responses once you’ve added them to the answer window.

6. Essay test answers will vary a bit in length depending on what the test question is asking. However, for the most part, most well-written responses typically fall in around the 500-700 word range (about 2 pages double-spaced in a word processor) for each essay test question.

7. One big benefit to essay test questions is that you will be able to review your essay answers from each test after you receive your test grade! You will also receive written feedback on your answers once you have your grade. You can then use this feedback from the Tests to improve your essay answers as you progress through the course! The goal for this class is to have your essay tests graded within 2 weeks after completion.

8. Also, it is important to keep in mind that you are not allowed to complete tests in this course with other individuals (e.g., other students, friends, acquaintances). This IS considered “cheating” and is not permitted. Explanations such as “But you didn’t say that we couldn’t _____ during the tests” or “Our other online instructors allow us to do _____” are NOT valid. The same rules and regulations concerning the writing of on-campus tests and misconduct apply. For instance – would you be allowed to take a cell phone photo of test questions during an on-campus test? Of course not. Then DO NOT do it during online testing either. Please refer to the **Student Code of Conduct - Academic Integrity** for a full description of academic offences, procedures when Academic Integrity breaches

are suspected and sanctions for breaches of Academic Integrity. If you have any questions or concerns about the tests – consult with me first before proceeding. Essay answers that are deemed too similar among students will be given a grade of “0” for both students.

9. So what is involved in writing open-book essay question tests? Here is a great summary of general tips and advice for writing open-book essay question tests.

<https://www.lib.sfu.ca/about/branches-depts/slc/learning/exam-types/open-book-exams>

10. If you are still unclear about what responses to critical-thinking essay questions should look like, once again, take a look at the FAQ in our D2L course under the “Contents” page. I’ve included some examples of what excellent responses to test questions look like!

Bonus Points

Students may earn up to a maximum of **6 bonus points**, added to their final mark, in one of two ways, or in combination:

1. Participate in Psychology Department approved research studies that are posted throughout the academic term(s) on <http://lupsych.sona-systems.com>. An account will be created for students by the end of the 1st week of classes. Students must complete participation in studies by the last day of class.
2. Submit a synopsis of a recent psychology journal article, chosen in consultation with the G. A. This involves choosing a peer-reviewed journal article of interest, that involves an experiment published in 2017 onward, writing a 500-word (about 1.5 pages double spaced) critical commentary about that article using your own words, and submitting an e-copy of the synopsis and the article to the instructor via email by the last day of classes. Each submitted synopsis is worth three (1.5) bonus points.

The instructor reserves the right to request an in-person conversation with any student to ensure that the synopsis is a product of the student's own work.

Video and Audio Recordings of Class Activities

In our PSYC 1100SDE (Introduction to Psychology) course, in the context of remote instruction and participation, video and audio recordings of class activities may be made to ensure students' and instructors' easy and comprehensive access to those activities. The recordings are confidential and are intended only for the use of the course students and instructors. They may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. The recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*.

Questions about the collection of the images and sounds in the recordings may be directed to:

**Dr. Mirella Stroink, Chair, Department of Psychology, Lakehead University,
mstroink@lakeheadu.ca.**

Lakehead University Grading Scale

A+	90-100%
A	80-89%
B	70-79%
C	60-69%
D	50-59%
E Fail	40-49%
F Fail	1-39%
F Academic Dishonesty	0%

Accommodations

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email sas@lakeheadu.ca or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Tentative Course Schedule/Outline		
*Order/content could change throughout the term. Instructor will inform you of any change.		
Week Of/Event?	What to do?	Involves?
1	<p>Read Chapter 1: Critical Thinking with Psychological Science</p> <p>Watch: Video lecture for Chapter 1.</p> <p>Watch Multimedia: The Amazing Randi Extravaganza!!</p>	Chapter 1
	<p>Course Knowledge Quiz! Must log in @ 9AM on D2L.</p>	Test of course rules
	<p>Read Chapter 1: Critical Thinking with Psychological Science</p> <p>Watch: Video Lecture for Chapter 1</p> <p>Watch Multimedia: Amazing Randi: Testing Homeopathy</p>	Chapter 1
	<p>Read Chapter 2: Research Methods</p> <p>Watch: Video Lecture for Chapter 2.</p> <p>Watch Multimedia: Prisoners of Silence</p>	Chapter 2
2	<p>Read Chapter 3: Biological Psychology</p> <p>Watch: Video Lecture for Chapter 3.</p> <p>Watch Multimedia: How Does The Brain Work?</p>	Chapter 3

	<p>Read Chapter 3: Biological Psychology</p> <p>Watch: Video Lecture for Chapter 3.</p> <p>Watch Multimedia: How Do Savants Store Information?</p>	Chapter 3
	<p>Read Chapter 4: Sensation and Perception</p> <p>Watch: Video Lecture for Chapter 4.</p> <p>Watch Multimedia: How Does The Brain See The World?</p>	Chapter 4
	<p>Quiz 1 Must log in @ 9AM on D2L.</p> <p>Test 1 Must log in @ 10AM on D2L.</p>	Ch. 1, 2, 3, 4
3	<p>Read Chapter 5: Consciousness</p> <p>Watch: Video Lecture for Chapter 5.</p> <p>Watch Multimedia: Why Do We Dream?</p>	Chapter 5
	<p>Read Chapter 5: Consciousness</p> <p>Watch: Video Lecture "Drugs And Basic principles of Psychopharmacology"</p>	Chapter 5
	<p>Read Chapter 6: Learning</p> <p>Watch: Video Lecture for Chapter 6.</p>	Chapter 6
	<p>Read Chapter 7: Memory</p> <p>Watch: Video Lecture for Chapter 7.</p> <p>Watch Multimedia: From the Mouths of Babes</p>	Chapter 7
	<p>Read Chapter 8: Thinking and Language</p> <p>Watch: Video Lecture for Chapter 8.</p>	Chapter 8
	<p>Quiz 2 Must log in @ 9AM on D2L.</p> <p>Test 2 Must log in @ 10AM on D2L.</p>	Ch. 5, 6, 7, 8
4	<p>Critical Thinking Assignment Due!!</p> <p>Read Chapter 9: Intelligence</p> <p>Watch: Video Lecture for Chapter 9.</p> <p>Watch Multimedia: Race & Intelligence: Science's Last Taboo?</p>	Assignment Due! Chapter 9

	<p>Read Chapter 10: Human Development</p> <p>Watch: Video Lecture for Chapter 10.</p>	Chapter 10
	<p>Read Chapter 11: Emotion and Motivation</p> <p>Watch: Video Lecture for Chapter 11.</p> <p>Watch Multimedia: Secrets of the Sexes: Attraction!</p>	Chapter 11
	<p>Read Chapter 12: Stress and Health</p> <p>Watch: Video Lecture for Chapter 12.</p> <p>Watch Multimedia: Testing Alternative Treatments</p>	Chapter 12
	<p>Read Chapter 13: Social Psychology</p> <p>Watch: Video Lecture for Chapter 13.</p>	Chapter 13
5	<p>Quiz 3 Must log in @ 9AM on D2L.</p> <p>Test 3 Must log in @ 10AM on D2L.</p>	Ch. 9, 10, 11, 12
	<p>Read Chapter 13: Social Psychology</p> <p>Watch: Video Lecture for Chapter 13.</p> <p>Watch Multimedia: Prejudice in Canada.</p>	Chapter 13
	<p>Read Chapter 14: Personality</p> <p>Watch: Video Lecture for Chapter 14.</p>	Chapter 14
	<p>Read Chapter 15: Psychological Disorders</p> <p>Watch: Video Lecture for Chapter 15.</p> <p>Watch Multimedia: Could You Identify People Who Have Been Mentally Ill By Observing Their Behaviour? (Part 1)</p>	Chapter 15
6	<p>Read Chapter 15: Psychological Disorders</p> <p>Watch: Video Lecture for Chapter 15.</p> <p>Watch Multimedia: Could You Identify People Who Have Been Mentally Ill By Observing Their Behaviour? (Part 2)</p>	Chapter 15
	<p>Read Chapter 16: Psychological and Biological Treatments</p> <p>Watch: Video Lecture for Chapter 16.</p>	Chapter 16
	<p>Read Chapter 16: Psychological and Biological Treatments</p> <p>Watch: Video Lecture for Chapter 16.</p>	Chapter 16

	Quiz 4 Must log in @ 9AM on D2L. Test 4 Must log in @ 10AM on D2L.	Ch. 13, 14, 15, 16
	<u>Optional</u> – Review NEO Personality Data findings, Bonus Points?	--

Course Policies in the Department of Psychology

The following policies apply to all courses offered by the Department of Psychology. Students are expected to be familiar with these policies and abide by them.

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Please familiarize yourself with what plagiarism involves by following this link:

[Plagiarism Overview // Purdue Writing Lab](#)

Students should view the Student Code of Conduct - Academic Integrity for a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

<https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239>

Classroom Behavior

Arrive on time, stay for the duration, and do not become a source of distraction. Personal computer use is welcome if it relates to the course. Sound on computers and cell phones must remain muted. Unless otherwise stated by the Instructor, students are prohibited from making audio or video recordings of lectures or taking pictures of lecture material.

Email Communication

All email communication from the Department of Psychology and from course Instructors will be sent to students' email addresses provided by Lakehead University (i.e., your "userid@lakeheadu.ca" email address). Students are expected to regularly check their email to make sure that they stay up to date with course news, Department information, and events. All Instructors and administrative personnel may be contacted by email at "firstname.lastname@lakeheadu.ca." Emails need to be prepared in a clear and courteous manner.

Instructor Office Hours

All Psychology faculty provide regular office hours whereby students can expect to meet individually with their instructor. Do take advantage of this opportunity, especially in circumstances where email communication cannot substitute for face-to-face contact with your Instructor.

Examinations

All tests/examinations must be written on the scheduled day and time as noted on the course outline or on the final exam schedule. Students who miss exams without a valid reason will receive a mark of "0" for that exam. When a student knows in advance that he/she will miss an exam, or in the case of a missed exam due to unexpected reasons, the Instructor must be notified as soon as possible. Following a review of the circumstances, alternative arrangements may be considered by the Instructor if the reason is determined to be valid. All electronic communication devices (e.g., laptop computers, cell phones, etc.) are strictly prohibited during examinations unless previously approved by the Instructor. Samples of final examinations are typically available on D2L.

APA Formatting

The Department of Psychology follows the guidelines of the American Psychological Association (more commonly known as APA) as the standard method of formatting for all submitted written work, unless otherwise stated by an instructor. Students should refer to the course material (course outline, assignment instructions, D2L, etc.) for specific instructions and guidance to ensure that documents are formatted properly. Our library provides guidance at <http://libguides.lakeheadu.ca/cite/APA> and in-person through their Writing Centre.

Research Participation

Some Instructors allow students to earn bonus points toward their final grade in return for voluntary participation in Psychology research studies. Your instructor will advise you at the beginning of the course. Students should regularly check <https://lupsych.sona-systems.com> to see what opportunities are available.

Contacts

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