Week	Module	Readings and Other Assigned Material	Activities and Assignments	End/Due Date	Weight (%)
Weeks 1 to 4					
Week 1	Module 01: Memory	Introduction to Psychology: • Conditioning and Learning	Week 1 Quiz (open-book quiz)	Friday, September 18, 2020 at 11:55 PM	**3%**
Week 2	Module 02: Stats and Research Designs	Introduction to Psychology: • History of Psychology • Research Designs	Week 2 Quiz (open-book quiz)	Friday, September 18, 2020 at 11:55 PM	**3%**
Week 3	Module 03: Evolution and Psychology	Introduction to Psychology: • Neurons • The Nervous System	Feedback Available: Week 1 and Week 2 Quiz	Check after Monday, September 21, 2020 at 12:01 AM	
			Week 3 Quiz (open-book quiz)	Friday, October 2, 2020 at 11:55 PM	**3%**
Week 4	Module 04: Visual Perception	Introduction to Psychology: • Hearing	Week 4 Quiz (open-book quiz)	Friday, October 2, 2020 at 11:55 PM	**3%**

Week	Module	Readings and Other Assigned Material	Activities and Assignments	End/Due Date	Weight (%)
		• Taste and Smell • Touch and Pain			
Weeks 5 to 8					
Week 5	Module 05: Consciousness	Introduction to Psychology: • States of Consciousness	Feedback Available: Week 3 and Week 4 Quiz	Check after Monday, October 5, 2020 at 12:01 AM	
			Week 5 Quiz (open-book quiz)	Friday, October 23, 2020 at 11:55 PM	**3%**
Week 6	Module 06: Problem Solving	Introduction to Psychology: • Language and Language Use • Intelligence	Week 6 Quiz (open-book quiz)	Friday, October 23, 2020 at 11:55 PM	**3%**
Week 7	Module 07: Emotion	Introduction to Psychology: • Drive States • Industrial/Organizational (I/O) Psychology	Feedback Available: Week 5 and Week 6 Quiz	Check after Monday, October 26, 2020 at 12:01 AM	
			Week 7 Quiz (open-book quiz)	Friday, November 6, 2020 at 11:55 PM	**3%**
Week 8	Module 08: Development	Introduction to Psychology: • Cognitive Development in Childhood	Begin working on the Concept Map portion of the Concept Map and Reflection assignment.		

Week	Module	Readings and Other Assigned Material	Activities and Assignments	End/Due Date	Weight (%)
		• Adolescent Development	Week 8 Quiz (open-book quiz)	Friday, November 6, 2020 at 11:55 PM	**3%**
Weeks 9 to 12					
Week 9	Module 09: Freudian and Humanist Theory	Introduction to Psychology: • Personality Assessment • Personality Traits	Begin working on the Reflection portion of the Concept Map and Reflection assignment.		
			Feedback Available: Week 7 and Week 8 Quiz	Check after Monday, November 9, 2020 at 12:01 AM	
			Week 9 Quiz (open-book quiz)	Friday, November 20, 2020 at 11:55 PM	**3%**
Week 10	Module 10: Behaviour in Groups	Introduction to Psychology: • Social Cognition and Attitudes • Persuasion: So Easily Fooled • Prejudice, Discrimination, and Stereotyping	Concept Map and Reflection	Tuesday, November 17, 2020 at 11:55 PM	**20%**
			Week 10 Quiz (open-book quiz)	Friday, November 20, 2020 at 11:55 PM	**3%**
Week 11	Module 11: Depression and Anxiety	Introduction to Psychology: • History of Mental Illness	Feedback Available: Week 9 and Week 10 Quiz	Check after Monday, November 23, 2020 at 12:01 AM	

Week	Module	Readings and Other Assigned Material	Activities and Assignments	End/Due Date	Weight (%)
		- Autism: Insights from the Study of the Social Brain - Psychopathy	Week 11 Quiz (open-book quiz)	Friday, December 4, 2020 at 11:55 PM	**3%**
Week 12	Module 12: Psychological Therapy	Introduction to Psychology: The Healthy Life	Week 12 Quiz (open-book quiz)	Friday, December 4, 2020 at 11:55 PM	**3%**
			Feedback Available: Week 11 and Week 12 Quiz	Check after Monday, December 7, 2020 at 12:01 AM	
			SONA Participation closes.	Monday, December 7, 2020 at 11:55 PM	**4%**
			SONA Participation Bonus closes.	Monday, December 7, 2020 at 11:55 PM	**2% bonus**
Final Examination (open-book)	Available Wednesday, December 9th at 8:00 AM to Monday, December 14 at 11:55 PM (exam scheduled for 2 hours)				**40%**

ANNOUNCEMENTS

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

DISCUSSIONS

One challenge of online course work can be the absence of a social network. What if you have questions about course content or need help? How do you get feedback on your understanding of the material? How do you form study groups? There are two **discussion boards** set up for you to communicate with your classmates to facilitate your success in the course.

The first is a Peer Group Discussion Board. Each student has been assigned to a group with approximately 7 other students. This should be your first stop for eliciting information. In the event that your peer group is unsure of the information (or are unresponsive), there is a second discussion board for communicating with the whole class: Whole Class Discussion Board. Please be generous in your participation on these discussion boards, returning occasionally to read and respond to your classmates. Please note that these are student forums. As such, the instructor and TAs do not typically post or respond to posts on these forums (although we do monitor them).

If you have a question that remains unanswered after visiting the student forums, the next step is to post on the Ask the Instructor board. Responses will usually appear within 24 hours (Mon to Fri). However, before posting on the forum, be sure to check earlier posts in the event that your question has already been answered. I know this all sounds like we are trying to avoid talking to you, but I assure you that is definitely **NOT** the case. The goal here is to facilitate communication between students and to reduce redundancies in correspondence, which can be overwhelming in online formats.

CONTACT US

Who and Why	Contact Details
Instructor and TA • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature	**Post your course-related questions** to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well. **Questions of a personal nature** can be directed to your instructor or your TA. Instructor: Rebecca Blackie rblackie@sju.ca Your instructor checks email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.
Technical Support • Technical problems with Waterloo LEARN	learnhelp@uwaterloo.ca Include your full name, WatIAM user ID, student number, and course name and number. Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time). LEARN Help Student Documentation

*Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

COURSE DESCRIPTION

Psychology allows us to better understand the human condition by studying behaviour using the scientific method. Psychology 101 will introduce students to the fundamental theories, concepts, methods, and issues encountered in the field of psychology. In addition to learning the core concepts of the field, this course is also meant to instruct the student in the scientific method (as it is used in the social sciences), to give students insight into themselves and their relationships with others, and to develop skills that will help students be successful in university and beyond.

LEARNING OUTCOMES

By the end of the course, you should be able to do the following:

A. Explain and apply the core concepts of psychology. This will provide a foundation of knowledge upon which you can build in upper year psychology courses.
B. Gain an appreciation for the role of science in learning about human behaviour:
    1. Appraise research conducted in psychology.
    2. Participate in psychological research.
C. Gain greater insight into yourself, others, and the human condition:
    1. Apply core concepts to yourself and others.
    2. Recognize and value human diversity.
D. Develop professional skills that will enhance your success in university and beyond:
    1. Recording and organizing information.
    2. Implementing strategies for memorization.
    3. Asking meaningful questions.
    4. Expressing your thoughts with precision and clarity.

This online course was developed by Paul Wehr, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Weekly Quizzes	36% (3% x 12)
Concept Map and Reflection Assignment	20%
SONA Participation	4%
SONA Participation Bonus	2% bonus
Final Examination	40%

RESEARCH EXPERIENCE MARKS – INFORMATION AND GUIDELINES

SONA PARTICIPATION AND RESEARCH EXPERIENCE MARKS INFORMATION AND GUIDELINES

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn **up to 4%** of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further **"bonus" of up to 2%** may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 6% to their final grade**.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces in-lab) and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)

- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.

- FOR THE FALL 2020 TERM ALL OF YOUR CREDITS can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:
- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data

- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (replaces in-lab) studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

Participating/SONA information: How to log in to Sona and sign up for studies

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.***

More information about the REG program in general is available at:
Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:
- Be submitted before the last day of lectures. Late submissions will NOT be accepted under ANY circumstances.
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

COURSE AUTHOR — PAUL WEHR

Teaching Interests

My passion is for undergraduate instruction and support. Trained as a scientist in evolutionary psychology, I have the background and experience to teach a large number of core undergraduate courses including Introductory Psychology, Research Methods, Statistics, Social Psychology, Cultural psychology, and a number of evolutionary themed upper level psychology courses. Presently, my focus is on course development, and the use of student response systems (SRS) in the classroom. Some pedagogical techniques I utilize in addition to SRS include scaffolding assignments, team-teaching, and problem-focused instruction.

In terms of student support, I focus on skills training and undergraduate advising. In addition to an official advising role within the Psychology Department, I consult on a variety of topics — such as note taking, exam prep, library research, and scientific writing — that help students to adapt and succeed in university and beyond. I encourage student-

instructor interaction by making myself more accessible to students during extended weekly office hours.

TEXTBOOK

Required

- Wehr, P. (2018). *Introduction to psychology.* Retrieved from http://nobaproject.com/textbooks/paul-wehr-new-textbook

RESOURCES

- Library services for Co-op students on work term and Extended Learning students
- Get mental health support when you need it

WRITING CENTRE

The Writing Centre, located on the second floor of South Campus Hall, works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at either the Dana Porter or Davis Centre libraries for quick questions or feedback. Group appointments for team-based projects, presentations, and papers are also available. To book a 50-minute appointment and to see drop-in hours, visit:

Writing and Communication Centre

COURSE POLICIES

Missed Quizzes

Missed quizzes will receive a score of zero. If you miss an assessment deadline for a legitimate reason (e.g., illness or kidnapping), contact the instructor as soon as possible! Weekly Quizzes may be reactivated after the appropriate documentation has been submitted to the instructor (e.g., verification of illness form or ransom note).

Late Assignments

Late assignments will be accepted up to 10 days after due date with a 10% penalty accumulating after each day late. Extensions for extenuating circumstances may be granted at the discretion of the instructor.

SUBMISSION TIMES

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

ACCOMMODATION DUE TO ILLNESS

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

ACADEMIC INTEGRITY

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

TURNITIN

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

[Turnitin® at Waterloo](#)

DISCIPLINE

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should

seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

APPEALS

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances, (other than a petition) or Policy 71 - Student Discipline, may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

GRIEVANCE

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

FINAL GRADES

In accordance with Policy 46 - Information Management, Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to Quest to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

ACCESSABILITY SERVICES

AccessAbility Services, located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

ACCESSIBILITY STATEMENT

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act (AODA)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

USE OF COMPUTING AND NETWORK RESOURCES

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.

We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.