



## COURSE OUTLINE

The course description is online <http://camosun.ca/learn/calendar/current/web/psyc.html>

### Course Description:

This course presents experimental methodologies used in psychology including how data is collected, organized, and interpreted in psychological research. Topics covered: psychobiology, sensation, perception, cognition, learning theory, memory, assessment, and experimental design. Topics will be discussed and demonstrated in lecture and laboratory activities.

### Pre and Co-requisites:

Academic Math 10 or assessment & English 12 or assessment. Math 11 is highly recommended

### 1. Instructor Information

|                      |  |  |              |
|----------------------|--|--|--------------|
| <b>Instructor:</b>   | Denise M. Iacobucci, PhD   |  |              |
| <b>Office Hours:</b> | <a href="#">Monday 8:30 to 9:20am; Tuesdays 10:30 to 11:20am; and By Appointment</a>   |  |              |
| <b>Location:</b>     | <b>Office:</b>   | F106E - drop by anytime ☺  |              |
|                      | <b>Lab Room:</b>   | LAB A Ewing 200 Wednesdays<br>LAB B Ewing 200 Wednesdays<br>LAB C Ewing 200 Wednesdays |              |
|                      | <b>Lecture Room:</b>   | <u>Young 216 8:30-10:20am FRIDAYS</u>  |              |
| <b>Phone:</b>        | 250-370-3221   | <b>Alternative Phone:</b>  | 250-208-9384 |
| <b>Email:</b>        | <a href="mailto:iacobuccid@camosun.bc.ca">iacobuccid@camosun.bc.ca</a> – always use this e-mail address<br>My last name begins with an “i” |  |              |
| <b>Website:</b>      | <a href="#">D2L – see directions below ☺</a>   |  |              |

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe the components and rationale for the experimental methodologies used to acquire psychological knowledge.
2. Describe the difficulties inherent in psychological research and conduct thoughtful critiques of select studies.
3. Design and conduct studies of psychological topics and present the outcomes in a clear, logical fashion.
4. Apply psychological concepts to the study of neuroscience, sensation, perception, learning, memory, intelligence, and language.

The outcomes will be measured by a combination of examinations, assignments, presentations, group work, and discussions.

### 3. Required Materials

|     |       |   |
|-----|-------|---|
| (a) | Texts | 1. Myers, D. G. (2013). <i>Psychology</i> (10 <sup>th</sup> Edition). New York; NY. Worth Publishers. ( <b>Camosun Psychology Volume 1 or Camosun Psychology Volume 1 &amp; 2</b> )<br>2. Iacobucci, D. M. (2014). <i>Psych 110 LabWorkbook</i> . Victoria; BC, Camosun College<br>Gerrig, R. J., Zimbardo, P. G., Desmarais, S., & Ivanco, T. (2012). <i>Psychology and life</i> . (2 <sup>nd</sup> Ed.) Toronto: ON, Pearson Education Inc. |
| (b) | Other | This course is supported by D2L. See notes about accessing D2L. As well students can expect to get handouts during lectures and labs to assist them with course assignments and tests.  |

#### D2L

To access the course website on D2L;

- 1) Open browser (i.e., Internet Explorer)
- 2) Type in: <http://online.camosun.ca/>
- 3) Next, (if this is your first time using D2L) enter your name followed by your last name and the day of your birth. For example denise.iacobucci22 for born on June 22<sup>nd</sup>.
- 4) Then enter your password which will be your date of birth in *mmdyy* format, (if this is your first time using D2L). For example 062274 for June 22<sup>nd</sup>, 1974.
- 5) Once into D2L you will be required to change your password and this will become your new password for subsequent logins.

### 4. Course Content and Schedule

1. There is one, 2-hour lectures each week.
2. There is one 1.5 hour lab per week.  
(Your student class schedule informs you of your assigned lab section A, B, or C)

**Special Note:** All lab assignments, tests, and activities must include your First and Last name and your lab section. **Example:** Denise Iacobucci, Psych 110, Lab B.

I believe participation and attendance is very important. If you must miss class, call me at 370-3221 or e-mail me at [iacobuccid@camosun.bc.ca](mailto:iacobuccid@camosun.bc.ca). If I am not available please leave a message on my voice mail.

### 5. Basis of Student Assessment (Weighting)

Students' performance in Psychology 110 will be based upon their **performance on tests** (65%), **lab participation and assignments** (19%), **lab report** (12%) and **participation** (4%).

#### (a) Tests (65%)

- There are three tests in this course.
  - The first test (23%) will cover the **Prolouge, Chapters 1, 4, all labs and lectures.**
  - The second test (23%) will cover **Chapters 2, 6, 3 all labs and lectures.**
  - The last test (19%) will cover **Chapters 7, 8 and parts of Chapter 9 & 10 as well as lecture material.**
- All tests are based on information from lectures, lab activities, text study guide and assigned readings. **Tests will not be cumulative.** These tests will consist of multiple-choice and short answer questions. Test study guides will be provided by the instructor prior to each test.

#### (b) Lab Assignments (19%)

- **There is a written assignment for most labs.** You **must** be in attendance to participate in the lab. Lab make-ups are only allowed under certain conditions with the approval of the instructor **prior to the missed lab**. Most assignments are due at the beginning of the following week's lab. **There are NO MAKE-UPS for the labelled drawing of the neuron, brain, eye, and ear labs.**

- **Policy for arriving late for labs.** Labs involve group activities with specific instructions given at the start of each lab. Being late for lab on an on-going basis will result in points being deducted from the lab assignment for that week. **These points are not deducted under extreme cases.**

**(c) Lab Research Report (12%)**

- There is a **short lab research report** required in this course that is worked on during lab time. This report will involve designing an experiment based on previous research, conducting a role-play to collect data, analyzing provided data, and writing the results in an APA style research paper. **Details will be discussed in Lab and are included in your Lab Workbook.**

**(d) Lecture/Lab Participation Activities (4%)**

- **Students will sign into many lectures and labs. Attendance is noted as part of your participation grade.**
- There will be lecture and lab activities assigned. You must be in attendance to participate in the activity. **There will be no make-up opportunities for lecture activities missed without a doctor's note.**

**6. Grading System**

**Standard Grading System (GPA)**

| Percentage | Grade | Description   | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100     | A+    |   | 9                       |
| 85-89      | A     |   | 8                       |
| 80-84      | A-    |   | 7                       |
| 77-79      | B+    |   | 6                       |
| 73-76      | B     |   | 5                       |
| 70-72      | B-    |   | 4                       |
| 65-69      | C+    |   | 3                       |
| 60-64      | C     |   | 2                       |
| 50-59      | D     | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 1                       |
| 0-49       | F     | Minimum level has not been achieved.  | 0                       |

**GRADING in PSYC 110**

Grades combine the college definition and my own experience.

- A: Superior levels of achievement.** I expect quality which shows a full understanding of the work, and which also includes exceptional achievement (i.e. new insight, obvious quality research, clear presentation above and beyond the minimum required, better work than the majority of the class).
- B: High levels of achievement.** For a B, I use work that is good and shows full understanding. It does not have the same degree of exceptional achievement that makes an A, but is distinctly beyond the minimum required.
- C+: Satisfactory level of achievement.**
- C: Sufficient level of achievement to proceed with next level of study.** Average work, showing an understanding of the material and the minimum requirements have been met. It does not indicate the student is having any real difficulties.
- D: Minimum level of achievement for which credit is granted; a course with a D grade cannot be used as a prerequisite.** I give this grade for work that is handed in, lacking all required details, but has some approximation of adequate work.
- F: Minimum level is not achieved.**

**FINAL Grades will be weighted as follows:**

|                  |             |
|------------------|-------------|
| Lab assignments  | 19%         |
| Final lab report | 12%         |
| Participation    | 4%          |
| Test #1          | 23%         |
| Test #2          | 23%         |
| Test #3          | 19%         |
|                  | <b>100%</b> |

**Temporary Grades**

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description  |
|-----------------|--|
| I               | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.  |
| IP              | <i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i> |
| CW              | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.  |

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

I expect students to follow **certain standards of conduct:**

1. All students are expected to follow the College's Student Conduct Policy.
2. Assignments that are copied (identical or plagiarized) between students will be given 0% for ALL students with identical work. If you want to work cooperatively, inform me ahead of time.
3. **Tests must be written as scheduled. Make-up tests will be allowed with proper notice, circumstances and documentation. You must contact the instructor prior to the test, and provide documentation within 7 days of the missed test date to be**

**eligible for the make-up test. Opportunities for make-up times and dates are provided to students by the instructor.**

4. Late work will only be accepted in extreme cases. Please schedule your time to meet all due dates.
5. Work must be used for this course only.
6. It is college policy that *"If an instructor remains convinced that there has been a violation [such as plagiarism or cheating], he or she may assign a grade of F for the work involved, or for the course..."*

### **Student Study Tips for Psychology 110 based on Chapter 8: Memory**

Throughout this course student study information will be provided to students based on research on memory and learning research and instructor experience. Below are some study suggestions to help you with this course.

1. Read chapter summary at end of chapter before reading the chapter.
2. **Review your lecture notes and chapters, ACTIVELY three times within 24 hours after leaving class.**
3. Read assigned material before lecture.
4. Define the terms and concepts at the end of each chapter. Here you can use on-line glossary and flashcards for each chapter.
5. Use textbook companion website and do chapter quizzes to review material and to ensure you understand what you are reading in the textbook.
6. Compare and Contrast theories and concepts. For example how is behaviorism similar to and different from the humanistic approach to human behavior? Compare similarities and differences between concepts such as sensation and perception.
7. Be sure to make-up questions from the textbook/lecture notes using headings/subheadings.
8. Be able to describe and explain major concepts from each chapter. Major concepts can be identified through lecture objectives and the review summaries located at the end of each chapter.
9. Ask questions during lecture. If you have a question others most likely have a similar question too. If uncomfortable with asking in-class be sure to e-mail questions to the instructor or book an appointment with the instructor to review the material and/or questions you may have.

### **STUDENT RIGHTS and RESPONSIBILITIES**

- Students are responsible for reading the assigned material prior to class so that they are prepared to participate in class discussions and group tasks.
- If a student requires special accommodation to be successful in this course, please see me the first week of class.
- Students and their prospective participants have the right not to participate in any given lab exercise.
- As part of the course, specifically in the lab activities, you always have the right NOT to self-disclose any information.

**Psychology 110, Section 001 A, B, C Tentative Timetable**

| <b>Week</b>                          | <b>Readings</b>        | <b>Wednesday Labs &amp; Activities</b>   | <b>Labs DUE</b>  | <b>FRIDAY Lecture Topic</b>   |
|--------------------------------------|------------------------|--|--|---|
| #1: Jan.13                           | <b>Prologue</b>        | <u>Jan 13</u><br>Course Outline Fun Quiz<br>Get to Know You<br><b>Naturalistic Observation (1%)</b>  |  | <b>JAN 15</b><br>Psychological History & Science<br><b>BRING Lab WORKBOOK</b>                                   |
| #2: Jan. 20                          | Prologue<br>Chapter 1  | <u>Jan 20</u><br>Descriptive Statistics 2%   | <b>1% Naturalistic</b>   | <b>JAN 22</b><br>Psychological History & Science  |
| #3: Jan. 27                          | Chapter 1              | <u>Jan 27</u><br>Correlational Research 2%   | <u>2% Descriptive Lab</u>  | <b>JAN 29</b><br>Psychological Science  |
| #4: Feb. 3                           | Chapter 4              | <u>Feb. 3</u><br>Inferential Statistics 2%   | <b>2% Correlation Lab</b>  | <b>FEB 5</b><br>Nature (Genetics) & Nurture<br>Project Intro <b>Read Scientific Article 5% – Due in 2 weeks</b> |
| #5: Feb. 10                          | Chapter 2              | <u>Feb 10</u><br>1) Assign Labeled Diagram of Neuron/Brain (1%)<br>2) Project Intro <b>Read Scientific Article 5% – Due in 2 weeks</b>                                       | <u>2% Inferential Lab</u>  | <b>FEB 12 Test #1 -23%</b><br>Prologue, Chapter 1, & parts of 4<br>Hand out Brain Notes                         |
| #6: Feb. 17                          | <u>Chapter 2 Brain</u> | <u>Feb 17</u><br>1) Mini-lecture & Brain Jeopardy (Team Play)<br>2) <b>Draw &amp; label picture of eye and ear for next week – 1%</b><br>3) <b>Assign Brain Scenarios 2%</b> | <b>1% Neuron &amp; Brain Drawing</b>                             | <b>FEB 19</b><br><b>NO Lecture – Reading Week</b>   |
| #7: Feb 24                           | Chapter 2              | <u>Feb 24</u><br>1) <b>Data Collection Role Plays</b><br>2) <b>APA Guidelines &amp; Report</b><br>3) <b>Research Library Sources</b>   | <b>2% Brain Scenarios</b><br><b>5% Article Review</b>            | <b>FEB 26</b><br>Biology & Mind   |
| #8: March 2                          | Chapter 6              | <u>March 2</u><br><b>Data Collection</b><br><b>Report Writing:</b> Title Page & Method, Results  | <b>3% Role Plays</b><br><b>1% picture of eye and ear labeled</b> | <b>MARCH 4</b><br>Sensation/Perception  |
| #9: March 9                          | Chapter 6<br>Chapter 3 | <u>March 9</u><br>Data collection <b>Role Plays</b><br><b>Report Writing:</b> Method, Intro  | Report Writing   | <b>MARCH 11</b><br>Sensation/Perception<br>Consciousness  |
| #10 March 16                         |                        | <u>March 16</u><br><b>Report Writing:</b> Results, Appendix, and References  | Report Writing   | <b>MARCH 18</b><br><b>Test #2 -23%</b><br>Chapter 2 & 6 & parts of 3  |
| #11:March 23                         | Chapter 7              | <u>March 23</u><br><b>LEARNING LECTURE &amp; Reports</b>   | Report Writing   | <b>MARCH 25</b><br><b>NO LECTURE</b>  |
| #12:March 30                         | Chapter 7/8            | <u>March 30</u><br><b>Learning Memory</b><br><b>Report Writing</b>   | Research Writing   | <b>APRIL 1</b><br><b>Learning/ Memory Lecture (Chapter 8)</b>   |
| #13:April 6                          | Chapter 8/9            | <u>April 6</u><br>Report Writing: Abstract and Discussion  | Research Reports   | <b>APRIL 8</b><br>Memory/Thinking<br><b>Lab Reports Due 12%</b>   |
| #14: April 13                        | Chapter 9              | <u>April 13</u><br><b>Thinking &amp; Language Lecture</b>  |  | <b>Test #3 -19%</b>   |
| <b>NO FINAL EXAMS IN THIS COURSE</b> |                        |  |  |   |