CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-110-002
Experimental Psychology
Fall 2018

COURSE OUTLINE

The course description is available on the web @ http://camosun.ca/learn/calendar/current/web/psyc.html

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

(a) Instructor	Michael Pollock	
(b) Office hours	Mondays, Tuesdays, & Fridays at 11:30-12:20	
(c) Location	Fisher 308B	
(d) Phone	250-370-3111	**Alternative:**
(e) E-mail	pollockm@camosun.ca	
(f) Website	http://online.camosun.ca	

2. Intended Learning Outcomes

Upon completion of this course a 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

Myers, D.G. & DeWall, C.N. (2015). *Psychology*. (11th ed.). Worth Publishers.

4. Course Content and Schedule

Course Content:
This introductory course will familiarize students with the historical roots of experimental psychology and review some of its current topics, which will include: psychological research methods, evolutionary psychology, behavior genetics, neuroscience, consciousness, sensation, perception, learning, memory, cognition, and language. The concepts associated with these topics will be discussed in class and, when possible, demonstrations will be given to help bring them to life. In addition to studying concept lecture notes, students will be assisted with engaging in their own independent research as part of their course

assignments. The survey of psychological concepts covered in this course will provide you with the background in psychology required for taking more specialized courses in psychology while the first-hand experience you will gain in conducting research will allow you to be better able to critically evaluate research claims for their practical usefulness in your personal and professional life.

Deadlines:
The Course Schedule below lists the dates for when the different components of your course grade are due. While the lab assignments have soft deadlines – which means students can still revise, edit, and submit the assignments after their set deadline until the end of the course – quizzes/exams have hard deadlines – which means there will be no make-up quizzes/exams for this course. Failing to take a quiz/exam by its scheduled date will result in a score of zero for that quiz/exam.

Exceptions may be granted at the discretion of the instructor for cases of hardship or extenuating circumstances (e.g., a medical emergency) if the proper documentation to show this can be provided. In cases with documented extenuating circumstances, make-up exams will be provided for missed exams while marks for other missed items will be waived, with the remaining accomplished items for those course components being weighted more heavily.

COURSE SCHEDULE				
Week	Lab or Lecture	Date	Lecture Topic, *Lab Activity, or **Exam***	Readings, *Lab Assignment, or **Quiz***
Week 1	Lab	Sep 4 Tuesday	Introduction	
	Lecture	Sep 7 Friday	Course Overview	
Week 2	Lab	Sep 11 Tuesday	*Psychological Wishing*	*Research Topic*
	Lecture	Sep 14 Friday	History of Psychology	Read Prologue
Week 3	Lab	Sep 18 Tuesday	*Literature Search*	*Primary Research Article* **Online quiz on History of Psychology**
	Lecture	Sep 21 Friday	Research Methods	Read Ch. 1
Week 4	Lab	Sep 25 Tuesday	*Article Analysis*	*Article Summary* **Online quiz on Research Methods**
	Lecture	Sep 28 Friday	Genetics & Evolution	Read Ch. 4
Week 5	Lab	Oct 2 Tuesday	*Hypothesis Generation*	*Hypotheses* **Online quiz on Genetics & Evolution**
	Lecture	Oct 5 Friday	Neuron & Nervous System	Read Ch. 2-1 to 2-5

Week 6	Lab	Oct 9 Tuesday	*Measurement Planning*	*Baseline Methods* **Online quiz on Neuron & Nervous System**
	Lecture	Oct 12 Friday	Psyc Jeopardy	
Week 7	Lab	Oct 16 Tuesday	**Midterm Exam**	
	Lecture	Oct 19 Friday	Brain	Read Ch. 2-7 to 2-13
Week 8	Lab	Oct 23 Tuesday	*Correlation*	*Correlational Analyses* **Online quiz on Brain**
	Lecture	Oct 26 Friday	States of Consciousness	Read Ch. 3
Week 9	Lab	Oct 30 Tuesday	*Experiment Planning*	*Experimental Methods* **Online quiz on States of Consciousness**
	Lecture	Nov 2 Friday	Sensation	Read Ch. 6 (Subsections 1-5, 7-9, & 16-23)
Week 10	Lab	Nov 6 Tuesday	*Descriptive Statistics*	*Descriptive Statistics Analyses*
	Lecture	Nov 9 Friday	Perception	Read Ch. 6 (Subsections 6 & 12-14)
Week 11	Lab	Nov 13 Tuesday	*Inferential Statistics*	*Inferential Statistics Analyses* **Online quiz on Sensation & Perception**
	Lecture	Nov 16 Friday	Learning	Read Ch. 7
Week 12	Lab	Nov 20 Tuesday	*Graphing Data*	*Graphs* **Online quiz on Learning**
	Lecture	Nov 23 Friday	Memory	Read Ch. 8
Week 13	Lab	Nov 27 Tuesday	*Drawing Conclusions*	*Conclusions* **Online quiz on Memory**
	Lecture	Nov 30 Friday	Thinking & Language	Read Ch. 9

Week 14	Lab	Dec 4 Tuesday	*Poster Session*	*Poster Presentation*
	Lecture	Dec 7 Friday	Psyc Jeopardy	
		TBA	**Final Exam**	

5. Basis of Student Assessment (Weighting)

Course component	Weight
Assignments:	25%
Online Quizzes:	15%
Midterm Exam:	26%
Final Exam:	34%

Each of these components is described in more detail below. You can check the course D2L website at any time during the semester for your current class standing and you are invited to discuss any concerns about your grade with the instructor.

Assignments:

For your course assignments you will develop in the following 12 stages a psychological research project involving self-experimentation. Guidance will be provided in labs throughout the semester for how to carry out these assignments. After you have completed an assignment, you should submit a copy of it in person to the instructor during lab time for feedback on it. To receive a mark for each assignment, your work must meet a satisfactory level of quality as determined by the instructor and you will not be allowed to progress to the next assignment until all requested revisions on the previously submitted assignment have been made and approved by the instructor.

Assignment #1 - Research Topic – You will identify a psychological aspect (physiological, subjective, and/or behavioral) about yourself that you wish could be changed/improved and provide a description of why you personally desire that change. You will then specify a research topic based on this wish (IMPORTANT NOTE: make sure it's a topic that you'd also be willing to share with the class your results about it).

Assignment #2 - Primary Research Article – You will perform a literature search using *PsycINFO* to see what aspects about your topic have already been examined by scientific research and find at least one primary research article about that topic.

Assignment #3 - Article Summary - You will reference (in APA format) your approved primary research articles and summarize *in your own words* what findings they have revealed about your topic and the methods that were used in the articles to discover those findings.

Assignment #4 - Hypotheses - Based on the previous findings revealed in your article analyses, you will generate several hypotheses that each makes a specific prediction involving two variables (an independent and a dependent variable) and an expected direction of results.

Assignment #5 - Baseline Methods - You will describe in detail a method you propose for how you will quantitatively measure on yourself natural variations in the variables listed in your hypotheses in order to test the hypotheses using a non-experimental design. The methods you choose for measuring your variables can be based on those previously used in the scientific literature or can be entirely of your own creation.

Assignment #6 - Correlational Analyses - Following approval of your proposal by the instructor, you will start carrying out your baseline methods (IMPORTANT NOTE: findings from a project whose

methods have not been approved will receive a mark of zero). Using the data collected from your baseline measurements, you will perform correlational analyses to test your hypotheses.

Assignment #7 - Experimental Methods – Based on the hypothesis that your correlational analyses most strongly support as best predicting the intended outcome of your research, you will describe in detail a method you propose for how to experimentally test on yourself the relationship between the independent variable and dependent variable listed in that hypothesis. The methods you choose for manipulating your independent variable and measuring your dependent variable can be based on those previously used in the scientific literature or can be entirely of your own creation.

Assignment #8 - Descriptive Statistics Analyses – Following approval of your proposal by the instructor, you will start carrying out your experimental methods (IMPORTANT NOTE: findings from a project whose methods have not been approved will receive a mark of zero). Based on the measurements you collect in your experiment, you will calculate the descriptive statistics for each of your experimental and control conditions.

Assignment #9 - Inferential Statistics Analyses – Based the descriptive statistics for each of your conditions, you will perform inferential statistics (primarily a *t*-test) to determine if there was a statistically significant difference between your conditions.

Assignment #10 - Graphs – To visually represent your major findings you will create two types of summary graphs: (1) scatterplots of the correlations between variables from your baseline measurements and (2) a bar graph comparing the average values of the different conditions in your experiment. You will provide meaningful labels of the axes on the graphs: with the name of the independent variable as the title of the X-axis (i.e., horizontal axis) and the name of your dependent variable as the title of the Y-axis (i.e., vertical axis), along with descriptions of their units/conditions.

Assignment #11 - Conclusions – Based on your statistical analyses you will state which of your hypotheses were confirmed (if any) and based on the results of your experiment state whether any causal conclusions can be made.

Assignment #12 - Poster Presentation – You will present in the final lab a poster summarizing your research project. It will include on it each of the following headings: Research Topic, Literature Review, Hypotheses, Methods, Results, and Conclusions. The purpose of this poster presentation is for you to share the major findings of your assignment with your colleagues in the class. Compared to slide presentations, the poster session format offers a more intimate and relaxed forum in which to discuss findings.

Quizzes & Exams:
All quizzes and exams will cover solely the material contained in the concept lecture notes, with each of the questions describing one of the points from the concept lecture notes and asking you for the name of that concept. The format of the questions will be very multiple-choice: with each question listing as options the names of all the concepts for a given lecture. Half of the questions will be knowledge-type questions which use for descriptions of the concepts the same wording as the points in the concept lectures notes, while the other half of questions will be understanding-type questions which reword these points usually in the form of a real-life scenario.

Online Quizzes – Since your learning will be enhanced by testing yourself and practicing your retrieval of the course information from memory (known as the testing effect), for each set of concept lecture notes you will be assigned an online quiz. In addition to being worth marks, the online quizzes will also help prepare you for exams since they cover the same content from the concept lecture notes (although they use different scenarios for the understanding-type questions). The online quizzes can be accessed through the course D2L website and can be performed on a computer either on campus or off campus. Time will be allotted during labs for students to attempt each week's online quiz and students may also perform them ahead of lab time. Students may take each online quiz an unlimited number of times until its deadline and only the highest score you achieve on a quiz before its deadline will be recorded as your mark for that quiz.

Exams – Exams will be in-class, closed book, and will not be cumulative (i.e., the final exam will only cover material that came after the midterm exam). You will only be given a single attempt at each exam. The content of the questions will be taken equally from each of the concept lecture notes covered by that exam.

6. Grading System

| X | Standard Grading System (GPA) |

| | Competency Based Grading System |

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Although not required for this course, the Myers & Dewall textbook website (known as LaunchPad) provides electronic access to the course textbook, study guides, and video resources. Students can access the specific version of it for this course via the following link:
http://www.macmillanhighered.com/launchpad/myers11e/7219371
To access this website you will also need to have an access code that either came with the purchase of your new textbook or that can be purchased from that website. If you have any problems registering, purchasing, or logging in to that website, please contact their Customer Support by one of the following ways:
- through the online form
- by chat (via the online form, for student access and payment inquiries)
- by phone at 1 (800) 936-6899

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support
If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ http://camosun.ca/about/mental-health/emergency.html or http://camosun.ca/services/sexual-violence/get-support.html#urgent

College Services
Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at http://camosun.ca/

College Policies
Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at http://camosun.ca/about/policies/. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS http://camosun.ca/about/policies/index.html

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

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 at http://camosun.ca/about/policies/index.html for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: 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	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: 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.