



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-110-002ABC
Experimental Psychology
Winter 2020

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 & Wednesdays at 12:30-2:20		
(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

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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. (2018). *Psychology*. (12th 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, states of consciousness, sensation, perception, learning, memory, thinking, and language. In addition to studying the concepts associated with these topics, students will have the opportunity to engage in their own independent research as

part of their course assignment. 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 psychological 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.

- The assignment has both soft deadlines (i.e., deadlines for when assignment stages are expected to be submitted by) and hard deadlines (i.e., deadlines for when assignment stages will no longer be accepted for marks). Since the hard deadline for each assignment stage is 3 weeks after its soft deadline (or until the end of classes, whichever comes first), this usually provides students with the opportunity to revise, edit, and resubmit assignment stages based on feedback from the instructor. In the case of assignment stages that have not been successfully completed by the time of their hard deadlines, the marks from those assignment stages will automatically be waived from your course grade and their weight distributed proportionately to the remaining accomplished course items.
- Exams have just hard deadlines, which means there will be no make-up exams for this course. Failing to take an exam by its scheduled date will result in a score of zero for that 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 the case of a missed exam due to such documented extenuating circumstances, a make-up exam will be provided.

COURSE SCHEDULE

Week	Lab or Lecture	Date	Topics Covered	Readings*, <u>Bonus Quizzes</u> , <u>Exams</u> , or <u>Assignments</u> due
#1	Lecture	Jan 6 Monday	-Course Overview -St.1 Research Question & Rationale	
#1	Lab	Jan 7 Tuesday	-History of Psychology	-Read Prologue - <u>Bonus quizzes on History of Psychology</u> - <i>Soft deadline for St.1 Research Question & Rationale</i>
#2	Lecture	Jan 13 Monday	-History of Psychology -St.2 Primary Research Articles, St.3 Article Summaries	- <u>Bonus quizzes on History of Psychology</u>
#2	Lab	Jan 14 Tuesday	-Research Methods	-Read Ch. 1 - <u>Bonus quizzes on History of Psychology, Research Methods</u> - <i>Soft deadline for St.2 Primary Research Articles</i>
#3	Lecture	Jan 20 Monday	-Research Methods -St.4 Hypotheses, St.5 Correlational Methods	- <u>Bonus quizzes on Research Methods</u>
#3	Lab	Jan 21 Tuesday	-Genetics & Evolution	-Read Ch. 4 - <u>Bonus quizzes on Research Methods, Genetics & Evolution</u> - <i>Soft deadline for St.3 Article Summaries</i>

#4	Lecture	Jan 27 Monday	-Genetics & Evolution -St.6 Correlational Results	- <u>Bonus quizzes on Genetics & Evolution</u>
#4	Lab	Jan 28 Tuesday	-Neuron & Nervous System	-Read Ch. 2-1 to 2-5 - <u>Bonus quizzes on Genetics & Evolution, Neuron & Nervous System</u> -Soft deadline for St.4 Hypotheses -Hard deadline for St.1 Research Question & Rationale
#5	Lecture	Feb 3 Monday	-Review for Midterm1 -St.7 Correlational Table & Figure	
#5	Lab	Feb 4 Tuesday		- Midterm Exam1 -Soft deadline for St.5 Correlational Methods -Hard deadline for St.2 Primary Research Articles
#6	Lecture	Feb 10 Monday	-Neuron & Nervous System	- <u>Bonus quizzes on Neuron & Nervous System</u>
#6	Lab	Feb 11 Tuesday	-Brain	-Read Ch. 2-7 to 2-13 - <u>Bonus quizzes on Neuron & Nervous System, Brain</u> -Hard deadline for St.3 Article Summaries
#7	Lecture	Feb 17 Monday	Reading Break No classes	
#7	Lab	Feb 18 Tuesday	Reading Break No classes	-Soft deadline for St.6 Correlational Results -Hard deadline for St.4 Hypotheses
#8	Lecture	Feb 24 Monday	-Brain -St.8 Experimental Methods	- <u>Bonus quizzes on Brain</u>
#8	Lab	Feb 25 Tuesday	-States of Consciousness	-Read Ch. 3 - <u>Bonus quizzes on Brain, States of Consciousness</u> -Soft deadline for St.7 Correlation Table & Figure -Hard deadline for St.5 Correlational Methods
#9	Lecture	Mar 2 Monday	-States of Consciousness -St.9 Experimental Results	- <u>Bonus quizzes on States of Consciousness</u>
#9	Lab	Mar 3 Tuesday	-Sensation & Perception	-Read Ch. 6 - <u>Bonus quizzes on States of Consciousness, Sensation & Perception</u> -Soft deadline for St.8 Experimental Methods

#10	Lecture	Mar 9 Monday	-Review for Midterm2 -St.10 Experimental Table & Figure	
#10	Lab	Mar 10 Tuesday		-Midterm Exam2 <i>-Hard deadline for St.6 Correlational Results</i>
#11	Lecture	Mar 16 Monday	-Sensation & Perception -St.11 Discussion	<u>-Bonus quizzes on Sensation & Perception</u>
#11	Lab	Mar 17 Tuesday	-Learning	-Read Ch. 7 <u>-Bonus quizzes on Sensation & Perception, Learning</u> <i>-Soft deadline for St.9 Experimental Results -Hard deadline for St.7 Correlational Table & Figure</i>
#12	Lecture	Mar 23 Monday	-Learning -St.12 Research Paper	<u>-Bonus quizzes on Learning</u>
#12	Lab	Mar 24 Tuesday	-Memory	-Read Ch. 8 <u>-Bonus quizzes on Learning, Memory</u> <i>-Soft deadline for St.10 Experimental Table & Figure -Hard deadline for St.8 Experimental Methods</i>
#13	Lecture	Mar 30 Monday	-Memory	<u>-Bonus quizzes on Memory</u>
#13	Lab	Mar 31 Tuesday	-Thinking & Language	-Read Ch. 9 <u>-Bonus quizzes on Memory, Thinking & Language</u> <i>-Soft deadline for St.11 Discussion</i>
#14	Lecture	Apr 6 Monday	-Thinking & Language	<u>-Bonus quizzes on Thinking & Language</u>
#14	Lab	Apr 7 Tuesday	-Review for Final	<u>-Bonus quizzes on Thinking & Language</u> <i>-Hard deadline for St.9 Experimental Results, St.10 Experimental Table & Figure, St.11 Discussion, St.12 Research Paper</i>
		TBA		Final Exam

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

Evaluation:

Your course grade will be based on a weighted average of the percentage points you achieve across the following course components:

Course Component	Weight
Midterm Exam1	26.5%
Midterm Exam2	26.5%
Final Exam	35%
Assignment	12%*
Bonus Questions	Maximum 5% extra credit

*Each stage of the assignment is worth 1%. If a stage is not correctly completed by its hard deadline, its mark will be waived from your course grade and its weight added to the remaining course components that you accomplish.

Each of the course components is described in more detail in the sections 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.

Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. The grades of the entire class may be scaled up or down at the discretion of the instructor or department. Grades are not official until they appear on a student's academic record.

Exams:

Exams will be in-class, closed book, and not cumulative (e.g., the final exam will only cover material that came after the last midterm exam). Exams will cover solely the concepts from the assigned readings listed in the concept lecture notes. Questions will describe points about the concepts and ask for the correct names of those concepts. The format of the questions will be similar to a matching style, in that each question will have you choose an answer from a list of all the concept names from the lecture(s) relevant to that question. 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.

Assignment:

For the assignment, you will develop in stages throughout the semester a psychological research project involving a longitudinal study of yourself. Instructions, templates, and examples of each stage will be given by the instructor in class and then you will perform the project outside of class time, with additional help available during office hours. Written feedback on your work will be provided by the instructor once a week after each week's deadline. Since each stage builds on the work of previous stages, each stage must be completed correctly in order to receive marks on subsequent stages, with opportunities given for revisions based on the feedback (see the Deadline section below about soft vs. hard deadlines).

Stage #1. Research Question & Rationale – You will identify a psychological question/problem/goal about yourself that you wish to have answered/solved/achieved. (IMPORTANT NOTE: make sure to choose a question you are comfortable sharing with the rest of the class the results you will collect on yourself about it.) In class, you will then find fellow students interested in a similar topic as yourself and form a group with them to work with on this project. You will list the reasons why your group members are personally interested in this topic and agree upon on a single phrasing of the research question that is broad enough to apply to each of them.

Stage #2. Primary Research Articles – You will perform a literature search to see what possible answers to your research question have already been identified by psychological research. You will then track down primary research articles that provide evidence for each of these claims, with each member of your group contributing different primary research articles.

Stage #3. Article Summaries – For each of the primary research articles that you personally contributed to your group, you will summarize in your own words both what that article did (based on its Methods section) and what it found (based on its Results section) that is of relevance to your research question. You will also provide supporting quotes, citations, and references in APA format to back up your summaries of these articles.

Stage #4. Hypotheses – For each of the possible answers that your group discovered in their literature search, your group will generate hypotheses that each make testable predictions about the direction of the relationship between the two main variables (the predictor variable and the outcome variable) in that claim.

Stage #5. Correlational Methods – For each of the variables in your group’s hypotheses, you will describe in detail how your group plans to quantitatively measure natural variations in that variable over time (i.e., longitudinally) within each of your group’s members. The methods your group chooses for measuring the variables can be based on those previously used in the scientific literature (i.e., your group’s primary research articles) or can be entirely of your own creation.

Stage #6. Correlational Results - Following the instructor’s approval of your group’s proposed correlational methods, you will start carrying out those methods. (IMPORTANT NOTE: findings from a project whose methods have not been approved will receive a mark of zero. Do not start data collection until you have first received written approval of your methods.) Based on the data collected on just yourself, you will then perform correlational analyses to test each of your group’s hypotheses. In order to verify the time course of your measurements, on each day of your correlational study you must submit to D2L’s Assignments tool all of the data you have collected on yourself up to that point and an update of your correlational analyses.

Stage #7. Correlational Table & Figure – You will construct a table displaying for each of your group’s hypotheses the correlation coefficients from each of your group’s members and from their pooled (raw and standardized) data, as well as reporting the statistical significance of each correlation coefficient. The hypothesis that from the pooled data has the highest correlation coefficient in the direction originally predicted will be judged to have received the strongest support from your group’s correlational study. You will also produce a properly labelled scatterplot that visually represents the relationship your group found between the two variables in this hypothesis.

Stage #8. Experimental Methods – For the hypothesis that received the strongest support from your group’s correlational study, you will describe in detail how your group plans to further experimentally test on themselves whether a causal relationship exists between the two variables (now called the independent variable and the dependent variable) in that hypothesis. The methods your group chooses for manipulating the independent variable and for measuring the dependent variable can be based on those previously used in the scientific literature (i.e., your group’s primary research articles) or can be entirely of your own creation. You will also describe how your group proposes to reduce the possibility of confounding variables (i.e., order effects, placebo effects, and experimenter expectancy effects).

Stage #9. Experimental Results – Following the instructor’s approval of your group’s proposed experimental methods, you will start carrying out those methods. (IMPORTANT NOTE: findings from a project whose methods have not been approved will receive a mark of zero. Do not start data collection until you have first received written approval of your methods.) Based on the data collected on just yourself, you will then calculate descriptive statistics (means and standard deviations) for each of your experimental and control conditions, and perform inferential statistics (t-test) to determine if there was a statistically significant difference between them as predicted by the hypothesis for your experiment. In order to verify the time course of your measurements, on each day of your experimental study you must submit to D2L’s Assignments tool all of the data you have collected on yourself up to that point and an update of your descriptive and inferential statistics.

Stage #10. Experimental Table & Figure – You will construct a table displaying for each of your experimental and control conditions the descriptive statistics from each of your group’s members and from their pooled (raw and standardized) data, as well as reporting their statistical significance. You will also produce a properly labelled bar graph that visually represents the difference in means between conditions.

Stage #11. Discussion – Based on your group’s correlational study, you will state which of your group’s hypotheses were originally confirmed and, based on your group’s experimental study, whether a causal relationship exists between the two variables in the hypothesis that received the strongest support. (IMPORTANT NOTE: Your assignment mark is not dependent on whether your hypotheses were confirmed or not, but rather whether you have correctly interpreted this based solely on the data your group collected.) You will then relate these findings to the possible answers your group encountered in the literature search and compare your group’s results to those of the past studies your group summarized from the primary research articles. You should discuss any discrepancies in the results of such studies and speculate upon their possible reasons due to methodological differences. Finally, based on your group’s studies, you will make conclusions about

the best answer(s) to your research question, and reflect on the implications and practical applications of these findings.

Stage #12. Research Paper – You will collaborate with your group to co-author in proper APA-style format a report of your group’s research project that encompasses all of the work accomplished in each of the above stages. The research paper will include in it each of the following sections: Title Page, Abstract, Introduction, Methods (with separate Correlational Study and Experimental Study subsections), Results (with separate Correlational Study and Experimental Study subsections), Discussion, References, Tables, and Figures.

Bonus Questions & Class Participation:

In order to assess learning in a non-punitive way, at the beginning and end of each class you will be given the opportunity to fill out anonymous surveys about your learning experience and answer bonus questions about the course material. The format of the bonus questions will be the same as that used for exam questions (see the Exams section above) and each bonus question correctly answered will be worth 0.01% extra on your final course grade, with a maximum extra credit of 5% in total possible (i.e., the equivalent of a letter grade). In order to be eligible to receive credit for answering bonus questions in a given class, you will need to fully participate in class activities for the entire duration of that class. During labs, class activities will involve playing computer games (called QuizGames) designed by the instructor to help ensure you are well familiarized with the course concepts by utilizing various evidence-based teaching methods (e.g., meta-cognition, retrieval practice, interleaving, and mastery learning). During lectures, class activities will involve the further exploration of course concepts by utilizing various additional evidence-based teaching methods (e.g., elaboration and concrete examples) designed to help you think about the concepts on a deeper level and to bring the concepts to life by relating them to real-life examples/demonstrations.

6. Grading System

- 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:

<https://www.macmillanhighered.com/launchpad/myers12e/12664769>

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 directly from that website. If you have any problems registering, purchasing, or logging into that website, please contact their Customer Support by visiting:

- <https://macmillan.force.com/macmillanlearning>

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	<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 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	<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.