

## *Syllabus for PsyA01 - Introduction to Psychology Winter Term - 2000/2001*

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Room S560  
287-7469

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### ***General Overview***

When many of you now think of Psychology, you likely think of clinical psychologists who are helping people who are suffering from some form of mental illness. Clinical Psychology is one type of psychology but, as you will learn in this course, it is but one of many kinds of psychology.

Generally speaking, psychologists are scientists who are trying to understand human behaviour ... why do humans act the way we do? As this course will show you, there are many different ways one can approach and try to answer this question. For example, some psychologists address this issue at the level of the brain. Such physiological psychologists ask questions like how is information passed along in the brain? Do certain parts of the brain control certain behaviours? What would happen if certain parts of the brain were damaged? Other psychologists, termed social psychologists, are more interested in the effect that other humans have on our behaviour. They study such things as conformance to authority, the variables that cause prejudicial behaviour, etc. Still other psychologists, termed cognitive psychologists, study the processes that underly certain behaviours. How does information get into memory? How does attention work? etc.

This course is a survey course meant to give you this "big picture" of the various approaches that have been used, and the major findings that have come, so far, from each approach. As one of my colleagues has stated, it is essentially a "best of" psychology course. By the end of the course you should have a good idea of what kinds of psychology you like, what kinds you don't like, and whether you want to pursue psychology in more detail.

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### ***Evaluation***

Your final mark for the course will be made up of five components ... 3 midterms worth 20% each ... 1 "common" final worth 40%, and up to 3% bonus marks for experimental participation. All midterms, and the "common" final, are five-alternative multiple-choice exams. Thus, there are no assignments or labs in this course, all of the evaluation is via multiple choice exams.

Our goal was to organize the course such that you would learn 6 chapters followed by a midterm on those chapters only ... then learn the next 6 chapters followed by a midterm on those only ... then do the final 6 chapters with a midterm on those only. These midterms include questions relevant to the chapters, and any information presented in class. They

consist of 50 questions each and you will have 1 hour to write them. The exams themselves will be scheduled into 2 hour slots because, with so many students, it sometimes takes us a while to get everyone in the right rooms and settled down. So we take our time doing that, then give you one hour from the time when everyone is settled to write the exam.

In addition, we have a "common" final exam on all 18 chapters. All students write the same final exam (hence the term "common" final) and the questions on that final will come only from the text. Altogether there will be 100 questions on the common final.

Instead of writing these 4 exams (3 midterms and a final) on 4 different days, we have rolled together the third midterm and the common final. This means you will actually have 3 exams over the year you take the class. You will be given 3 hours to write the 3rd Midterm and common final. We do not yet have exact dates for these exams, but we will soon. Please note that these exams may be scheduled on Friday evenings or Saturdays. Stay tuned to this site for the exact dates when they are available. Generally speaking though, the exams will be ...

<i>Date</i>	<i>Exam</i>	<i>Information Covered in Exam</i>	<i>Questions</i>	<i>Time</i>
Nov 10	1st Midterm	First 6 chapters covered in class	50	1 hr
Feb ??	2nd Midterm	Next 6 chapters covered in class	50	1 hr.
Final Exam Period	3rd Midterm Common Final	Last 6 chapters covered in class All 18 chapters of the text	50 100	3 hrs.

Note that after each of the first two midterms the teaching assistant will hold office hours when you can come look at the exam again to see where you have made any mistakes. The exact time and place of these hours will be posted in the important announcements section of the webpage around the time of the first midterm.

### ***Experimental Participation***

As suggested above, you can also earn up to 3% bonus marks by participating in Psychology research currently being conducted here at the University of Toronto at Scarborough. The hope is that this participation will give you a real "hands on" experience with the various procedures and techniques used to learn more about human behaviour. To learn more about how to participate, [click here](#).

### ***Missed Exams***

At this point I would like to stress that for reasons of fairness my hope would be that all of you write the exam at the scheduled time. This insures that everyone writes the same exams under the same conditions, which is how I think it should be.

The only valid reasons for missing an exam are (1) religious reasons if the day in question is one of the universities recognized religious days, (2) because you are not mentally or physically able to write on that day, or (3) because of a death in

your immediate family. In cases 2 and 3, some official form of documentation is required explicitly stating that because of your situation you were not able to write the exam at the specified date and time in the opinion of the professional writing the note. They MUST explicitly note the date in question or else the note will not be accepted. Note that these "valid" excuses do not include such things as participation in UofT related events (e.g., being part of a Scarborough sports team). While I think such participation is a very good thing for you to do, I think that the academics comes first, and that fairness is crucial. Thus, if your reason for missing an exam does not fit with one of the three reasons listed above, please do not ask for permission to miss the exam.

Please note that I will follow up on any documentation provided. That is, I will phone the professional in question and verify the note. I do not do this because I don't believe you ... I do it to insure that the class as a whole is being treated as fairly as possible.

In the event that you do have a valid reason for missing an exam then ...

If you miss Midterms 1 or 2, you can write the make-up exam that is held in a room I will soon specify here (probably H310) on the Tuesday following the exam. Bring your notes to the make-up. That is, if you have a valid reason for missing one of these exams, then (1) get supporting documentation, (2) just skip the official exam, (3) show up for the make-up exam with your documentation and (4) write the make-up.

If you miss the final exam, then you must petition to re-write it in the next exam period. You do this through the registrars office.

### *Course Structure*

Over 650 students are taking this course along with you. All of you will be learning from the same text, and all of you will write the same final exam on all of the material from the text. However, we do not have a classroom big enough to teach 650 students, so we need to break the course into three sections, and this brings in some complications.

This year, the three sections are organized as follows

<i>Section</i>	<i>Professor</i>	<i>Meeting place and time</i>
L01	<u>Prof. S. Joordens</u>	MWF 9-10 am in H216
L02	Profs. M. Smith and J. Kennedy	T 2-4 pm in S309, Th 2-3 in H216
L30	Prof. J. Szkiba-Day	T 7-10 pm in H216

The teaching assistant for all sections of the course is Thomas Spalek (S563)

Even though all professors are teaching the same chapters from the same text, the professors may choose to present the information in different orders (i.e., all sections are not covering the

same material at the same time) and different professors may choose to emphasize some chapters and de-emphasize others.

This means that even though all sections will write the midterms at the same time, the specific information on an exam will be different depending on the section one is in. For example, my first midterm will be on Chapters 1-6, but Dr. Smith's will be on different chapters because she goes through the chapters in a different order than I do.

### *Switching Sections*

Many of you may have preferred to be in a different section that you are in, and you may wish to switch. While I sympathize with many of your reasons for wanting to switch, the simple fact is that the sections that most people want to switch into (the daytime sections) are completely full - actually slightly overfull. Because of this we simply cannot take any more students into those sections, and students in those sections do not want to switch into the evening section.

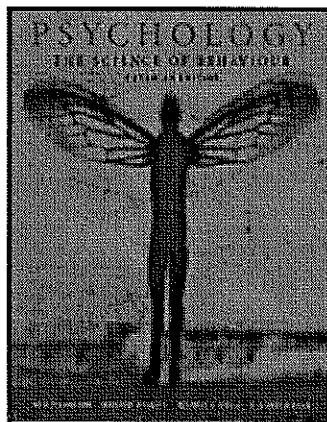
Some students are tempted to attend a different section anyway. Doing so is a very bad idea. Why? Because you have to take the exams corresponding to the section you are officially enrolled in. As discussed above, different professors will choose to present the material in different orders. Thus, if you choose to attend a different section, then the exam you end up having to write will include material from chapters that were not discussed in class.

So, the answer is simple. Accept the section you were assigned to ... go to those lectures ... and write the exams corresponding to that section.

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### *The Textbook*

The textbook for the course is called "Psychology: The Science of Behaviour, Canadian Edition" and is authored by Carlson, Buskist, Enzle & Heth. There should be many copies of it now available in the bookstore. It costs \$103.95 ... a bit expensive, but typical for Introductory Psychology texts. The way I have ordered the text it comes bundled with a CD-ROM and access to an online support site called PsychPlace. Both, I hope, will enhance your learning. The text looks like ...



There are likely used copies of this text, and of older versions of the text, available for sale. Can you get away with buying a used copy? If money is tight for you, then yes you can, especially if you can get one of the Canadian Edition texts. You will not be tested on anything other than what is in the text and what was presented in class. However, if you buy a used copy of the text, you will not receive the CD-ROM or, perhaps, the web access (I'm still checking into this). So you will not have as much of the peripheral support that you would if you bought new. Something else to think about when you making the old versus new decision is that if you keep your text in good shape, you will likely be able to sell it next year. So it may cost \$100 new ... but if you can sell it for \$60-70 next year, then you are really paying \$30-40 to rent it for the year.

There is a webpage that provides support for the text. You can get to it through the main A01 page, or by clicking [here](#). It includes such things as a nice [online study guide](#) to further help you learn the material ... you really should become familiar with it, it could improve your marks significantly.

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### ***Important Dates***

There are two important dates relevant to this course. They are ...

September 24th, 2000 - The last day to add this course

February 18th, 2001 - Last day to drop this course from your academic record and GPA

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# SECTION L02

## (Fall Term, 2000-2001)

PSY A01Y3 Web Page: <http://psych.utoronto.ca/~joordens/courses/PsyA01/Mother/>

### MEETINGS

Tues.2-4, Thurs. 2-3

Office Hours: Tues.10-12, Thurs. 1-2

### INSTRUCTOR

Prof. Marilyn Smith

Office: S531 Phone: 287-7409

e-mail:smith@scar.utoronto.ca

1. **General Introduction to Psychology:** Chapt. 1 & 2

2. **Questions Psychologists Ask** Chapt. 16

You, as students, have so many interesting and important questions to ask. Yet psychologists are asking questions such as "will depriving a very young rat of food affect his later behaviour?" Is this relevant to understanding the important issues in human behaviour? To answer this, we will look in some detail at the question, "Why does one's personality change when under stress?"

- a) Stress and affiliation
- b) Stress and learning
- c) One effect of stress on the body - "executive monkeys"
- d) Effect of profound isolation on personality
- e) Experimental neuroses
- f) Voodoo death
- g) Childhood stress and adult personality

3. **Mental Disorders**

Freud and Psychoanalytic theory, Chapt. 14, pp.463-471

Classification of mental disorders, Chapt. 17

Treatments of mental disorders, Chapt.18

4. **Biology of Behaviour** Chapt. 4 & 9

Underlying all behaviour is the functioning of the brain and nervous system. We will consider how behaviour is related to brain function.

5. **Learning and Behaviour** Chapt. 5

To adapt to the demands of a changing environment, organisms must be able to profit from past experiences. Two basic relationships are essential for successful adaptation: Prediction of a future environmental event on the basis of a prior event (classical conditioning) and prediction of the environmental consequences which follow from given responses on their part (operant conditioning). We will examine these two basic kinds of learning as building blocks for understanding how behaviour is brought under the control of stimuli, and how environmental stimuli can be controlled by behaviour.

6. **Memory and Human Cognition** Chapt. 8

The study of memory involves the question of how knowledge is stored, retained and retrieved. We will examine procedures used to investigate the cognitive organization of information.

**Material from text to be covered on 1st term exam**

<u>Topic</u>	<u>Text Chapter</u>
The Science of Psychology	1
Ways and Means of Psychology	2
Personality	14, pp.463-471
Life-style, Stress, and Health	16
The Nature and Causes of Mental Disorders	17
The Treatment of Mental Disorders	18

**Material from text to be covered on 2nd term exam**

Biology of Behavior	4
Learning and Behaviour	5
Memory	8
Consciousness	9

**PSYCHOLOGY A01Y  
INTRODUCTION TO PSYCHOLOGY  
2000/2001**

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**Instructor:** Jean Szkiba-Day, Ph.D., C.Psych.  
**Office:** S559A  
**Office Hours:** 5:00-6:30, Tuesday  
**Telephone:** (905) 339-1795  
**E-mail:** szkibaday@hotmail.com

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**SCHEDULE OF LECTURES**

- Sept 12, 2000** - Overview and introduction to course material and grading;  
Definition and Historical Overview  
Readings - Ch. 1
- Sept 19** - Research and Ethics  
Readings - Ch. 2
- Sept 26** - Evolution, Heredity and Behaviour  
Readings - Ch. 3
- Oct 3** - Biology of Behaviour  
Readings - Ch. 4
- Oct 10** - Biology of Behaviour (continued)  
Readings - Ch. 4
- Oct 17** - Sensation  
Readings - Ch. 6
- Oct 24** - Perception  
Readings - Ch. 7
- Oct 31** - Learning and Behaviour  
Readings - Ch. 5
- Nov 7** - Learning and Behaviour (continued)  
Readings - Ch. 5
- Nov 14** - Memory  
Readings - Ch. 8
- Nov 21** - Consciousness  
Readings - Ch. 9
- Nov 28** - Language  
Readings - Ch. 10
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### SCHEDULE OF LECTURES

- Jan 9, 2001** - Intelligence and Thinking  
Readings - Ch. 11
- Jan 16** - Life-Span Development  
Readings - Ch. 12
- Jan 23** - Life-Span Development (continued)  
Readings - Ch. 12
- Jan 30** - Motivation and Emotion  
Readings - Ch. 13
- Feb 6** - Personality  
Readings - Ch. 14
- Feb 13** - Social Psychology  
Readings - Ch. 15
- Feb 27** - Social Psychology (continued)  
Readings - Ch. 15
- Mar 6** - Lifestyle, Stress, and Health  
Readings - Ch. 16
- Mar 13** - Mental Disorders  
Readings - Ch. 17
- Mar 20** - Mental Disorders (continued)  
Readings - Ch. 17
- Mar 27** - Treatment of Mental Disorders  
Readings - Ch. 18
- Apr 3** - Treatment of Mental Disorders (continued)  
Readings - Ch. 18
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#### **Course Readings:**

Carlson, N. R., Buskist, W., Enzle, M. E., & Heth, C. D. (1997). *Psychology: The Science of Behaviour*. (Canadian Edition). Scarborough, On: Allyn and Bacon Canada.