

# PsyA01 - Introduction to Psychology, Part I Syllabus for the Summer of 2006

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## Contact Information



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**E-mail:** please see the [Ask a Question](#) link  
**Office Hours:** Mondays, 3:00 pm until 4:30 pm  
**Room Number:** S560

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## General Course Information

The study of human behaviour, and the processes and structures giving rise to it, is actually extremely broad. It ranges from issues such as basic brain structure and communication, to issues such as the way the behaviour of those around us affects our own behaviour. In general, the goal of our two Introduction to Psychology courses is to give you an introduction to research and ideas across the entire field of psychology.

This is Part I of that introduction and, in it, we will focus on topics such as a Brief History of Psychological Research, an Introduction to the Scientific Process, A Discussion of Evolution in the Context of Human Behaviour, Brain Structure and Function, Basic Sensory Processes, Perceptual Processes, Memory and Consciousness.

The course is what is often described as a survey course, meaning we will try to give you a general sense of some different approaches to the study of Psychology highlighting some of the most interesting findings within each approach. Subsequent B level courses then focus on some of these approaches in more detail, and the hope is that after taking this Introductory course you will be in a good position to (a) know which sub-areas of Psychology you find most interesting, and (b) begin your studies of these sub-areas with a good general knowledge of that sub-area and how it related to other approaches within Psychology.

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## Presentation of Lectures

We present the lectures for this course across the year using what we term the EduFlex approach (created by Dr. John Bassili). The EduFlex approach combines traditional and web-based lectures in an effort to provide students with additional flexibility in how and when they take their courses. Specifically, in the fall of each year PsyA01 is offered both in a traditional classroom setting

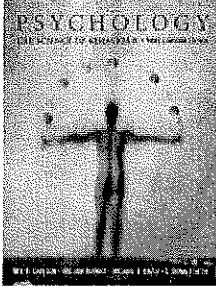
(L01) and using the web (L60). As the lectures are given in the traditional section they are taped, then presented to the web-based section via streaming video. We then use these streaming videos again in the Summer term thereby allowing us to offer this course two terms of the year. Thus, in the Fall term both traditional and web-based approaches are available whereas we offer only the web-based approach in the Summer term.

Note the PsyA02 is a continuation of this course. It uses the same text, and the same approach to teaching with both traditional and web-based sections available. However, in contrast to this course, the traditional section is only available in the Winter for PsyA02. In the Summer term, only the web-based approach is available.

The only real difference between the traditional and web-based sections of this course is with respect to the lecture itself. Whereas the traditional approach requires you to be in class at a certain time, the web-based approach gives you far more flexibility in where and when you view the lectures. It also allows you to pause lectures (if taking notes, or if you need a washroom break perhaps) and you can also rewind if you missed part of a lecture. Given these features, many students prefer the web-based approach. For more specific information on the approach please follow the [Information on Web-Based Lectures](#) link.

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## The Course Textbook



The textbook we will be using for this course is called Psychology: The Science of Behaviour (3rd Canadian Edition), and is authored by Carlson, Buskist, Enzle and Heth.

In PsyA01 we will cover chapters 1 through 9 of the text in the order in which they appear.

Note that you can either get this text new from the bookstore, or you may be able to find used copies. When purchased new, the textbook costs slightly more than \$100 and sometimes comes bundled with a CDrom. Only the textbook is necessary for this course. When thinking about the price of this (yes I know how expensive textbooks are) keep in mind that you can use this text for PsyA02 and well as for this course, at least if you take PsyA02 this year.

In addition, the publishers of the textbook also offer a [student support webpage](#) that offers a number of features you might find useful while studying and while assessing your knowledge. Especially popular are the practice tests.

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## Evaluation

In previous years the only form of evaluation in this course was via two multiple choice exams. However, I have recently added a new assessment tool

to the PsyA01 toolbox called the Reading, Thinking and Communicating Portal (RTCP).

Your mark will be based on:

- A midterm exam worth 40% of your final mark (covering Chapters 1 through 4)
- A final exam worth 50% of your final mark (covering Chapters 5 through 9)
- Two RTCP assignments worth 5% each
- Up to 2 additional bonus marks via experimental participation (see below)

The exams will not be cumulative but, rather, each will focus on certain chapters of the text. Each exam consists of 50 five-alternative multiple choice exams (i.e., a question followed by five alternatives, one of which is most correct). I do not yet know when the midterm or final will be but will post the information via announcements as soon as I do.

Note that despite the online lectures, you do have to physically come in for exams. Details about that will be posted as the time approaches. I know the some of you would like to know when the midterm will be. I do not yet have that information, but I have asked for it to be around the 3rd week of June. When I have more specific information I will let you know immediately via the announcement page.

In addition to the two exams the course also has two web-based assignments using the Reading, Thinking and Communications Portal (RTCP) that my graduate student and I developed. The goal of this tool is to emphasize that this course is not just about memorization, but is also about thinking and communicating. Specifically, each assignment has three phases. During the first phase you log onto the system and get access to a couple of short readings (or perhaps watch a special lecture), and you are asked to do two very short written assignments relating to them (as in a paragraph each). You have a few days to do the readings and write the paragraphs, and a clear rubric is given to guide you in terms of how you answer them. Once that phase is over, the evaluation phase begins. In the evaluation phase you log on again and, this time, you see and mark the answers others have given to the same question. You are asked to mark five answers for each question, and we give you a few days to do that. Finally, once the evaluation phase is over, you can log on again during the feedback phase to see how you did relative to the class, and to view comments people have provided to you. For further information about this new tool (including videos of me describing it) see the [RTCP information page](#).

As suggested above, it is also possible to receive an additional 2% worth of bonus marks through experimental participation. To find out more about this follow the [Experimental Participation link](#).

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If you have questions about the course that are not answered in this syllabus, please first

proceed to the [Ask a Question](#) page, and if your question is not answered there you will find appropriate e-mail addresses provided there. Thanks and good luck!!

Finally, let me emphasize that students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.