

Professor John Bassili.....

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SYLLABUS.....

PSYA02 is Part II of Introduction to Psychology. The focus in this course is on topics where the individual is immersed in an interpersonal context. The course explores Language, Intelligence, Life-Span Development, Motivation and Emotion, Personality, Social Psychology, Health and Stress, Clinical Disorders and the Treatment of Clinical Disorders.

The Two Components of the Course

There are two essential elements of the course on which you will be tested. They consist of the textbook and of lectures. Here is a brief description of each, along with their educational role in the course:

Textbook: The textbook is an essential course resource. We will be covering Chapters 10 to 18. By its very nature, the textbook can cover a broad range of material in a fair amount of detail. If I attempted to cover all of this material in lecture, I would need hundreds of hours. You should realize, therefore, that the textbook covers more information than what is actually discussed in lecture, and that all that information is important. As you study the textbook, you should not assume that what is covered in lecture is a clue to what will be on the exam on textbook material. Because you will be busy with extra material from lectures, I have made a few sections of the textbook optional. This means that there will not be exam questions on these sections. Here are the optional sections:

Chapter 10

From page 315 (from "What happens if...") to page 317 ("...concepts they denote").

From page 324 (from "LANGUAGE ACQUISITION BY CHILDREN) to page

331 ("...for us to discover")

Chapter 11

From page 359 ("THINKING") to page 369 ("to these errors")

Chapter 16

From page 528 ("HEALTHY AND...") to page 540 ("why not?")
From page 546 ("Psychoneuroimmunology") to page 552 ("Explain")

Lectures: Lectures provide a wonderful opportunity for me to highlight interesting topics. Most of these topics are also covered in the textbook, but I make it a point not to simply "teach the book." My feeling is that lectures must add value to what is in the book and that excessive redundancy creates inefficiency and boredom. One important goal I have when lecturing is to present as much illustrative material as possible to highlight interesting aspects of the topics I cover. I am constantly on the lookout for footage that illustrates phenomena we talk about in lecture (from chimpanzees learning to talk, to adults taking orders to administer potentially lethal electric shocks to others, to self-abusing patients undergoing behaviour therapy). My lectures are also accompanied by PowerPoint slides that organize information and provide figures and illustrations. You can download and print these PowerPoint slides before you watch lectures as they will help you take notes. You should not, however, treat the PowerPoint slides as substitutes for lectures. **You can assume that there will be about one multiple choice question on the exam on each hour of lecture**, including the content of videos.

The Discussion Forum - Use it as an aid. The discussion forum provides a virtual substitute for the interaction that can take place in class. There you can raise questions about course content and contribute your own insights into questions raised by others. Participation in the forum is not marked but you are expected to participate in order to enrich the learning experience of all those involved in the course.

Purchasing The Textbook

The textbook is *Psychology: The Science of Behaviour (3rd Canadian Edition)*, by Carlson, Buskist, Enzle and Heth.

We will cover chapters 10 through 18 in the order in which they appear in the book.

If you need to purchase the textbook, you will find it at the UTSC bookstore. You might also be able to purchase used copies of the book. Note that neither the workbook nor CDrom that sometimes accompany the textbook are essential for the course, and that test do not deal specifically with the content of these

aids. However, they do provide a more interactive way of learning the material presented in the text, and some students find them helpful.

In addition, the publishers of the textbook offer a student support webpage that offers a number of features you might find useful while studying and while assessing your knowledge. The practice tests are especially popular. Note that on occasion students have alerted me to obviously wrong answers in the practice test. This year I would like to document any problems with the practice questions in order to alert the publisher. If you really, really think an answer is wrong, please e-mail me the problem and I will take note of it after verifying the information.

Evaluation

Exams: Your performance in the course will be assessed by two multiple-choice exams: a midterm and a final that will be held during the final examination period. The final exam is not cumulative, and will contain questions only on material not covered by the midterm. The midterm and final will each be worth 50% of your mark. The midterm will cover pages 304 to pages 464 (up to "...locus of control?") of the textbook and lectures from the beginning of the course to the first lecture on Chapter 14. The final will cover pages 464 (from The Psychodynamic Approach) to page 635 and all lectures from the second lecture on Chapter 14 to the last lecture in the course. Note that you are responsible for all material in the textbook including that appearing in boxes labeled "Questions to Consider" or "Evaluating Scientific Issues" and all material in lectures including the general meaning of the contents of videos. The only material you are not responsible for is that from the pages listed as excluded in the section on the textbook above.

Each exam will consist of 52 multiple choice questions containing 5 alternative answers. Only the first 50 questions will be marked. Following the marking of the exam, each of the 50 questions will be analyzed statistically to make sure that none of the questions are flawed. If I discover that there is something seriously wrong with a question, I will replace it with question 51. If necessary, question 52 will be used to replace a second problematic question. Two criteria will be used to decide if there is a problem with a question that necessitates its replacement. The first is if very few students get the correct answer (this would suggest that the question is too difficult or unclear, or that there is, unintentionally, more than one correct answer to it). The second criterion is if students who scored high on the exam as a whole did not do better on that question than students who scored low on the exam as a whole (this would suggest that the question either did not measure knowledge of the material or that it actually confused students who knew the material best). The decision to replace questions will be based entirely on my assessment of statistical information about each question and will precede the posting of the marks. Office hours will be held following the midterm exam to allow you to see the exam along with the correct answers. The time and date of office hours will be announced following the midterm exam.

Scheduling of Exams: There is always some uncertainty relating to the scheduling of exams because the Registrar's office has to slot the midterms and finals of many courses.

THE DATE OF THE MIDTERM EXAM HAS NOT BEEN SET YET. I WILL PROVIDE YOU WITH DETAILS AS THEY BECOME AVAILABLE.

THE FINAL EXAM SCHEDULE IS PUBLISHED BY THE REGISTRAR'S OFFICE LATER IN THE SEMESTER.

EPS: It is possible for you to receive an additional 3% worth of bonus marks through experimental participation. To find out more about this, follow the [Experimental Participation System \(EPS\)](#) link on the home page for the course. Please address any questions you have about EPS to the [psya02](#) address.