

## Course Team

### Course Instructor

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Professor Steve Joordens

#### Contact

Email: [psya01.utoronto.ca](mailto:psya01.utoronto.ca)

#### Office Hours

Mondays 10-11am and Thursdays 3-4pm via Zoom meeting.

*To join, use the link below (you may need to download Zoom on your device if it is not already installed.)*

<https://utoronto.zoom.us/j/81505757923>; Meeting ID: 815 0575 7923

*Note:* Steve's office hours are for questions about **course content** (i.e. stuff that was in the lecture or textbook). For administrative concerns, please email the course coordinators.



### Course Coordinators

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Jenn Chaskavich

Ainsley Lawson

#### Contact

Email: [psya01.utoronto.ca](mailto:psya01.utoronto.ca). You can expect a response within 1-2 business days.

*Note:* Jenn and Ainsley should be contacted with **administrative questions** (missed deadlines, accommodations, issues with SONA, etc.) They are also able to answer questions related to the Psychology, Mental Health, and Neuroscience programs, and any other Psychology courses at UTSC.

For course-content questions, please visit Steve's office hours.

## Communication Policy

### From us, to you!

Important course information will be communicated to you **via announcements on Quercus**, and via **email**.

You are expected to monitor email and course announcements on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical.

Make sure that the email you have associated with your account in ACORN is your official UofT email. If you want to set up forwarding to another account, here are the instructions: <https://onereach.library.utoronto.ca/ic-faq/36244>

### From you, to us!

If you need to contact us, you can do so via either of the following methods:

1. Visiting office hours (above), or 2. Emailing the course account: [psya01.utoronto.ca](mailto:psya01.utoronto.ca)

Use only this e-mail address! If you send messages to any address other than this one, there is no guarantee that you will get a response. **Please do not send emails to Steve, Jenn, or Ainsley's personal accounts or via the direct messaging system in Quercus.** Using this email is the fastest way to get a response from us. **Please include your student number and a meaningful subject line in all communication.**

## 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 relates to other approaches within Psychology.

## Textbook

The textbook for this course is online, via a platform called Top Hat. There is no physical copies of the textbook available, but PDFs are available to download after you purchase the book.

There are **two access codes** you will need to purchase from the U of T bookstore: the eBook access code **and** the Top Hat subscription. The Top Hat subscription can be used for all of your U of T courses that are using Top Hat.

### How to Purchase:

1. **Purchase** the two redemption codes from the [U of T bookstore](#). You will need to purchase the UTSC PSYA01 ebook and the 1-semester or 1-year Top Hat subscription option. It is up to you to choose the length of your subscription.
2. **Activate** your codes:  
Visit [http://uoftbookstore.com/textbooks/access\\_codes.asp](http://uoftbookstore.com/textbooks/access_codes.asp)  
Click on Redeem Codes  
Enter the Redemption Code that you purchased (format: XXXX-XXXX-XXXX)  
Enter your email address and check to ensure that you've spelled it properly.
3. **Check your email** for the activated Top Hat codes.
4. **Register** at <https://app.tophat.com/register/studentLinks>  
Please use your official U of T email address when you create your account, if you have one.  
The join code for the course is **593870**

## Lectures

This year's lectures will be provided as short videos (15 to 25 mins) **embedded directly within the Top Hat platform**. There will be approximately 4-8 lectures per chapter. Lectures will either take something you are learning about a little further by linking it to things happening in the world or to others things that you have or will be learning, or will dig deeper into the "programmatic research" related to that phenomenon.

You are responsible for learning all of the content in the textbook AND all of the content in the lectures. I will do all I can to make the lectures engaging and will attempt to use them to bring what you are learning to life.

# Learning Outcomes

By the end of this course, our students will have:

- begun learning about the breadth of psychological inquiry, a journey that will continue in PSYA02
- learned about foundational work in several specific areas of inquiry including the history of psychology, the scientific method, neuroscience, sensation, perception, memory, consciousness and language
- received repeated structured practice thinking critically and creatively in a context that also exercises communication skills and enhances students' awareness of how their work compares to that of their peers
- acquired a deep understanding of the scientific method

## Evaluation

This fall, all assessments will take place **online**. Details and deadlines for each assessment will be posted to Quercus.

### Grading Scheme:

1%	"Academic Integrity Matters" (AIM) module
1%	"Psychological Addictions" Module
15%	peerScholar assignment
3%	Work-Integrated Learning (WIL) activity
6%	Top Hat participation
4%	Experimental participation (SONA)
30%	Midterm exam
40%	Cumulative final exam

### "Academic Integrity Matters" (AIM) module

This online module will instruct you on the University's policies related to academic integrity. The end of the module includes a quiz, which will count toward your course grade.

**Detailed information on when and how to complete the AIM module will be posted to Quercus.**

### "Psychological Addictions" module

This module is intended to show you the power that psychological addictions can have. You will learn about gaming addiction and you will also learn about the role you can play in helping students who may be suffering challenges of this sort. This module will involve you watching some videos, then answering questions about what you've watched.

**Detailed information on when and how to complete this module will be posted to Quercus.**

### peerScholar Assignment

For the peerScholar assignment, there are three phases:

- 1) You will be given instructions to create a particular assignment.
- 2) You will be randomly assigned to anonymously evaluate assignments submitted by your peers. At the same time, your peers will be anonymously evaluating your work.
- 3) You revise your assignment in light of the feedback you received, and reflect upon the changes you made. TAs will then grade your work.

**Detailed information on when and how to complete the peerScholar activity will be posted to Quercus.**

## Work-Integrated Learning (WIL) Activity

Time to be creative!! Every year we try to do a project intended to have a positive impact in our community. This year we will become voices of the homeless! That is, I will charge you with the task of creating public service announcements (social media adds or memes, radio or TV ads, magazine ads ... whatever you want) that communicates important information about homelessness to the general public. I'll provide more details on this project as it continues to take shape. **Detailed information on when and how to complete the WIL activity will be posted to Quercus.**

## Top Hat Participation

As you read your textbook and watch your lecture videos on Top Hat, there will be embedded questions that you will answer for participation marks. Top Hat will be graded only for completion, not correctness. (i.e.) As long as you participate fully and answer all questions by their deadlines, you will receive full Top Hat marks.

**Detailed information on purchasing a Top Hat subscription will be posted to Quercus.**

## Experimental Participation (SONA)

With respect to experimental participation, many senior undergraduates, graduate students and faculty conduct research aimed at better understanding psychological processes. You will read about such research throughout the course, but to make what you read more concrete another component of the class involves you serving as a participant in ongoing research. Being a participant will give you the chance to interact directly with a researcher in the context of some specific experiment, and our hope is that you will come to a better understanding of psychological research through this experience. In a sense, this is the lab component of this course.

You use a system called SONA to find and schedule experiments. New experiments will be posted regularly. You earn your credits over the term as experiments become available. This fall, all SONA experiments will take place online. Please read the instructions carefully when you sign up to determine if the experiment can be completed at any time, or if you need to do it on a specific date/time.

Some notes:

- You earn 0.5 credits for every half hour of experimental participation.
- If you sign up for an experiment but fail to show up for it, you will receive a **0.5 credit deduction** from your SONA grade. If you need to cancel an appointment, you must inform the researcher at least **48 hours** in advance.
- Similarly, if a researcher needs to cancel your appointment, they must inform you 48 hours in advance. If you have signed up for an experiment and the researcher fails to show up, you will still receive your credit.
- You must complete your experimental participation by the last day of classes for the term.

An **alternative assignment** will be made available during the last two weeks of class, for those who prefer not to participate in research studies, or who did not find any suitable experiments to participate in. The due date for the alternative assignment will be the same as the last day to participate in research.

**Detailed information on SONA and the SONA alternative assignment will be posted to Quercus.**

## Midterm and Final Exams

The midterm exam will cover the first four chapters of the course and their associated lectures. It will be multiple-choice format.

The final exam is **cumulative**, meaning that it covers the entire course, including everything presented in the textbook chapters we covered, and everything discussed in lectures. It will also be multiple-choice format.

Both exams will take place online for the Fall 2021 term. The Registrar's Office is responsible for the scheduling of the exams, so we will not know the date until later on. Full exam details will be posted to Quercus, once available.

# Missed Term Work

Everything described above is considered a compulsory part of the class. Evaluation is most fair when all students complete all components with no special consideration being applied. That said, sometimes things happen. In the case of medical or other emergency, you must request accommodations via the procedure below. In most cases, if procedures are followed correctly, we will arrange for either a re-weighting of the missed work to an appropriate exam, or an extension if possible.

## **Department of Psychology Missed Term Work Policy:**

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.uts.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.uts.utoronto.ca/registrar/term-work>

## **Accommodations for Illness or Emergency:**

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>)
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN to [psya01.uts.utoronto.ca](mailto:psya01.uts.utoronto.ca) WITHIN 2 BUSINESS DAYS** of the missed work.

*Note:* If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

*Note:* For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

## **Accommodations for Academic Conflicts:**

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor ([psya01.uts.utoronto.ca](mailto:psya01.uts.utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

*Note:* Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

*Note:* Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

## **Accommodations for Religious Conflicts:**

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" and noting "Religious conflict" in the space provided.
2. Email the form to your course instructor ([psya01.uts.utoronto.ca](mailto:psya01.uts.utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

### Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to your course instructor ([psya01.utsc@utoronto.ca](mailto:psya01.utsc@utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

### Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email your instructor ([psya01.utsc@utoronto.ca](mailto:psya01.utsc@utoronto.ca)) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
  1. Complete the **Request for Missed Term Work Accommodations Form**.
  2. Email the form and your **Accommodation Letter** to your instructor ([psya01.utsc@utoronto.ca](mailto:psya01.utsc@utoronto.ca)), specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
  1. **Contact your AccessAbility consultant** and have them email your instructor ([psya01.utsc@utoronto.ca](mailto:psya01.utsc@utoronto.ca)) detailing the accommodations required.

### Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

### Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN. \*\*\*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

# Technical Issues

The following policies apply with regard to technical issues. If there is a system-wide issue with any of our course activities, we will post an announcement.

- **You must back up any written assignments in a [Google Doc](#) as you work on them.**
  - Google Docs will auto-save your work as you go, and will show timestamps of all changes made, so that you can prove you completed your work before the deadline if you encounter submission problems.
  - We do not accept the excuse that one of our systems failed to save your work as a reason for an extension. You should back up your work in a Google Doc as you go.
  - If you encounter an issue with submission, we will ask you to share your backed-up Google Doc with us, with editing permissions so that we can see the version history of the document and make sure your work was completed before the deadline.
- **Technical issues need be reported (by email to the course account) **BEFORE** an activity is due.**
  - Any problems reported after a deadline will not be accommodated.
  - You should **submit your assignments at least an hour before they are due**, to avoid slow connections at the last minute, troubleshoot any issues, and double check that everything submitted properly.
  - Note that a deadline of, for example, 2 PM, means exactly 2:00:00 PM. If you send a screenshot of an issue showing your computer time as 2 PM, then you are trying to submit late and your work will not be accepted.
  - Please try different computers/browsers if you are experiencing problems. If the problem persists, you should follow the following procedure:

**To report a technical issue**, email the course account ([psya01.uts@utoronto.ca](mailto:psya01.uts@utoronto.ca)) **BEFORE** the assignment deadline with:

- your name and student number,
- a brief description of the problem,
- **a copy of your work** (i.e. attach the essay or other work you are trying to submit), and
- **screenshots/videos** of the issue to the course email account. Screenshots/videos must show the date and time on your computer.

Special cases:

If your **wifi is out**, please take a screenshot/video that show your dead connection and has the computer time and date visible. Report this to the course email as soon as your connection is restored.

If your **power is out**, report this to the course email as soon as your power is restored. If available, please provide a screenshot of the outage info from your electricity provider.

**Invalid Excuses for Missed Work include:**

- personal travel
- confusion about deadlines or instructions
- failing to check your email or course announcements
- technical issues reported *\*after\** the deadline for an activity

# AccessAbility

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 as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [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.

# Other Notes

## **Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Students are highly encouraged to read the guide on [How Not to Plagiarize](#) and to take advantage of [writing resources](#) on campus. The keyword here is respect – a good educational context is one in which all parties respect one another's perspective and opinions.

*Note:*

You may see advertisements for services offering grammar help, essay editing and proofreading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.



## **Personal Integrity**

As I hope this syllabus shows, I take my responsibility to provide you with the best education very seriously. Part of that responsibility is to be fair with respect to how I assess your work. Part of that means judging all of my students using the same yardstick. What I have laid out above is that yardstick, the things I will ask you to do to show me what you have learned. So with this in mind please respect the following two values I hold close; (1) I firmly believe that marks are to be earned, not given ... so please never ask me to give you a mark unless you feel you have earned it, and (2) I feel it is unfair to offer any student an opportunity that I don't offer to the entire class ... so please **do not ask for any sort of special treatment**. Instead, take the course seriously, understand the expectations laid out here, and just do your best.

## **Research Activity**

As mentioned, this course includes many innovative new tools that I believe will enhance your learning. However, science is based on data, not beliefs, and as one interested in educational technologies, I will be conducting research designed to assess the effectiveness of these tools. Thus, I may ask you to fill out a questionnaire, or I may wish to perform various analyses comparing how students do on various components of the class. If you do not want your data used in any research, please let me know and I will take steps to exclude your data from any analyses.

## **Original (plagiarism detection tool)**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).