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.

PSYA01 provides a general overview of topics including research techniques in psychology, evolutionary psychology, the biology of behaviour, learning and behaviour, sensation, perception, memory and consciousness. The most influential findings from each of these areas will be highlighted.

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. 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.

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

Course Team

Course Instructor

Professor Steve Joordens

Contact

Email: psya01.utsc@utoronto.ca

Office Hours

Mondays 10-11am – in-person, Room: IA2040

Thursdays 4-5 pm – via Zoom:
https://utoronto.zoom.us/j/2569587520 Meeting ID: 2569587520
Passcode: 939700

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

Course Staff

Alyssa Rai	Course Coordinator
Cecille Sioulis	Course Coordinator
Ainsley Lawson	Undergraduate Program Administrator

Contact

Email: psya01.utsc@utoronto.ca.

Note: Course staff should be contacted with **administrative questions** (missed deadlines, accommodations, technical issues, etc.) For course content questions, please visit Steve's office hours.

Course Communication

From us, to you!

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

This course uses the University's learning management system, **Quercus**, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the UofT Quercus log-in page at https://q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSYA01. You may need to scroll through other cards to find this. Click on the PSYA01 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

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://onesearch.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 (detailed on the previous page),
    or
2. Emailing the course account: **psya01.utsc@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 our personal accounts or via the direct messaging system in Quercus. Please include your student number and a meaningful subject line in all communication.** You can expect a response within 1-2 business days.

Textbook

This course uses an online textbook titled "Discovering Psychology: The Science of Mind, First Canadian Edition" by Cacioppo, Freberg, and Waggoner Denton. Information on purchasing the textbook can be found on Quercus. We will cover the following chapters in PSYA01:

Module #   **Topic**
Chapter 1..The Science of Mind: The Discipline of Psychology
Chapter 2..The Measure of Mind: Methods of Psychology
Chapter 3..The Evolving Mind: Nature and Nurture Intertwined
Chapter 4..The Biological Mind: The Physical Basis of Behaviour
Chapter 5..The Perceiving Mind: Sensation and Perception
Chapter 6..The Aware Mind: Elements of Consciousness
Chapter 8..The Adaptive Mind: Learning
Chapter 9..The Knowing Mind: Memory

Lectures

Lecture Section	Day	Time	Location
LEC01	Monday	9:00 - 10:00 AM	IA B1050
	Wednesday	9:00 - 10:00 AM	IA B1050
	Friday	9:00 - 10:00 AM	IA B1050
LEC02	Online - asynchronous		

PSYA01 is a **"web-optioned"** course. This means that the live classroom lectures are recorded and posted online later that same day. Note that both the LEC01 and LEC02 students can access these recordings, but **only LEC01 students may attend the in-person lectures**. Students registered in LEC02 should watch the lectures online.

You are responsible for learning all of the content in the textbook AND all of the content in the lectures.

Evaluation

Weight	Assignment	Delivery	Due date
1%	Welcome Activity	Online	*Phase 1:* Tuesday Sept 17, 11:59 PM *Phase 2:* Friday Sept 20, 11:59 PM
1%	"Academic Integrity Matters" (AIM) module	Online	Sunday Sept 22, 11:59 PM
12%	peerScholar assignment	Online	*Phase 1:* Sunday Oct 13, 11:59 PM *Phase 2:* Sunday Oct 20, 11:59 PM *Phase 3:* Sunday Oct 27, 11:59 PM
18%	Chapter Quizzes (mTuner) *Your best three out of four quizzes will count toward your course grade.*	Online	*mTuner 1:* Sunday Sept 22, 11:59 PM *mTuner 2:* Sunday Oct 13, 11:59 PM *mTuner 3:* Sunday Nov 10, 11:59 PM *mTuner 4:* Sunday Dec 1, 11:59 PM
6%	Work-Integrated Learning (WIL) activity	Online	*Phase 1:* Sunday Nov 17, 11:59 PM *Phase 2:* Sunday Nov 24, 11:59 PM
1%	"Psychological Addictions" Module	Online	Sunday Dec 1, 11:59 PM
2%	SquareCap Lecture Questions	Online	Sunday Dec 1, 11:59 PM
4%	Experimental participation (SONA)	In person/online	Tuesday Dec 3, 11:59 PM
55%	Cumulative final exam	**IN PERSON**	TBD

Please note **you must be on campus to write your exams.** This applies to students in both the LEC01 and LEC02 sections of the course. There is no option to complete these components online.

YOU MUST ACHIEVE AT LEAST 50% ON THE FINAL EXAM TO PASS THE COURSE. If you do not achieve at least 50% on the final exam but would have passed the course otherwise, you will receive a 45% grade in the course.

Detailed information about each course activity will be posted to Quercus once it is time to begin that activity.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact us as soon as possible if you think there is an error in any grade posted on Quercus.

"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.

Welcome Activity: Aabiish gaabinjibaayen? Where did you come from?

Dr. Pamela Rose Toulouse, an esteemed Anishinaabe woman from the Sagamok First Nation in Northern Ontario with over 29 years in education, recently worked with the Dwayne Paré & his team to create a Welcome Activity that integrates Indigenous ways of knowing, doing, and thinking. This activity emphasizes the importance of honoring the physical, emotional, intellectual, and spiritual dimensions of oneself and others. In this activity you will create personal stories using any mediums you would like (e.g., text, video, poetry, music, etc). You will then review and reply to the stories of your peers. This activity underscores the significance of mutual respect and recognition in Indigenous pedagogy, highlighting the value of community and self-awareness. Your participation will earn the full 1% activity mark.

Chapter Quizzes (mTuner)

The chapter quizzes will be delivered via a system called mTuner, which allows for enhanced, online multiple-choice quizzes. If you answer a question incorrectly, the system gives you a hint on where to find the correct answer, and then you get a second chance to answer the question for half marks.

SquareCap Lecture Questions

SquareCap is a system used to answer participation questions while watching your lectures. If you are attending lectures in person, you can answer live while the class is taking place. If you are watching the lecture recordings online, you can answer asynchronously while viewing the recordings. Although you have most of the term to answer the SquareCap questions, it is highly encouraged that you complete the SquareCap questions alongside the mTuner quiz deadlines. See Quercus modules for additional information.

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.

"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.

Work-Integrated Learning (WIL) Activity

Each term we end the course with a chance for you to apply some of the skills and knowledge you are building to some real-world issue. More details will be provided throughout the term, including video interviews that will introduce you to the organization you'll be working with, and to the specific challenges your team can choose to take on.

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. 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.

Final Exam

The final exam is **cumulative**, meaning that it covers the entire course, including everything presented in the textbook modules we covered, and everything discussed in lectures.

YOU MUST ACHIEVE AT LEAST 50% ON THE FINAL EXAM TO PASS THE COURSE. If you do not achieve at least 50% on the final exam but would have passed the course otherwise, you will receive a 45% grade in the course.

Please note **you must be on campus to write your exam.** This applies to students in both the LEC01 and LEC02 sections of the course. There is no option to complete these components online.

The Registrar's Office is responsible for scheduling the Final Exam, so we will not know the date until later in the semester. Full exam details will be posted to Quercus, once available.

Missed Term Work Policy

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

Procedure:
1. Complete the Request for Missed Term Work Accommodations Form ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to psya01.utsc@utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a _first absence_ in the term	Documentation required for _subsequent absences_ in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed **TERM TESTS,** - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed **ASSIGNMENTS,** - 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), send your **Accommodation Letter** to the course email and specify 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), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments

- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **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 the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily 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.utsc@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 shows 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

Accommodations

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.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email 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.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include 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, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

University's 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).

Use of Generative Artificial Intelligence Tools (e.g., ChatGPT)

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce practice assignments. However, students are ultimately accountable for the work they submit.

Students may **not** use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Research Activity

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 often conduct research designed to assess the effectiveness of these tools. Thus, I may ask you to fill out questionnaires, or I may wish to perform various analyses comparing how students do on various components of the class. We will ask for your consent if any such research is being conducted, and you will be given the opportunity to decide if you want your data to be included.