



Psychology 1XX3 Course Outline - Spring 2016

Course Staff

Dr. Michelle Cadieux
Instructor

Location

IntroPsych Office
PC/110

Office Hours

Posted weekly on Avenue

Dr. Joe Kim

Web Module Instructor

All correspondence regarding this course should be sent to: intropsych@mcmaster.ca using your McMaster email and **NOT** your Avenue account. If you have additional questions regarding course material you have a couple of options:

- Ask the instructor during office hours, posted weekly on Avenue
- Join the active discussions on Avenue forums.

You may also call the MacIntroPsych office at X24428 during office hours. Please note that **phone messages will not be returned**. If you have a request, please come in person during office hours or send an email to intropsych@mcmaster.ca. Please note that during busy periods, it may take up to 48 hours to return your email message. Please be patient!

Course Description

In this course, we will focus on the biological mechanisms informing Psychology, Neuroscience and Behaviour. In the first half of the course, our research framework will examine several levels of analysis (Development, Evolution, and Neuroscience). In the second half of the course, we will apply these analyses to Sensory Systems and Critical Behaviours.

In combination with Psych 1X03, students will emerge with the appropriate context, terminology, and skills to specifically support exploration of further courses in Psychology, Neuroscience and Behaviour. However, these are skills that will also transfer well to any discipline you pursue!

Evaluation

Your final grade in Psychology 1XX3 will be determined by the following measures:

Avenue Quizzes	40%
Final Examination	60%
Research Participation (optional)	5-8%

Lecture i<clicker Bonus Points

During your weekly in-class lectures you will be given the opportunity to earn i<clicker bonus points. Each week, you may or may not have a short quiz during class. You may be given the opportunity to work collaboratively on these questions. Each question will be worth a maximum of 2 points. You will receive 1 bonus point for answering the question individually and 1 additional point for answering correctly following collaboration.

Mind wandering probes will occur throughout the lecture. For this course, mind wandering is defined as thoughts unrelated to the task at hand. Using your i<clicker, you will answer brief questions about the quality of your attention. Your answers will remain anonymous and you will receive 1 bonus point for answering each probe.

All lecture bonus quizzes and probes require an i<clicker to complete. They can be purchased at the bookstore. You **must** bring your i<clicker to every lecture if you wish to participate in these bonus opportunities. At the end of the term, the total number of points earned will earn you the following rewards:

Points	Reward
30 and above	Drop lowest quiz grade
40 and above	Drop 2 lowest quiz grade

Register your i<clicker

To register your i<clicker please go to <https://www1.iclicker.com/register-clicker/>

Your Student ID is your MacID, which is what you use to login to Avenue. It is also the first part of your McMaster email address. Failure to bring your personal i<clicker to lecture or failure to register your i<clicker properly will result in a zero being assigned to the relevant Lecture Bonus Point quiz.

Avenue Quizzes (40%)

There are 11 weekly online Avenue Quizzes during the semester which will cover material from the assigned Web Modules, in class lectures, AND assigned readings from the Textbook or Journal articles. For example, Quiz 1 will contain material covered from the Development 1 and 2 Web Modules, the in-person lecture, as well as the Textbook Chapter 1 reading. A complete list of assigned modules and readings is available on the last page of the syllabus.

Each Quiz is “open book” and you may collaborate with your peers but you may NOT post questions. Avenue Quizzes are an opportunity to assess and consolidate your knowledge of the week’s content in preparation for the Final Exam where you will be working independently and without access to supporting resources.

Each Avenue Quiz will consist of 10 multiple-choice questions. Avenue Quizzes will be made available online every Thursday at 6AM and will promptly close on Saturday at 6AM. You will have 20 minutes to complete each quiz once you open it. After closing on Saturday, the Quiz will be reviewed and grades will be released on the following Tuesday.

Quiz questions are designed to go beyond mere recall and challenge you to apply and demonstrate your comprehension. In other words, simply memorizing terms will not lead to a favourable grade. To help you prepare and assess your study, you will have a **Pre-Quiz** each week (released on Monday) that will be graded immediately and will provide you with feedback on why your chosen option was correct/incorrect. You can review the completed Pre-Quiz under the Quizzes tab on Avenue. The Pre-Quiz serves as an excellent learning tool as it is drawn from the same question bank as your actual Quiz, but does not officially count for grades. Note that the Pre-Quiz **MUST** be completed to gain access to the weekly Avenue Quiz.

Internet Problems

Internet issues can happen. We always recommend that you complete your quizzes on campus where a reliable Internet connection is available. While we do not accommodate for individual Internet issues, we can grade your quiz manually if you take screen shots. Please make sure that all photos have your name and timer in the shot.

Final Exam (60%)

A cumulative Final Exam will be written in class on June 15th 2015. If you choose to complete all the optional research participation (see below), the weight of your final examination will be reduced by up to 8%. The Final Exam covers material presented in web modules, in-class lectures, and assigned readings from the entire term. Please note that all matters concerning missing the Final Exam are directly handled by the Registrar's Office and not your instructor.

Research Participation Option

You have the option to reduce the weight of your Final Exam from 60% to 55% by completing and attaining **two credits** of research participation with the Department of Psychology, Neuroscience, and Behaviour. If you complete **three credits** you will reduce the weight of your final exam by 6.5%, making your exam worth 53.5%. If you complete **four credits** your exam will be worth 52% (8% reduction). In addition to providing you with extra credit, the research participation option allows you to take part in some of the exciting research at McMaster, and to observe how psychologists conduct their studies.

The system that the department uses to track research participation is called Sona, which can be accessed at **mcmaster.sona-systems.com**. To access Sona for the first time, select the “New Participant?” option at the bottom-left of your screen and enter your name, student number, and McMaster email address (for security reasons, *only* your McMaster email address may be used). After a short delay, you will receive an email from Sona with a username and temporary password that you can use to access the website. You should change your temporary password to something more memorable by selecting “My Profile”. **Note: You must activate your McMaster ID before you can create a Sona account. To activate your ID, please go to www.mcmaster.ca/uts/macid**

Completing Your Research Participation Credit

When you log into Sona, you will be prompted to choose a course. Please select Psych 1XX3 from the list. If this is your first time on Sona this academic year, you will also be asked to fill out a short survey. This information is used to filter out any experiments for which you are not eligible.

To register for an experiment, select “Study Sign-Up” from the main Sona page. You will be presented with a list of currently available experiments, with a short description given about each. Before selecting an experiment, be sure to read the description carefully, making special note of any specific criteria for participation (for example, some experiments only allow females to participate, while others may require subjects who speak a second language). When you have found an experiment that you would like to participate in, select “View Time Slots for this Study” to view available timeslots, then select “Sign-Up” to register for a time that fits your schedule. You will receive a confirmation email with the details of your selection. Be sure to write down the study number, experimenter name, location, and telephone extension from this email.

After you have completed an experiment, you will be given a paper slip verifying your participation. This slip is for your records only—in the event that an experiment is not credited to your Sona account, this slip is your proof of participation. Shortly after completing an experiment, you should notice that the experimenter has credited your Sona account.

Additional Notes

- You must complete two full hours of experiments, and no less, if you wish to earn at least 5% credit.
- Once you have completed your credits, make sure they are assigned to Psych 1XX3. In most cases this will be done automatically, but it’s always smart to double check, especially if you are taking more than one class that requires course credit.
- If you do not wish to participate as a research subject for any reason, you may still earn your research participation credit by *observing* two hours of experiments. If you would like to choose this option, please see the course coordinator, Dr. Michelle Cadieux, in PC 110.
- **If you fail to show up for two experiments, you will lose the option to complete the research participation credit. If you know in advance that you will be unable to attend a scheduled experiment, please contact the experimenter.**

The Power of Testing your Memory

With practice questions in the handbook, Pre-Quiz and Quizzes, you might be wondering “why are there so many tests?!”. The simple answer is that testing has been shown to be the most effective way to learn information in the long term.

Retrieval-Enhanced Learning

Many students likely view testing as a negative necessity of their courses and would prefer to have as few tests as possible. Thinking about testing this way is due to years of experiencing tests as a high-stakes assessment of learning. This is unfortunate given the fact that testing improves learning. Over the past hundred years research on the characteristics of human learning and memory has demonstrated that practice testing enhances learning and retention of information (e.g., Dunlosky et al., 2013; Roediger & Karpicke, 2006a). Practice testing can take many forms. It can refer to practicing your recall of information by using of flashcards, completing practice problems or questions in a textbook, or completing low-stakes tests as part of a course requirement. This principle was the primary motivation for redesigning the PSYCH 1XX3 course to have weekly, low stakes quizzes.

An excellent example of the power of testing memory comes from a study by Roediger and Karpicke (2006b), wherein undergraduate students were presented with short, educationally relevant texts for initial study. Following initial study students either studied the material again, or took a practice test. A final test was taken after a short retention interval (5 minutes) or long retention interval (2 days). After a short retention interval restudying produced better recall than testing (81% vs. 75%). However, with the long retention interval testing produced significantly better recall than restudying (68% vs. 54%). Thus, after two days performance declined 27% for students who restudied the material, but only 7% for students that practiced recall.

Interestingly, providing students with the correct answer feedback after a test enhances the positive effect of testing. With feedback, learners are able to correct errors, and maintain their correct responses. Moreover, taking a test and reviewing feedback can enhance future study sessions. Research shows that when a student takes a test before restudying material, they learn **more** from the restudying session than if they restudy without taking a test beforehand (e.g., Karpicke, 2009). This is called test-potentiated learning.

Why does testing improve retention of information and how can I use it?

Explanations for the positive effects of testing focus on how the act of retrieval affects memory. Specifically, it is suggested that retrieving information leads to an elaboration of memory traces and the creation of additional retrieval paths. Together these changes to memory systems make it more likely that the information will be successfully retrieved again in the future. This suggests that testing is not just an assessment tool, but also an effective learning tool.

As a student in Psych 1XX3 you can take advantage of retrieval enhanced learning each week in preparation for your weekly Quiz. This begins with studying web module content early in the week (e.g., Sunday or Monday). You can then engage in retrieval practice as a form of review after your initial study session. At this point you should be ready to complete the Pre-Quiz and review the feedback (by Wednesday or Thursday). This gives you the opportunity to take advantage of test-potentiated learning when you review content again before completing your Quiz on Friday. This suggested schedule of studying, and incorporation of retrieval practice will help you learn and retain the course content. Engaging in this process each week enhances your long-term memory for course content and therefore advances your preparations for the final exam!

Suggested further reading:

1. Dunlosky, et al., (2009). *Psychological Science in the Public Interest*, 14(1), 4-58.
2. Karpicke, J. D. (2009). *Journal of Experimental Psychology: General*, 138, 469-486.
3. Roediger, H. L., & Karpicke, J. D. (2006a). *Psychological Science*, 17, 249-255.
4. Roediger, H. L., & Karpicke, J. D. (2006b). *Perspectives on Psychological Science*, 1, 181-210.

Course Materials

Course Handbook: The course handbook contains valuable information regarding course structure. It also contains lecture outlines with key slides and space for extensive note-taking. There are cognitive maps to help you visually represent and connect concepts from the lecture, as well as practice questions and activities to help you test your knowledge.

Course Textbook: Your course textbook is [Discover Psychology, assigned readings for Psych 1XX3 Winter 2016](#) and can be purchased at the Bookstore. This textbook will help you fully understand the complex material found in the web modules. Students who do not have a strong background in biology will especially benefit from reading the textbook. Weekly quizzes will also contain questions pertaining to material covered in the textbook.

Avenue: Your primary course content will be delivered through the Avenue learning management system, located at <http://Avenue.mcmaster.ca>. Avenue is your launching point for weekly web modules, course announcements, discussion forums, and grade records. To access Avenue, use your MacID and password.

Web Modules: The most unique feature of IntroPsych at McMaster is the way you receive your primary course content—it's all online! You can access the web modules from the library, your room, or anywhere you have an internet connection. The interactive web modules feature audio, video, animations, and vivid graphics. Check out the many advanced features allowing you to interact with the content according to your personal learning style. Use the navigation tools and integrated search function to move about the module. Quiz your knowledge with checkpoints; learn more about faculty related research through Beyond IntroPsych; take a Poll and check out Media+ for interesting videos related to the lecture content. **Be sure to view the assigned web modules before you arrive at your lecture session to stay on schedule and actively participate.**

Discussion Boards: More extended topic discussions are available on the Avenue Discussion Board. Join an existing discussion or start a new thread. Our discussion boards are consistently the most active of any course on campus so jump right in with your opinion. Please review "discussion board guidelines" posted online to help keep the boards organized.

Office Hours: Have a question or still confused about a specific concept? Need some one-on-one time? The instructor, Dr. Michelle Cadieux, hosts office hours in PC 110. They are updated weekly on the course homepage of Avenue.

General Information

Privacy

In this course we will be using Avenue for the online portions of your course. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with Dr. Cadieux.

A Note about Academic Honesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: Grade of F assigned for academic dishonesty), and/or suspension or expulsion from the university. It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at: <http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been sought or obtained;
- Improper collaboration; or,
- Copying or using unauthorized aids in quizzes or examinations.

Changes during the term

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

A Note About Note Taking

Students often wonder (and worry) about how extensive their notes should be. The provides outlines with key points and slides reproduced from the web modules to guide your own note taking. There really is no substitute for doing this yourself to learn the material. If, however, you can refer to your notes and answer the practice questions that follow the handbook outlines, you should find yourself in good shape for the quizzes and exam to come.

How to Use Google Scholar

Google scholar is a great tool to find peer reviewed journal articles. It is quick and simple. Below, we have outlined a few tips to make it even simpler.

How do I get there?

Easy! Type: <http://scholar.google.ca>, or just type “scholar” into Google.

I can't seem to access any articles, what do I do?

Most journals require you to purchase an article before you can access it. Luckily, McMaster has purchased these articles for us! All you have to do is click on “settings” at the top right of the window. Where it says “Library Links” enter “McMaster University” then scroll to the bottom and save preferences. Simple!

I am trying to find articles about a general topic, what do I do?

Use the search box to search articles by their journal, author(s), title, or topic. Another search option is to click on “advanced scholar search” beside the search box. This will allow you to search for specific journals, authors, and titles. You can even search for articles about a particular topic published within a particular time frame and published in a particular journal. Play around with it and get used to this tool. It will come in handy not just this semester, but for much of your university career.

Campus Resources

The following are some of the resources available to McMaster University students. Read over each description and familiarize yourself with what is available!

Student Accessibility Services

Student Accessibility Services offers various supports for students with disabilities. They work with full-time, part-time, and prospective students. SAS assists with academic and disability-related needs, including learning strategies, note-taking, assistive technologies, test & exam administration, accommodations for courses, groups, and events.

Website: <http://sas.mcmaster.ca/>

Phone: 905-525-9140 ext. 28652

Teletypewriter (TTY): 905-528-4307

Email: sas@mcmaster.ca

Office: McMaster University Student Centre (MUSC) - Basement, Room B107

Student Wellness Centre

The Student Wellness Centre offers medical & health services, personal counselling, and mental health services.

Medical & Health: The Student Wellness Centre provides a wide range of health services for students and will act as their personal health care provider throughout their studies at McMaster. Appointment bookings should be made ahead of time.

Personal Counselling & Mental Health: At some point, almost everyone experiences major concerns that may interfere with their success, happiness, and satisfaction at university. Common concerns are relationships, mood disorders, learning disabilities, body image, anxiety, and depression. The Student Wellness Centre provides experienced counsellors for bookings and emergency appointments.

Website: <http://wellness.mcmaster.ca/>

Phone: 905-525-9140 ext. 27700

Email: wellness@mcmaster.ca

Office: MUSC B101

McMaster Institute for Innovation and Excellence in Teaching and Learning (MIETL)

This institute is designed to enable success in teaching and learning. Their activities include both general and discipline-specific approaches to the promotion of successful learning in all its forms and contexts.

Website: miietl.mcmaster.ca

Phone: 905-525-9140 ext. 24540

Office: Mills Library L504

Academic Advising in PNB

Ann Hollingshead is the academic advisor for anyone in the PNB department at McMaster. She has a lot of knowledge about upper-year courses and can help you make the best decisions about what courses to take. Ann is available Monday – Friday 9:00am-5:00pm for drop-in help or by appointment.

Email: hollings@mcmaster.ca

Phone: 905-525-9140 ext. 23005

Office: PC 109

Note: For academic advising for other department, visit your faculty's website (Social Science, Science, Engineering, etc.) for more information.

Course Content Schedule

The general schedule for the course content is given below. Any changes to this structure will be announced on Avenue. It is your responsibility to keep up-to-date with any schedule changes.

Week of	Web Modules	Readings	Note
May 2	Development 1 + 2 & Evolution 1 + 2	Chapter 1 & Chapter 2	Quiz 1 & Quiz 2
May 9	Neuroscience 1 & Neuroscience 2	Chapter 3 (sections: Intro-3) & Chapter 3 (sections: 4-5)	Quiz 3 & Quiz 4
May 16	Vision & Colour Perception	Chapter 4 (sections: Intro-2, 4-6) & Chapter 4 (section: 3)	Quiz 5 & Quiz 6
May 23	Form Perception (No class Monday May 23 rd)	Chapter 4 (sections: 7-8)	Quiz 7
May 30	Audition & Hunger and the Chemical Senses	Journal Article & Journal Article	Quiz 8 & Quiz 9
June 6	No Modules for Psychological Disorders or Psychological Treatments	Chapter 5 & Chapter 6	Quiz 10 & Quiz 11
June 13			Final Exam: June 15

Avenue Quizzes open each week on Thursday at 6AM and close promptly on Saturday at 6AM.