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**Faculty of Arts
Department of Psychology
<http://psychology.concordia.ab.ca>**

**Basic Psychological Processes
PSY 104L
Winter 2021**

In the Winter 2021 term, due to the COVID-19 pandemic, this course is taught via remote delivery.

Course description: An introductory study of human behaviour that covers physiology, sensation, perception, learning, memory, cognition, motivation, states of consciousness, and methodology.
Note: A prerequisite for all other courses in the Department, normally followed by PSY 105.

Prerequisites: None.

Co-requisites: None.

Credit Restrictions: None.

Hours: (3 - 0 - 0): 39 Instruction hours.

Credit value: 3

Instructor: Dr. Jenna V. Congdon

Office: Virtual via Zoom

Email: jenna.congdon@concordia.ab.ca

Office Hours: Wednesdays @ 11:30am-12:30pm via Zoom, or *by appointment*

Lecture/seminar/lab times:

ONLINE on Monday @ 9:00 - 9:50, Wednesday @ 9:00 - 9:50, Friday @ 9:00 - 9:50AM.

Required resource:

- Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.

Recommended Textbook (eBook preferred): Weiten, W., & McCann, D. (2019). Psychology: Themes and variations (5th Canadian ed.). Toronto, ON: Nelson Education.

Note: Students may order etexts and Mindtap, if desired, through the website: www.vitalsource.com

Optional resources: There is an excellent suite of supplementary resources available for Weiten and McCann (2019), including high-quality instructional resources and the MindTap platform. There is a free, trial access period available to all students from the start date of this course.

Course learning outcomes: This course is one half of the department's introductory psychology sequence. It will provide a base understanding of scientific methods, learning, memory, consciousness, perception, and neuroscience. The goal is to develop critical thinking skills, be familiar with the main foundations of modern psychology, and acquire an overview of the field of psychology as a whole. Students will also learn transferable skills (e.g., writing skills, email etiquette, critical discussions via Zoom) that will help them navigate both university and professional environments.

Lecture topics, Tentative Schedule (subject to change^[†]): Approximately one (1) chapter will be covered each week. The week of February 15th will be reading week, and April 2/5 correspond with Easter; no classes will be held (i.e., no lectures will be posted).

| WEEK | Topic |
|--|---|
| 1 – January 6/8 | Syllabus Walk-Through/Introduction/Ch. 1 |
| 2 – January 11/13/15 | The Evolution of Psychology (Ch. 1) /The Research Enterprise in Psychology (Ch. 2) |
| 3 – January 18/20/22 | The Biological Bases of Behaviour (Ch. 3) |
| 4 – January 25/27/29 | Wrap-up of Ch. 1-3; Midterm 1 [Ch. 1-3] |
| 5 – February 1/3/5 | Sensation and Perception (Ch. 4) |
| 6 – February 8/10/12* | Ch. 4/Variations in Consciousness (Ch. 5); [Written Assignment #1 due*] |
| 7 – February 15/17/19 | <i>Reading Week [No classes]</i> |
| 8 – February 22/24/26 | Variations in Consciousness (Ch. 5)/Ch. 6 |
| 9 – March 1/3/5 | Learning (Ch. 6) |
| 10 – March 8/10/12 | Wrap-up of Ch. 4-6; Midterm 2 [Ch. 4-6] |
| 11 – March 15/17/19* | Human Memory (Ch. 7); [Written Assignment #2 due*] |
| 12 – March 22/24/26 | Human Memory (Ch. 7) |
| 13 – March 29/31/April 2 (Good Friday) | Language and Thought (Ch. 8) |
| 14 – April 5 (Easter Monday)/7/9 | Wrap-up of Ch. 7 & 8 |
| 15 – April 12/14 | Review |
| 16 -- Scheduled by the Registrar** | Final Exam [All chapters; TBD] |

[†] I reserve the right to make changes to this outline as the course progresses.

*Written Assignment #1 due Friday, February 12th @ 11:59pm.

*Written Assignment #2 due Friday, March 19th @ 11:59pm.

◇ *Optional Synchronous Zoom Seminar @ 9:00-9:50am.*

**WARNING: Students must verify this date and time when the Final Exam Schedule is posted.

Evaluation:**Grade Allocation**

| | | |
|-----------------------|------|--|
| Midterm #1 | 20% | Midterm 1: Friday, January 29th @ 9:00am |
| Written Assignment #1 | 10% | Friday, February 12th @ 11:59pm |
| Midterm #2 | 25% | Midterm 2: Friday, March 12th @ 9:00am |
| Written Assignment #2 | 10% | Friday, March 19th @ 11:59pm |
| Final Exam | 35% | TBD |
| (cumulative) | | |
| Total | 100% | |

Midterms (20% and 25%, respectively) & Final Exam (35%)

Both of the midterms (January 29 & March 12) and the final (TBD) will cover material from both the lectures and textbook up to and including the class prior to each examination. These exams can consist of multiple choice, fill-in-the-blank, and short answer questions. Representative exam questions will be posted on Moodle prior to the first midterm. The midterms for this section of PSY 104 will be 50 minutes. The final exam for this section of PSY 104 will be 100 minutes (1h40min) in length.

There is NO possibility of a reexamination in this course. The final exam will be CUMULATIVE, however, the emphasis will be on materials from the latter third of the course (i.e., lectures since Midterm #2). All exams will be conducted online.

Short Written Assignment #1: Journal Article Review (10%)

Students will choose a journal article from the instructor's selection on Moodle and complete a short summary on the research. This will include summarizing the purpose, findings, and implications, and providing connection to course concepts, with marks for proper American Psychological Association (APA) style formatting. This assignment provides an opportunity for students to think about the scientific method, write scientifically, and be concise in their writing. Further details on this assignment will be discussed early in the semester.

Short Written Assignment #2: "To whom it may concern" (10%)

Students will choose any topic from one of the chapters throughout the semester (e.g., Pavlov's experiments, parts of the brain, the perception of hearing, etc.) and write a letter to a recipient (family member, friend, etc.). Students will explain the concept, connect it to their letter-recipient's life or experience, and offer a suggestion for how they (the recipient) can use this relevant information from psychology to improve their lives in some small, yet meaningful way. This assignment provides an opportunity for students to think critically about course content and discuss it in a "scholarly but conversational" voice. Further details on this assignment will be discussed following the deadline for Assignment #1.

See Concordia's [Extended Description of Grade Levels](#) (Section 9.3.2 of the Calendar) for further information on grading.

Course policies:

- i. Classroom
 - **ANNOUNCEMENTS:** In addition to checking Moodle for posted lecture materials, please monitor the announcements (which should also be sent to your e-mail inbox) regularly to stay on track. Announcements are how I communicate to the entire

class as to how to be proceeding throughout the semester, with regular reminders of deadlines and other important information.

- **POWERPOINT SLIDES:** The lectures will be delivered primarily asynchronously throughout the semester. Screencast lectures (Jenna's voiceover while moving through the slides), the raw slides (Powerpoint and PDFs), and the stripped audio only (from the screencast lectures, similar to listening to a podcast) will be posted to Moodle on Sunday for the entire week, corresponding to "class" dates. Screencast slides will be complete allowing for more time to take notes on the additional information conveyed by the presenter. The audio-only recordings will be a resource in the event that a student has trouble downloading the screencasts and/or wishes to listen to the material while moving through the raw powerpoint slides themselves. The screencast lectures and audio only lectures are the same content, but allows for students to choose which method works best for their understanding of the material.
- **RECORDING AND/OR DISTRIBUTION OF COURSE MATERIALS:** Audio or video recording, digital or otherwise, by students of synchronous seminars or any other teaching environment is not allowed unless you receive prior consent from the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior consent from the content author(s). Each synchronous seminar will be recorded by the instructor's computer to monitor attendance, but will not be posted anywhere.
- **E-MAIL POLICY:** Please put "PSY 104L" in the subject line of all e-mails. I am happy to answer e-mails regarding course content, and I will do my best to answer your e-mails quite promptly, but cannot always guarantee an immediate response. Please e-mail well in advance of seminars/deadlines/exams and please wait, at the very least, 24 hours before sending a follow-up e-mail. If you are confused about a concept discussed in class, please stop by for my office hour. When asking a question about course material via e-mail, please first include what you think the answer is or what you think the concept means (e.g., instead of e-mailing "I don't understand concept X", please instead e-mail something like "I'm confused by concept X. I think it means A, B, and C but I am confused about how A leads to B and C.") Otherwise, I will ask you to first provide this information before writing a lengthy response. This process shows that you have thought about the material before just immediately asking for help. I am more than happy to help students who put in the effort to understand the material. **Before e-mailing a question, please check to see if the information that you need is in the syllabus or posted on Moodle (e.g., date of midterm, final exam format, etc.).**
- **Optional Zoom Seminars** (*Wednesday, January 27th; Wednesday, March 10th; Wednesday, April 14th*): I will be hosting Optional Zoom Seminars prior to each midterm and final exam. These seminars will be held during "class time" (i.e., 9:00-9:50pm). We will start the seminars with a question or concept then students will be moved into small breakout rooms for approximately 20 minutes to discuss the material. We will then resume in the main meeting window, discuss ideas that groups came up with, and end by answering any questions that students might have about the upcoming exam. I expect that students will have reviewed the relevant course content (i.e., chapters that will be covered on the exam) prior to these

sessions to ensure for active participation in the discussion. These seminars will allow for you to meet other students in your class (e.g., for a sense of community or potential study partners!) and think more critically about the course content. To encourage individuals to attend, students who attend and actively participate will receive a bonus 1% towards the upcoming exam. However, the decision to make these seminars optional allows for those students who are unavailable or potentially uninterested in participating, to not attend without penalty. Note: Cellphones are to be turned off during synchronous seminars.

- **NETiquette:** As adults in a higher education course, I expect each of you to behave appropriately during remote synchronous Zoom seminars, out of respect for myself and your classmates. Electronic devices are to be used for classroom purposes, such as note-taking; texting or browsing social media is an inappropriate use of synchronous time and will disrupt your active participation. Frequent talking or disruptions will not be tolerated; the individual(s) causing the disruption will be warned once then removed from the Zoom seminar for the remainder of the synchronous session. I encourage questions during large synchronous seminars, but please use the chat to initiate your question/concern (e.g., "I have a question." or write your question out) to avoid students speaking over each other.
- Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.3.1 of the Calendar for more details.
- Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to Section 9.2.2 of the Calendar for more details.
- Please refer to Section 9.2.4 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.
- At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

ii. Missed work and missed exams

- A student who fails to write the **MIDTERM** due to incapacitating illness, severe domestic affliction, or other compelling reasons must formally apply directly to your instructor for an *excused absence* via e-mail from your Concordia University e-mail account **within 48h** following the scheduled date of the midterm missed to apply for this. Excused absences are not automatic and are granted at the discretion of the instructor; unacceptable reasons that include, but are not limited to personal events such as vacation, weddings, or travel arrangements. For excused absence from the midterm exam, the weight of the missed midterm will be transferred to the final exam. Students who have missed the midterm will be required to write a longer final exam that will include additional questions from the first two-thirds of the term. When a student misses a midterm *without an acceptable excuse*, a final grade will be computed using a raw score of **zero** for the missed midterm.
- *Deferred Final Examination:* Students who are unable to complete scheduled **FINAL** examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control may apply online to the dean for a *deferred final examination* **within 48 hours** of the missed examination. In the case of intended absences, students must submit their application at least one month prior to the

originally scheduled final examination. Deferred examination requests for any other reasons will not normally be considered. The dean's decision to accept or decline the application is final. Students are directed to Section 9.2.3 of the Calendar for further information.

- *Academic Honesty*: Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.5 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of **zero** on the work in question to **expulsion**.
 - *Appeals*: Refer to section 9.2.5 of the Calendar (Section G)
 - *A Final Note on Cheating*: All examinations and assignments are to be completed individually. Copying-and-pasting answers into the online exams or submitted assignments will result in a grade of **zero** as this is plagiarism. Cell phones are to be turned off during synchronous seminars and are not to be used or even visible to you during examinations.
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Additional contacts and services:

a. Academic Administration

- i. Dean of Faculty of Arts
Name: Dr. Tim Heath
Office: HA 224
Email: tim.heath@concordia.ab.ca
Telephone: +1 780 479 9392
- ii. Department of Psychology
Department Chair
Name: Dr. Wendy Pullin
Office: AH 202A
Email: wendy.pullin@concordia.ab.ca
Telephone: +1 780 479 9344
- iii. Program Coordinator / Director as needed
- iv. Registrar's Office (HA120, registrar@concordia.ab.ca, +1 780 479 9250)

b. Academic Support

- i. Vice President of Student Life and Learning (Dr. Barbara van Ingen, vpsll@concordia.ab.ca, +1 780 479 9289, HA217)
- ii. Student Life and Learning (studentlife@concordia.ab.ca, +1 780 479 9241, Student Success Centre)
- iii. Manager, Indigenous Knowledge and Research Centre (Danielle Powder, danielle.powder@concordia.ab.ca, +1 780 479 9394, AW124)

c. Writing Centre

- i. The Writing Centre (located in the Student Success Centre across from the book store) is a free service that provides support for teaching and learning through writing for students, staff, and faculty

- Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>).

Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

| Grade Description | | Letter Grade | Grade Point Value |
|-------------------|--|---------------|-------------------|
| Outstanding | Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course. | A+ | 4.0 |
| Excellent | Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course. | A A- | 4.0 3.7 |
| Very Good | Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course. | B+ | 3.3 |
| Good | | B | 3.0 |
| | | B- | 2.7 |
| Satisfactory | Intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, CR denotes that the student has attained at least the C-level. | C+ C C- | 2.3 2.0 1.7 |
| Poor | Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives. The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline. | D+ | 1.3 |
| Minimal Pass | | D | 1.0 |
| Failure | Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course. | F | 0 |