



## Psychology 1XX3/1NN3 Winter 2015 Course Outline

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Course Staff	Location	Office Hours
<b>Dr. Joe Kim</b> Instructor	PC Lobby	Posted weekly on Avenue
<b>Dr. Michelle Cadieux</b> Course Coordinator	IntroPsych Office PC/416	Posted weekly on Avenue
<b>Ahmed Labib &amp; Rachael Barnett</b> Head TAs	PC Lobby	

Drop-in TA hours      Lobby of Psychology      Mon-Thurs 1 PM - 2 PM

All correspondence regarding this course should be sent to: [intropsych@mcmaster.ca](mailto:intropsych@mcmaster.ca) using your **McMaster email**. **Do not use the Avenue to learn messaging system! This is not your McMaster email.**

If you have additional questions regarding course material you have a couple of options:

- See Course Staff during Office hours
- Join discussions in tutorial and on the Avenue forums

You may also call the IntroPsych office at Ext. 24428 during office hours. Please note that **phone messages will not be returned**. If you have a request, please see Dr. Michelle Cadieux in person during office hours or send an email to [intropsych@mcmaster.ca](mailto:intropsych@mcmaster.ca). Note that during busy periods, it may take up to 48 hours to return your email message. Please be patient!

In addition to the course staff, you have been assigned to a tutorial section with your personal **Teaching Assistant (TA)** who will lead your group through weekly discussions, activities, and questions. There are also several lecture TAs who will be able to help you with content presented during lecture.

### ***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 1X03/1N03, 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 1XX3/1NN3 will be determined by the following measures:

<b>Tutorial Participation</b>	10%
<b>AVENUE Quizzes</b>	30%
<b>Final Examination</b>	60%
<b>Research Participation (optional)</b>	5-8%

### Tutorial Participation (10%)

Your tutorials are an important part of the course, contributing to 10% of your final grade. Your TA will expect **active** participation to create a dynamic learning environment. If you have specific issues with this process you must speak with your TA as soon as possible. Every 3 weeks, your TA will assign you a grade out of 10 using the rubric below.

		CONTRIBUTION TO TUTORIAL/ONLINE DISCUSSION				EVALUATING CONTRIBUTION	
		Excellent	Good	Fair	Poor	Excellent	
ATTEND	(3 of 3)	10	8	6	4	Excellent	frequent, stimulating
	(2 of 3)	6-8	4-6	2-4	0-2	Good	frequent, valuable
	(1 of 3)	4	2	0	0	Fair	occasional, forced
						Poor	infrequent, irrelevant

Note that a **student who attends 3 of 3 tutorials but makes little or no contribution to discussions cannot receive a grade higher than 4 out of 10 for that period.** Therefore, it is essential that you actively **participate** to earn a high participation grade. Your TA can help you with suggestions for demonstrating active participation.

### Lecture i-clicker Bonus Points

During your weekly Live Lecture you will be given the opportunity to earn i-clicker Bonus Points. These will take the form of a short quiz at the beginning of class. You will be allowed to work in groups, however, you will always be asked to submit an individual answer. All lecture bonus quizzes 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. Each correct answer will earn you bonus points. At the end of the term, the total number of points earned will lead you to the following rewards:

Points	Reward
13 and above	Drop lowest tutorial participation grade
18 and above	Above + drop lowest quiz grade + enter draw for lunch with Dr. Kim (seriously)

### 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 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 (30%)**

There are 10 Avenue quizzes during the semester which will cover material from the assigned web modules, textbook/articles readings, AND the live lecture. Each quiz is “open book” and you may collaborate with your peers, but may NOT post questions. A good way to think about the Avenue quiz is an opportunity to test and consolidate your knowledge of the content in preparation for the Final Exam in which you will be working independently and without access to supporting resources.

Each quiz will cover the web module, textbook readings, and live lecture from the current week. For example, Avenue quiz 1 (due January 17<sup>th</sup> at 6 AM) will contain material covered from the Development I and II Web Modules, chapter 1 of the textbook, and live lecture from the week of January 12<sup>th</sup>. Each Avenue quiz will consist of multiple-choice questions. Avenue quizzes will be made available online every Friday at 6 AM and will promptly close on Saturday at 6 AM of the same week.

The questions are designed to go beyond mere recall or recognition and challenge you to apply and demonstrate your comprehension. In other words, simply memorizing terms will not likely lead to a favourable grade. To help you prepare and assess your study, each week you will have a **pre-quiz** for each quiz that will be graded immediately and provide feedback on why your chosen option was correct/ incorrect. The pre-quiz is drawn from the same question bank and does not count towards your grade. However, it **must** be completed to proceed to the weekly Avenue Quiz. Once the Quiz closes on Saturday, it will be reviewed and grades will be released the following Tuesday.

### **Internet Problems**

Internet issues can happen. We always recommend that you complete your quizzes on campus where a reliable Internet connection is guaranteed. 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 April as scheduled by the Registrar's Office. If you choose to complete all the optional research participation option (see below), the weight of your final examination will be reduced by up to 8%. The Final Exam covers material presented in web modules, live lectures, tutorials, 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 the IntroPsych Office.

# ***The Power of Testing your Memory***

## *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.

## Research Participation Option

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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](http://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](http://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 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 green 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.
- 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.**

# Course Materials

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**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 quiz your knowledge.

**Course Textbook:** Your course textbook is [Discover Psychology, assigned readings for Psych 1XX3 Winter 2015](#) 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. Below are some of the features of Avenue.

**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.

New web modules are released every Monday at 6 AM for the *following* week's tutorials to give you plenty of time to preview. Once a web module is released, it stays up all year for your reference. **Be sure to view the assigned web modules before you arrive at your weekly tutorial or 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.

**IntroPsych.net:** There are many supplementary resources that have been specially developed to compliment the handbook at IntroPsych.net including study aids, information about course events, university's services, academic success and student life. A portion of the proceeds from this courseware goes toward the development and maintenance of IntroPsych.net

# General Information

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## 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 the Course Coordinator.

## 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. This handbook 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

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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](mailto: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](mailto: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](http://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](mailto: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

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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	Chapter reading	Web Module Topic	Note
Jan 5		Introduction (No Web Module)	
Jan 12	1	Development 1 Development 2	AVE Quiz 1
Jan 19	2	Evolution 1 Evolution 2	AVE Quiz 2
Jan 26	3 (Intro - Section 4)	Neuroscience 1	AVE Quiz 3
Feb 2	3 (Sections 4-6)	Neuroscience 2	AVE Quiz 4
Feb 9	4 (Intro - Sections 2, 4-6)	Vision	AVE Quiz 5
Feb 16		READING WEEK	<b>NO CLASSES</b>
Feb. 23	4 (Section 3)	Colour Perception	AVE Quiz 6
Mar 2	4 (Sections 7-8)	Form Perception 1 Form Perception 2	AVE Quiz 7
Mar 9	Journal Article	Audition	AVE Quiz 8
Mar 16	Journal Article	Hunger and the Chemical Senses	AVE Quiz 9
Mar 23	5	No Web Module	AVE Quiz 10
Mar 30	6	No Web Module	<b>Good Friday NO QUIZ</b>

Avenue Quizzes open each week on Friday at 6AM and close promptly on Sat at 6AM.