



Psychology 1FF3 Course Outline – Fall 2019

Course Staff	Location	Office Hours
Dr. Joe Kim Instructor	PC/106	Posted weekly on Avenue
Dr. Michelle Cadieux Course Coordinator	MacIntroPsych Office PC/110	Posted weekly on Avenue
Max Ma Teaching Assistant	PC Lobby	Tuesday: 1:00pm – 2:00pm Wednesday: 2:30pm – 3:30pm

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 several options:

- Join the active discussions on Avenue. If you have questions about course content, the discussion boards are the best place to post it!
- Ask the Course Coordinator or TA during the Office and Lobby hours posted above

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. Note that during busy periods, it may take up to 48 hours to return your email. 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 1X03/1N03/1F03, 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 1FF3 will be determined by the following measures:

Avenue Quizzes	40%
Avenue QuizTerm	7%
Final Examination	53%
PeerWise Multiple Choice Questions (optional)	3% reweight of final exam
Sona Research participation (optional)	5% - 8% reweight of final exam

Avenue Quizzes (40%)

There are 11 weekly online Avenue Quizzes during the semester which will cover material from the web modules and assigned readings. For example, Quiz 1 will contain material covered in the Development 1 & 2 web modules as well as Chapter 1 from the textbook. Each Quiz is "open book" and you may collaborate with your peers but you may NOT post questions online. 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.

The weekly quizzes are not cumulative. 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 studying, 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 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 in the shot.

Quiz Review

Quiz scores are released on Avenue Tuesday mornings. They can be found in the Grades section under the Assessments tab. Feedback on your quizzes is available once the grades are released. To see the feedback, go to the quiz page and scroll down to the bottom. You will see all of your past quizzes. Click on the small triangle next to the quiz and select "submissions". This will bring you to a new page with your attempt on that quiz. Click on this attempt and you will be able to see your quiz. After each question you can also expand the feedback to get a more detailed reason why your answer was right or wrong. Students have one week after the quiz grades have been released to bring up any concerns related to a specific question. Please email a screenshot of the question to intropsych@mcmaster.ca. Don't forget to provide a detailed explanation of your concern.

Avenue QuizTerm (7%)

The QuizTerm will take the form of a longer Avenue Quiz. It will be 30 multiple choice questions and you will be given 60 minutes to complete it. The QuizTerm will open on Thursday October 10th at 6am and will close on Saturday October 12th at 6am. This is a cumulative assessment. It will contain information from Development, Evolution, Neuroscience 1, Neuroscience 2, and Vision. It will cover material presented in the web modules and assigned readings.

Final Exam (53%)

A cumulative Final Exam will be written in December as scheduled by the Registrar's Office. If you choose to complete both the optional multiple choice question writing and 4 credits of research participation option (see below), the weight of your final examination will be reduced from 53% to 42%. The Final Exam covers material presented in web modules, in-person lectures, tutorials, and assigned readings from the entire term.

Multiple-Choice Questions – PeerWise

You have the option to reduce the weight of your Final Exam by 3% by creating and answering multiple choice questions on PeerWise (https://peerwise.cs.auckland.ac.nz/at/?mcmaster_ca). There are two deadlines for this assignment and you must meet both to earn the bonus. You must write and answer 10 multiple choice questions before the QuizTerm. You must also write and answer 10 more questions between the QuizTerm and the Final Exam.

Before QuizTerm	Between QuizTerm and Final Exam
Write 10 Questions Answer 10 Questions	Write 10 Questions Answer 10 Questions

This is an all-or-none assignment. You will not receive partial points if you complete or answer less than the required number of questions or if you complete them after the deadlines. The deadline for the first half of the assignment is the start of the QuizTerm at 6am on Thursday October 10th.

Creating multiple-choice questions is a great way to study for the weekly quizzes and for the final exam. Writing questions requires you to reflect on what you learned in the course and explaining each option in the feedback section helps you to fully understand the concept. Writing plausible distractors is also trickier than you might think. You need to consider all the potential misconceptions and interpretations of a concept. Answering other students' questions may help you identify areas of weakness in your knowledge or view a topic from a perspective you hadn't thought about before.

To participate on PeerWise you must first create an account. You can do this by clicking the registration button in the bottom left corner of the website. You will need 2 things to complete your registration: The course ID and your identifier. **The course ID is: 19677 and your identifier is your MacID (NOT your student number).** Your MacID is your login for Avenue and Mosaic. It is also the first part of your McMaster email address.

Writing Questions

Once you have logged in, under the "Your Questions" section click on "View Questions" and you should be directed to a new page. When writing multiple-choice questions you will need to provide the question text as well as 4 options for each question. Make sure your question is very clear and not likely to be ambiguous. Use professional language and avoid slang or spelling mistakes. You will also be asked to provide "tags" for your question. Please use this to indicate the relevant web module(s).

You will also need to provide an explanation for your question. This is one of the criteria for how your question is rated by your fellow students. For this section you should create a list and provide an explanation corresponding to each of the options. Indicate why each answer is right or wrong. This is the same as your weekly quizzes where you receive specific feedback on your answer and not just why one answer is correct.

Answering Questions

Once you have answered a question, you will be given feedback on the response you selected, and you will be shown an explanation of the answer. You will also be able to see how other students answered. You will then be given an opportunity to select the difficulty level you think best matches the question and to give the question a rating, which you should think about very carefully.

When rating a question, you should be judging two things:

- Whether you think the question is of a high enough quality that it could appear on an Avenue quiz.
- Whether you think the explanation provided with the question is sufficient so that if someone answered the question incorrectly the explanation would help them to understand what they have done wrong.

Other things to keep in mind:

- You should not rate questions differently based on their difficulty – an easy question can be just as useful as a hard question. Everyone is at different levels of understanding.
- Be fair with your ratings – you should justify a poor rating with a comment to the author of the question, or by agreement with a previously written comment.
- Make sure any comments you provide are constructive – you are rating questions written by your peers so provide the kind of feedback that you would find useful and encouraging yourself.
- To encourage everyone to participate equally, all activity on PeerWise is anonymous (however your instructor is able to track contributions).

Research Participation Option – Sona

You have the option to reduce the weight of your Final Exam from 53% to 48% 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 46.5%. If you complete four credits your exam will be worth 45% (8% reduction). In addition to providing you with extra credit, the research participation option allows you to take part in some exciting research taking place right here at McMaster and observe how psychologists conduct their studies.

Please remember that your participation is Sona in voluntary and that you can withdraw at any time. 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 email the course coordinator at intropsych@mcmaster.ca or visit during office hours.

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 “Request Account” option on the right of your screen and enter your name, student number, and McMaster email address. You will also be asked to pick your courses. Please select Psych 1FF3 from the list. 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 password to something more memorable by selecting “My Profile”. Make sure your student number is entered correctly! **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 login to Sona for the first time, you will 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 your Sona account has been credited by the experimenter.

Additional Notes

- You must complete two credits on Sona, and no less, if you wish to earn the 5% exam reweight.
- If you fail to show up for two experiments, you will lose your 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 as soon as possible. You can access their email by clicking on the envelop next to their name on the study information page.

Welcome to Psychology 1FF3

Welcome to PSYCH 1FF3! This course is essentially the online version of Psych 1XX3. It covers the same material, but using a more flexible online format. Online courses require students to more involved in their own learning, however, we will do our best to guide you on your journey. On your way to the weekly Quizzes and Final Exam, there are several resources available to help you master the curriculum:

Course Handbook: Your course handbook contains valuable information regarding course structure, outlines, and guides for web modules and tutorials.

Course Textbook: Your course textbook can be purchased at the McMaster campus store and it contains required readings with testable material for the course.

MacIntroPsych.com: There are many supplementary resources that have been specially developed to complement the handbook at MacIntroPsych.com including practice tests, study aids, important links, information about course events, university's services, and tips for academic success. A portion of the proceeds from this courseware go toward the development and maintenance of MacIntroPsych.com

Avenue to Learn: Your primary course content will be delivered through the Avenue learning management system located at <http://Avenue.mcmaster.ca>. Avenue allows you access to 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 MacIntroPsych 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 that allow 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. You can test your knowledge with checkpoints, participate in class polls, learn more about faculty related research, and check out interesting links in our media+ section. Be sure to view the assigned web modules **before** you arrive at your weekly lecture and tutorial to stay on schedule, gets points on the bonus quizzes, 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 in comparison to any other course on campus, so jump right in with your opinion!

Lobby Hours: Have a question or still confused about a specific concept? Need some one-on-one time? Drop by the lobby of the psychology building (times posted on Avenue) to speak with your TA. Can't make it to campus? Drop by online at appear.in/macintropsych. If you have administrative questions please see Dr. Michelle Cadieux, the course coordinator, in PC 110. Her office hours are updated on Avenue weekly.

How to Use Google Scholar

Google scholar is a great tool to find peer reviewed journal articles (a few of which will be assigned as your weekly reading). It is quick and simple. Below, we have outlined a few tips to make it even simpler.

How do I get there?

Easy! Type in <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 “scholar preferences” at the top right of the window. Where it says “Library Links” enter “McMaster” 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.

Privacy and Conduct

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 as consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the Course Coordinator.

All posts on discussion forums should be polite and refrain from derogatory and unacceptable language.

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 weekly quizzes and the exam to come.

A Note About Tests

With practice questions in this handbook, iclicker bonus point questions, 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 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 MacIntroPsych 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 this course 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., (2013). *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.

A Note About Multiple Choice Questions and Flashcards

Test questions can challenge you to demonstrate your mastery of course content through 3 levels of increasing difficulty:

1. To *remember* psychological terms, concepts, theories, and methods
2. To *understand* information that has been remembered
3. To *apply* understood information to novel situations (this is called *transfer* and demonstrates true mastery of learned material)

Let's take a look at an example of a psychological concept you will learn:

Confounding Variable: An extraneous variable whose presence affects the variables being studied so that the results do not reflect the actual relationship between the variables.

Here is a simple question that challenges your ability to *remember* the term:

1. Which of the following best describes a confounding variable?
 - a. A dependent variable whose absence affects the variables being studied so that the results do reflect the actual relationship between variables.
 - b. An independent variable whose absence affects the variables being studied so that the results do not reflect the actual relationship between variables.
 - c. An extraneous variable whose presence affects the variables being studied so that the results do reflect the actual relationship between variables.
 - d. An extraneous variable whose presence affects the variables being studied so that the results do not reflect the actual relationship between variables.

Here the correct answer is D and requires the ability to *remember* (or look up) a term that is a word-for-word definition of confounding variable taken directly from the course material

2. If a confounding variable is unnoticed, it can lead a researcher to:
 - a. Make a more accurate connection between an independent and dependent variable.
 - b. Make a more accurate connection between two independent variables.
 - c. Make an erroneous association between an independent and dependent variable.
 - d. Make an erroneous association between several confounding variables.

Here the correct answer is C and requires the ability to *understand* information that has been accurately remembered because you must be able to recognize a definition of confounding variable that is composed of different words from the original definition.

3. A researcher gives the same IQ test questions to a group of children and discovers that arm length is positively correlated with number of correct responses. He concludes that longer arms lead to increased intelligence. What confounding variable may account for this finding to weaken this conclusion?
 - a. Some children may have been purposely answering test questions incorrectly.
 - b. Arm length increases with age, so this study may demonstrate that older children outperform younger children.
 - c. IQ is a hypothetical construct that may not accurately reflect intelligence.
 - d. IQ test questions may lack validity and reliability.

Here the correct answer is B and requires the ability to *apply* understood information in a novel situation.

Using flashcards effectively can be a solid method for efficiently building your knowledge to prepare for the three types of test questions. On the back of each flashcard is a ready-prepared definition for the term to help you *remember*. When studying, you should try to rework this definition into your own words to help you *understand*. Finally, create an original example that illustrates the term to help you learn to *apply*.

To provide some additional help applying the knowledge of the flashcards, we have included an additional set of cards on the following page. These flashcards will require you to go deeper with the concepts thus increasing your understanding and retention.

Bonus tip: One of the most robust findings in research on the science of learning is the distributed practice effect, which shows the benefits of spreading out study sessions over time. Let's say Daksh and Sabrin both spend 4 hours studying the same material for a test. Daksh distributes his practice by studying 1 hour a day for 4 days and Sabrin crams all 4 of her study hours in one long study marathon the night before the test. Even with time-on-task equated, Daksh will show significantly improved long-term benefits.

Describe a movie/television scene that depicts this concept

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Pick two cards and make a connection between the concepts

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Describe this concept without using any of the key words written on the flashcard

MAC 
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Draw this concept

MAC 
IntroPsych

How would you explain this concept to a child?

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What is the opposite of this concept?

MAC 
IntroPsych

What situation in your life has depicted this concept?

MAC 
IntroPsych

Create a concept map with all of the cards from a module

MAC 
IntroPsych

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

Emergency First Response Team (EFRT)

The McMaster Students Union Emergency First Response Team (EFRT) is a group of approximately 30 student volunteers who provide emergency medical services to the McMaster Campus, with an average response time of 2-3 minutes. All responders are certified Emergency Medical Responders, with more senior members being trained in International Trauma Life Support (ITLS), and Advanced Medical Life Support (AMLS). The EFRT is available 24/7 throughout the academic year except Thanksgiving, Easter, the Holiday Break, and both Reading Weeks.

Website: <https://www.msumcmaster.ca/services-directory/7-emergency-first-response-team-efrt>

Phone: "88" from any campus phone or 905-522-4135 on any cell phone

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 departments, visit your faculty's website (Social Science, Science, Engineering, etc.) for more information.

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 tests or examinations.

McMaster Student Absence Form (MSAF)

What is it?

This is a self-reporting tool that allows you to report absences for up to 3 days due to illness. You are limited to 1 per semester so use it wisely. The MSAF form should be filled out *immediately* upon your return to class and it is *your* responsibility to follow up with your instructor to discuss the nature of the accommodations. If you miss more than 3 days or exceed 1 request per semester, you must contact your Associate Dean's Office (Faculty Office). At this point, you may be required to provide additional supporting documentation.

Please use intropsych@mcmaster.ca as the contact email on any submitted MSAF, including for tutorials.

NOTE: It is *your* responsibility to catch up on missed work! It is a good idea to get peer contacts during the first week of classes so you can share notes and catch each other up.

Where do I go to fill this out?

MSAF is available in MOSAIC Student Center in the drop down menu under Academics. You can also go to the McMaster website and either search MSAF or type in <http://www.mcmaster.ca/msaf/> in the search bar. At this point, read the page and click agree. From there you will be guided through the process in filling out the form.

Absences/Missed Quiz/Tutorial/Exam

If you must miss a quiz or tutorial due to illness or other situations and you have already used your MSAF, the Course Coordinator requires the permission of your Associate Dean's office to excuse your absence. You may require documentation (e.g. doctor's note, wedding invitation). The Associate Dean's office will make a decision and forward the dates of any excused absence to the Course Coordinator without details of your illness/situation.

A Note from Dr. Joe Kim

We have many talented and passionate members of the Instructional Staff and Development Team that work hard to bring you an outstanding course experience. MacIntroPsych was honoured with the 2010 President's Award for Excellence in Course and Resource Design. Our unique IntroPsych Program has been the topic of academic study and received widespread media attention in the Toronto Star, Globe and Mail, CHCH News, and Maclean's (not to mention Mac's own Daily News). Importantly, the continual development of the MacIntroPsych Blended Learning Environment model is supported by ongoing research. As the Director of the Applied Cognition in Education Lab, I am actively interested in teaching, learning and technology from both an academic and a practical perspective. For more information, visit <http://www.science.mcmaster.ca/acelab/> or follow my twitter feed: @ProfJoeKim

University can sometimes seem like an impersonal and strange place, especially for Level 1 students who are dealing with many adjustments. I hope that in exploring the course resources, you will not forget that there is a real live faculty member responsible for the MacIntroPsych Program—me! I have regular office hours (posted weekly on Avenue) set aside solely to give me a chance to meet and talk with you. If you have a question, comment, complaint, concern, or just want to see and chat with a live faculty member, do come. Many students are reluctant to talk to a faculty member outside of class. Don't give in to the feeling! I have had many great conversations with students that have started off with a supposedly “silly” question.

As a Teaching Professor, my primary responsibilities are teaching and interacting with students; even my area of research interest concerns pedagogy—the formal study of teaching and learning. My goal is to help you understand and appreciate some of the really interesting and important things that we know (or think we know) about human thought and behaviour. In most fields—and as you will see, certainly in psychology—the simplest questions are often the most important and difficult to answer.

One last piece of advice—get involved in the course! MacIntroPsych is a fascinating world waiting to be explored by you! Keep up with the web modules, actively participate in tutorials, join the discussion forums, and attend the monthly Discover Psychology talks on Fridays. It really will make all the difference. Following each web module, I would also encourage you to participate in the feedback surveys. Many of the most popular interactive features were suggested by students just like you. I really do read every single comment and they have contributed enormously to minor and major changes made to all aspects of the course, and this includes the very course handbook you hold in your hands.

On behalf of all the wonderful people that work hard on the frontlines and behind the scenes, best of luck and have a great year!

Dr. Joe Kim

Web Modules: Interactive and Easy to Navigate

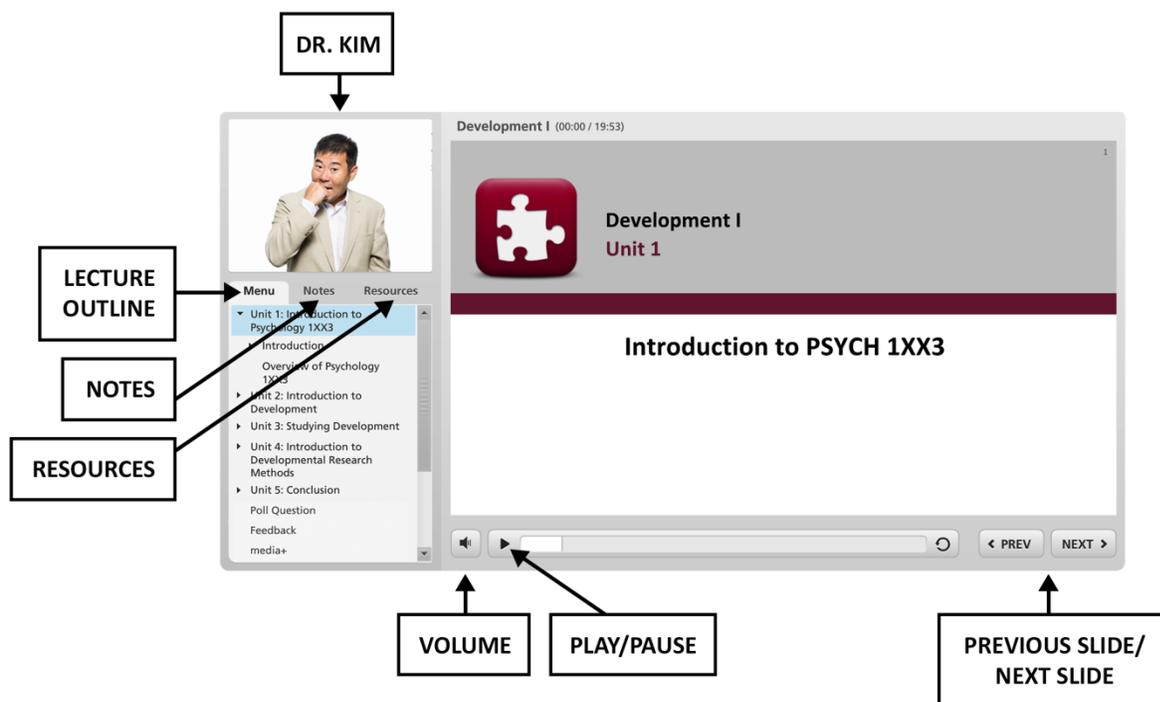
Navigation: You can pause, skip, and review each web module whenever you want. Tip: You can use the spacebar to quickly toggle between pause/play.

Viewing Options: You can view your web Modules with on an **outline** of the subtopics or view **notes** for a full transcript of Dr. Kim's narration.

Checkpoints: Throughout the Modules you will find checkpoint questions designed to assess your understanding.

Polls: Share your opinion on topical questions related to the Module.

Resources & Media+: Watch videos and find documents related to the web module. This is the place to learn more about topics you enjoyed.



Course Content Schedule for Psychology 1FF3 – Fall 2019

The general schedule for this 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 Module Topics	Chapter Readings	Note
Sep 2	Development 1 & 2	1	Quiz 1
Sept 9	Evolution 1 & 2	2	Quiz 2
Sept 16	Neuroscience 1	3	Quiz 3
Sept 23	Neuroscience 2	4	Quiz 4
Sept 30	Vision	5	Quiz 5
Oct 7	Review Week		QuizTerm
Oct 14	READING WEEK		NO CLASSES
Oct 21	Colour Perception	6	Quiz 6
Oct 28	Form Perception 1 & 2	7	Quiz 7
Nov 4	Audition	8	Quiz 8
Nov 11	Hunger and the Chemical Senses	Journal Article	Quiz 9
Nov 18	Psychological Disorders 1 & 2	9	Quiz 10
Nov 25	No Web Module for Psychological Treatments	10	Quiz 11
Dec 2	---	---	---

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