Psychology
UNIVERSITY OF TORONTO

PSY100H1S:
Introductory Psychology
Winter 2022
Course delivery: **Online Asynchronous**

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Contact Information

Instructor:	Dr. Ashley Waggoner Denton (she/her/hers)
Instructor Email:	a.waggoner@utoronto.ca
Instructor Office:	Sidney Smith Hall (Room 5016F or 6019)

Click here to book a one-on-one appointment with me (all meetings will be virtual for the month of January; in-person meetings may become possible later on).

PSY100 Course Email: **psy100day@utoronto.ca**
Please use this email for general course inquiries, but please be sure to first review the course email policy.

PSY100 TAs:	Ryan Barker	Leo Huang
	Zhijie Liao	Isabella Lim
	Corey Loo	Rayane Tabbara
	Tiana Wei	

Virtual Office Hours: Thursdays from 10am – 11am ET (unless otherwise noted)
Virtual student hours will be held in a virtual office space. A password is required to access the space; the link to the virtual office and password will be posted to Quercus. The course instructor and/or a PSY100 TA will be available to chat (through video, audio, or text) during these (completely optional) drop-in virtual sessions.

Instructor Office Hours (in person drop-ins): TBD; Hopefully we will be able to incorporate some in-person drop-in office hours into the course later in the semester.

Psychology Department Administrators
SONA Coordinator (Research Participation): Annabelle Moore
        Email: psy100.experiments@utoronto.ca
→ Contact for questions regarding research participation, using the SONA website.

Undergraduate Administrator: **Tamara Ferguson**
        Email: psy.undergrad@utoronto.ca
→ Contact for questions regarding psychology programs of study, etc.

Course Webpage/Quercus

The website associated with this course is accessible via http://q.utoronto.ca.

If you have any questions about using this site, please do not hesitate to ask!

Course Description, Goals, and Prerequisites

Calendar description: A brief introductory survey of psychology as both a biological and social science. Topics will include physiological, learning, perceptual, motivational, cognitive, developmental, personality, abnormal, and social psychology.

Prerequisite: None
Exclusion: PSY100Y5/PSYA01Y3/(PSYA01H3 + PSYA02H3)
Distribution Requirements: Science
Breadth Requirements: Thought, Belief and Behaviour (2)

Welcome to PSY100! During your time in this course, you will learn key concepts from the major fields of psychology as well as overarching themes that tie it all together; you will learn how to think critically about research and get firsthand experience participating in psychological studies; you will gain deeper insight into your own mind and behaviour as well as the behaviours of others. Psychology is the scientific study of human experience, and that makes the content of psychology deeply personal. I encourage you make connections between the material you are learning and your own life/the world around you – in many places, this will happen quite naturally.

This course is divided into **six interconnected modules** which will provide you with a comprehensive overview of the field of psychology:

MODULE 1: Foundations (Weeks 1-2)
        MAJOR TOPICS: History of psychology, major perspectives, research methods, research ethics (Chapters 1 & 2)
MODULE 2: Biological (Weeks 3-4)
        MAJOR TOPICS: Gene x environment interactions, neuroscience, sensation & perception (Chapters 4 & 5)

MODULE 3: Development (Week 5-6)
    MAJOR TOPICS: Lifespan development, classical and operant conditioning, learning (Chapters 11 & 8)
MODULE 4: Cognitive (Weeks 7-8)
    MAJOR TOPICS: Attention, memory, judgment and decision making, problem-solving, intelligence (Chapters 9 & 10)
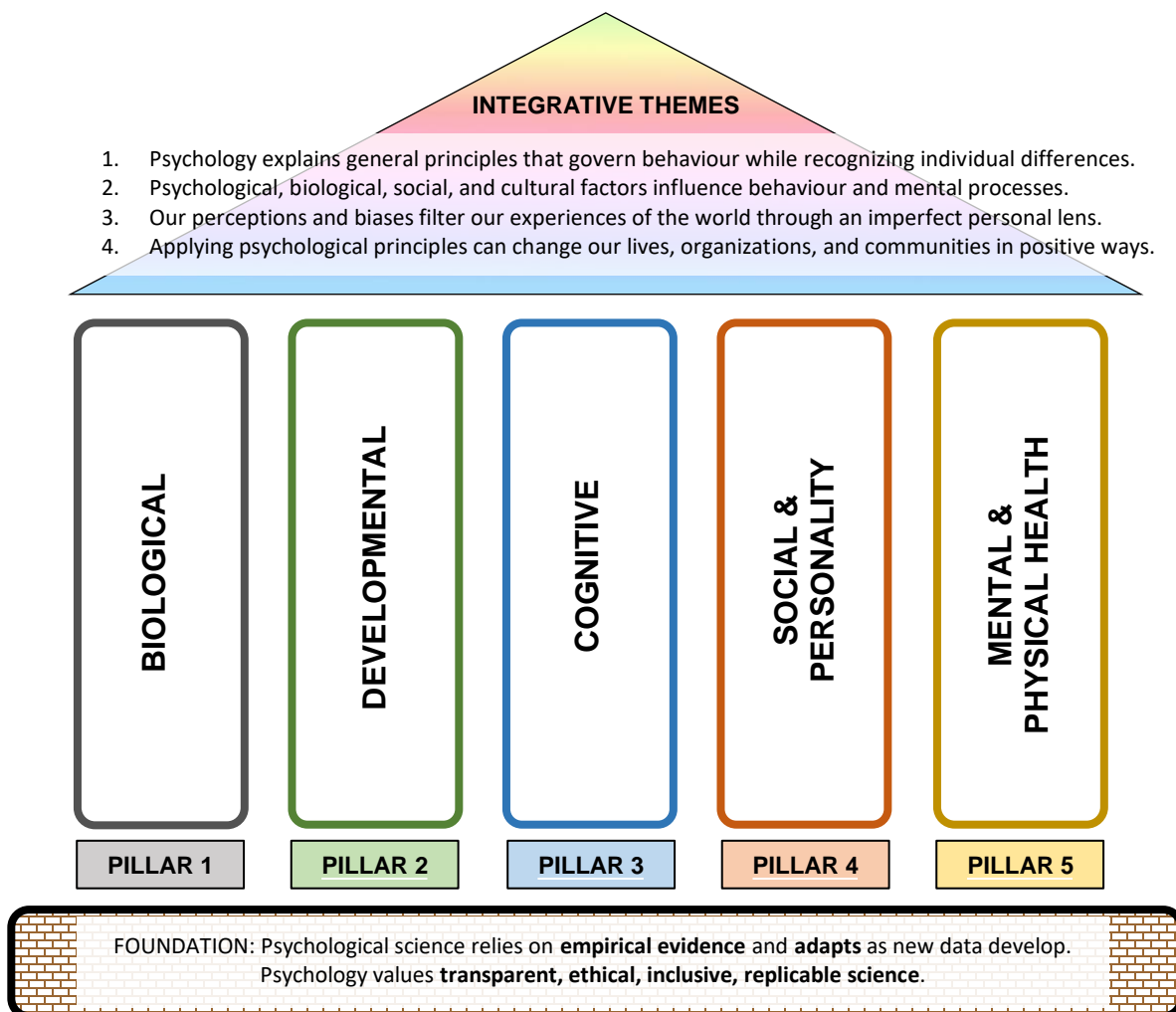MODULE 5: Social & Personality (Weeks 9-10)
    MAJOR TOPICS: Personality and the self, social psychology, emotions, motivation (Chapters 12 & 13, part of Chapter 7)
MODULE 6: Mental & Physical Health (Weeks 11-12)
    MAJOR TOPICS: Psychological disorders, stress and coping, positive psychology (Chapters 14 & 16)

Visual Framework for PSY100:

INTEGRATIVE THEMES

1. Psychology explains general principles that govern behaviour while recognizing individual differences.
2. Psychological, biological, social, and cultural factors influence behaviour and mental processes.
3. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
4. Applying psychological principles can change our lives, organizations, and communities in positive ways.

BIOLOGICAL	DEVELOPMENTAL	COGNITIVE	SOCIAL & PERSONALITY	MENTAL & PHYSICAL HEALTH
PILLAR 1	PILLAR 2	PILLAR 3	PILLAR 4	PILLAR 5

FOUNDATION: Psychological science relies on **empirical evidence** and **adapts** as new data develop. Psychology values **transparent, ethical, inclusive, replicable science**.

A visual framework for the course is depicted above. We will begin with a brief introduction to and history of the discipline, followed by an exploration of the diverse

research methods used in psychology (Module 1: Foundations). The next five modules cover each of the five main pillars of psychology: Biological (Module 2), Development (Module 3), Cognitive (Module 4), Social & Personality (Module 5), Mental & Physical Health (Module 6). While each module will be slightly different, all modules will include lecture videos, readings, and MindTap activities. Each module concludes with a quiz. More information is provided below.

Course Materials (required)

MindTap Access for *Discovering Psychology: The Science of Mind* (1ˢᵗ Canadian Edition)
AUTHORS: Cacioppo, Freberg, & Waggoner Denton
(Yes, I am an author; 100% of my U of T royalties are donated to student scholarships)
PUBLISHER: Cengage
ISBN: 9780176877293
SPECIAL U of T PRICING: $60.00 (+ tax)

MindTap includes the digital version of the textbook, various activities for each chapter, and access to additional study tools (e.g., Study Hub, flashcards). MindTap is required for the course; a physical version of the textbook is not.

PURCHASE HERE (this is the quickest, easiest option)

- The MindTap Discovering Psychology access code can also be purchased **in-person** at the University of Toronto Bookstore (e.g., if you do not have a credit card to purchase it online). Just be sure not to lose your code!
- You can also choose to purchase a physical textbook that is **bundled** with a MindTap access code (these bundles are listed as 'alternates' on the U of T Bookstore website); these bundles may be purchased either through the bookstore website or in-person.
- *Not sure if you'll stay in the course?* You can access the MindTap materials for the class until January 24ᵗʰ without purchasing an access code. After this free trial period, you will need to enter an access code to continue. Please note that all your scores and course activity **will be saved** and will be available to you after you pay for access!

WARNING: Do **not** purchase MindTap directly through the Cengage website, as they will charge you the regular ($100+) price!

Once you have your access code (or if you want to use the free trial option), you can access the MindTap learning path for our course via the following link:

IMPORTANT: Please use you utoronto email address when setting up your account and enter the correct student number (*thank you!*)

MindTap URL: https://login.nelsonbrain.com/course/MTPPMZ2Q7VSF
MindTap course key: MTPPMZ2Q7VSF

All MindTap activities must be completed online. However, I understand that you may prefer to complete the *reading* via a physical book. If you would prefer to read a physical version of the text, there are a number of options available:

- You may **purchase** a physical text bundled with MindTap from the University of Toronto Bookstore.
- You may **purchase** a physical text bundled with MindTap from the Cengage website
- You may **print out** sections of the digital text from MindTap.
- You may **borrow** physical copies of the textbook for short-term (3-hour) loan at the following libraries (you will need to go to the *course reserves* desk at the library and request a copy of the book): Robarts, E.J. Pratt

As an alternative to reading, you may also use the **ReadSpeaker** function in MindTap to have the text read to you (you can adjust the speed and voice settings to your preference).

*NOTE: If your current financial situation will prevent you from being able to purchase the required materials, **please send me an email** (to my personal account, a.waggoner@utoronto.ca). I am dedicated to ensuring that no one is placed at a disadvantage in this course due to financial challenges.*

Course Learning Outcomes

Upon completion of this course, I am confident and hopeful that you will be able to:

Goal 1: Psychological Knowledge
- Describe key concepts, principles, and overarching themes in psychology
  - Provide specific examples of the integrative themes we cover in this course
  - Explain how psychology relies on empirical evidence and adapts as new data develop
  - Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition)
- Exhibit knowledge of psychology's primary content domains
  - Describe key theories and concepts within each domain
  - Identify the principal methods and types of questions that emerge in specific content domains
- Apply psychological principles to novel examples
  - Apply practical examples from everyday life using psychological principles

Goal 2: Scientific Inquiry & Critical Thinking
- Interpret, design, and evaluate psychological research
  - Identify the advantages and disadvantages of particular research designs and discuss the value of experimental design in justifying cause-effect relationships
  - Critically evaluate the validity of research studies
- Recognize subjectivity in scientific inquiry
  - Identify when and how biases are introduced into the research process

- o Understand how the historical and cultural context influence the development and interpretation of psychological knowledge and inquiry

Goal 3: Communication
- Write clearly and effectively
    - o Proficiency in English grammar and fundamentals
    - o Adapt writing content and style for different purposes

Goal 4: Personal and Professional Development
- Build personal relationships and interact effectively with others
    - o Communicate effectively with people who have different backgrounds and perspectives (e.g., on the course discussion board)
    - o Treat others with civility (including TAs, classmates, etc.)
- Demonstrate self-efficacy, responsibility, and self-regulation
    - o Create a schedule for yourself and manage your time wisely
    - o Maintain standards of academic and personal integrity and seek out help from others when necessary (e.g., from myself, your TAs, your College Registrar, etc.)
    - o *Prioritize your health and well-being by making time for sleep, exercise, relationships with friends and family, and anything else that is important to you!*

Course Evaluation

MindTap *Discovering Psychology* Activities (10%)
These activities include *virtual labs*, *think critically*, *mastery of core concepts*, and *watch & respond to research in action.* Different activities are assigned for each chapter based on the relevance of the activities to our course goals. These activities (as well as the textbook reading) can be found in the MindTap learning path. It is your responsibility to complete the assigned activities by the deadlines listed. These deadlines have been carefully selected to achieve a balance between making sure you are keeping up with the course material while also allowing for flexibility. I ***highly recommend*** following the recommended due date schedule; but the final deadlines reflect an automatic extension that is always available for anyone who needs it. A comprehensive list of all assigned MindTap activities and their respective deadlines can be found in appendix 1.

Research Participation (4%)
This involves active participation in psychological research currently being conducted by faculty members on the St. George campus. You will have the option of participating in studies either online, in-person, or a mix of both. Information regarding research participation and instructions for using the online sign-up system will be made available on Quercus. You must earn 4 experiment credits in order to receive the full 4% research participation mark.
PLEASE NOTE: Any questions regarding research participation (e.g., signing up for studies, getting your credits) must be sent to the SONA Coordinator (Annabelle) at psy100.experiments@utoronto.ca.

MODULE QUIZZES (5* quizzes x 10% each = 50% total grade)
- Each module concludes with a timed online quiz.
- Question formats may include multiple choice, multiple answer, fill-in-the-blank, matching, true and false.
- Quizzes are typically scored out of 20 points though this may vary.
- Quizzes are available for a 36-hour period (at minimum).
- Once you begin a quiz, you will have 50 minutes to complete it (akin to one class period).
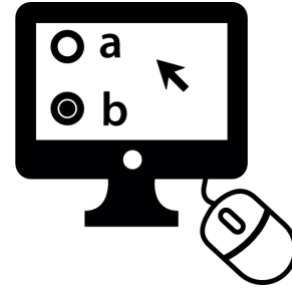
*There are a total of 6 quizzes in the course; if you take all 6 quizzes, your lowest quiz score will be dropped in the calculation of your final grade.

Additional instructions and information on what to do if you experience an issue while taking a quiz will be available in the quiz instructions on Quercus.

Quiz Availability Windows (all times in ET/Toronto time):
Module 1 Quiz (Foundations): 10am Monday Jan 24 – 11:59pm Tuesday Jan 25
Module 2 Quiz (Biological): 10am Monday Feb 7 – 11:59pm Tuesday Feb 8
Module 3 Quiz (Developmental): 10am Monday Feb 28 – 11:59pm Tuesday Mar 1
Module 4 Quiz (Cognitive): 10am Monday Mar 14 – 11:59pm Tuesday Mar 15
Module 5 Quiz (Social & Personality): 10am Mon Mar 28 – 11:59pm Tues Mar 29
Module 6 Quiz (Mental & Physical Health): 10am Thurs Apr 7 – 11:59pm Fri Apr 8
*Note the day change for Module 6 quiz (Thurs-Friday) because of the end of term

FINAL ASSESSMENT (36%)
An online assessment to be completed during the April final assessment period (April 11 – April 29). Additional information will be posted to Quercus when available.

Course Policies

Email Policy

Please review this syllabus and the class materials posted on Quercus (including the discussion board) before sending an email. You will find answers to most of your questions there.

For issues where there is a form available, **please use the form**. Issues that have special forms include each quiz (form link will be found in the quiz instructions); missed quizzes; and MindTap exceptional circumstances extension requests.

General inquiries about the course (e.g., questions about content, problems accessing content) should be sent to the course email address: psy100day@utoronto.ca

Any questions that involve special circumstances or private/personal issues may be sent to my personal email (a.waggoner@utoronto.ca). If the issue is something that

would be better discussed in person, please book a meeting with me instead.

Please email Annabelle for questions relating to Research Participation/SONA.

Please email Tamara for questions regarding PSY programs of study.

When sending email, **you must use your official utoronto email account**, otherwise your email may be marked as spam and never received! Please use a meaningful subject line and start it with PSY100 (e.g., "PSY100: accommodation letter"). Use a proper greeting (e.g., "Hi Dr. Waggoner Denton" or "Hi PSY100 Team") and sign with your name (no need to add your student number or anything else!). State your concern clearly and succinctly.

Email will typically be responded to within 2 business days (not on weekends), and it may take us longer to respond at busy times of year.

Late and/or Incomplete MindTap Activities
As outlined here, automatic extensions have already been built into the MindTap schedule. To be prepared for the quizzes, it is highly recommended that you follow the **recommended** and not the extended (final) deadline schedule. Late MindTap activities will not be accepted. However, partial points will be awarded as appropriate (e.g., for partially completed activities). If you encounter exceptional circumstances that warrant an extension beyond the built-in extension, please submit your request here.

Missed Quizzes
If you miss ONE quiz, **you do not have to do anything**. I will assume that you had a good reason for missing the quiz. This quiz will be **automatically dropped** in the calculation of your final grade.
(Please do not email me to confirm this information! I am confirming right here that if you miss **one** quiz, *you do not need to do anything* ☺).

If you miss TWO quizzes, you will receive a 0 on the second missed quiz *unless* you complete this form and receive confirmation from me that your remaining four quizzes will be re-weighted (so instead of being worth 10% each, they will now be worth 12.5%). Please complete the missed quiz form as soon as possible after the second missed quiz and allow up to one week for me to respond.

If you miss THREE (or more) quizzes, you will receive a 0 on third (or subsequent) missed quiz *unless* you complete this form and, if approved, arrange to take a make-up quiz. The make-up quiz may cover content from multiple modules and may not follow the same format as the original quiz (e.g., may include written responses). The weight given to the make-up quiz will depend on the total number of quizzes that were missed. This is not an ideal situation for anyone, and I am hopeful that the flexible time window given for the quizzes will mean that no one ever misses more than 1 (or possibly 2) quizzes.

Grading Policy
Please note that all course marks are tentative until approved by the Department Chair and Dean's Office and recorded in the Office of the Faculty Registrar.

For more information on What Grades Mean at U of T, please see:
http://www.writing.utoronto.ca/advice/general/grading-policy

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate that your ability to complete some aspect of this course will be affected by a religious observance, please let me know as early as possible, so that we can work together to make alternate arrangements.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Copyright Notice

All course materials (including recordings, slides, and other documents) prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the *Copyright Act*, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting or selling recordings, slides, assignments, quizzes, etc. to other websites without the express permission of the instructor will constitute copyright infringement, and in some cases, may also violate the University's Code of Behaviour on Academic Matters (see Academic Integrity notice below).

Academic Resources

Accessibility Needs: Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (www.accessibility.utoronto.ca) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your coursework. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

PLEASE NOTE: Because I believe that accessibility is an issue that should be

addressed broadly, not only for specific individuals with appropriate documentation, I have tried my best to design a flexible course where every learner's needs can be met. For example, no one needs to email me with their accommodation form to avoid late penalties if you miss a recommended due date for a MindTap activity. Simply use the automatic extension window (the "final deadline") that is available to anyone who needs it. Similarly, everyone may miss one quiz without any explanation required. Of course, if you have specific needs that have not been met by default in the design or format of the course, simply let me know (e.g., via your accommodation letter) and I will make sure it is taken care of. If you have any concerns about your ability to learn in this course, please just let me know.
NOTE: If you receive extra time on quizzes as part of your accommodations, please use the quiz schedule provided in this syllabus to make the necessary requests: https://lsm.utoronto.ca/ats/info_for_students.html

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit http://www.writing.utoronto.ca/ .

English Language Learners (ELL) Program:
http://www.artsci.utoronto.ca/current/advising/ell
ELL offers a range of programs/workshops/resources to assist all Arts & Science students who wish to improve their English language skills (including reading, listening, speaking, and writing). Please see their website for more information about these resources.

Academic Integrity and Plagiarism: All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at www.writing.utoronto.ca/ . Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see http://www.artsci.utoronto.ca/osai and http://academicintegrity.utoronto.ca/

Mental Health: Everyone feels stressed or anxious now and then – it's a normal part of university life. In the most recent National College Health Assessment (published in 2017), however, 64% of UofT students surveyed reported experiencing overwhelming anxiety in the past 12 months and 45% reported having felt so depressed it was hard to function. If you are ever experiencing anxiety, depression, or any other symptoms that are preventing you from completing your work and/or benefiting from your university experience, I encourage you to investigate U of T's various resources: https://studentlife.utoronto.ca/department/health-wellness/. If you are experiencing more acute distress, please visit: http://safety.utoronto.ca/.
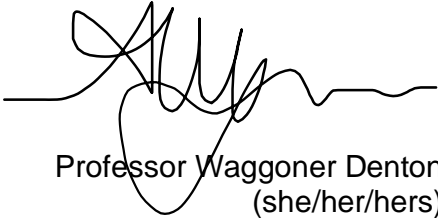
Other Resources:
Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.studentlife.utoronto.ca/asc)
Counselling and Psychological Services (http://www.studentlife.utoronto.ca/hwc)

Never hesitate to reach out to me with any questions or concerns. I'm looking forward to a fantastic semester with you!

Professor Waggoner Denton
(she/her/hers)

Course Schedule

Date	Course Activities
Monday, January 10th	*Course Launch: Welcome to PSY100!*
Weeks 1 & 2 January 10 - January 23 QUIZ AVAILABLE: **Monday, Jan 24th at 10am (ET)**	**MODULE 1: FOUNDATIONS** WATCH: Module 1 Lecture Videos READ: Chapter 1 (The Discipline of Psychology) Chapter 2 (Methods of Psychology) DO: MindTap Activities (see schedule) Module 1 Quiz (deadline 11:59pm ET Tuesday Jan 25th) *OPTIONAL*: Module Worksheet Virtual Student Hours
Weeks 3 & 4 January 24 - February 6 QUIZ AVAILABLE: **Monday, Feb 7th at 10am (ET)**	**MODULE 2: BIOLOGICAL** WATCH: Module 2 Lecture Videos READ: Chapter 4 (The Physical Basis of Behaviour) Chapter 5 (Sensation and Perception) DO: MindTap Activities (see schedule) Module 2 Quiz (deadline 11:59pm ET Tuesday Feb 8th) *OPTIONAL*: Module Worksheet Virtual Student Hours
Weeks 5 & 6 February 7 - February 20 QUIZ AVAILABLE: **Monday, Feb 28th at 10am (ET)**	**MODULE 3: DEVELOPMENTAL** WATCH: Module 3 Lecture Videos READ: Chapter 11 (Lifespan Development) Chapter 8 (Learning)

AFTER READING WEEK	DO: MindTap Activities (see schedule) Module 3 Quiz (deadline 11:59pm ET Tuesday March 1st) *OPTIONAL*: Module Worksheet Virtual Student Hours
Week 7 Feb 21 – Feb 25	**Reading Week – rest & rejuvenate!** Reminder: This week is a great time to earn your research participation credits!
Weeks 8 & 9 February 28 – March 13 QUIZ AVAILABLE: **Monday, Mar 14th at 10am (ET)** Note: March 14th is the last date to cancel S courses	**MODULE 4: COGNITIVE** WATCH: Module 4 Lecture Videos READ: Chapter 9 (Memory) Chapter 10 (Thinking, Language, and Intelligence) DO: MindTap Activities (see schedule) Module 4 Quiz (deadline 11:59pm ET Tuesday March 15th) *OPTIONAL*: Module Worksheet Virtual Student Hours
Weeks 10 & 11 March 14 – March 27 QUIZ AVAILABLE: **Monday, Mar 28th at 10am (ET)**	**MODULE 5: PERSONALITY AND SOCIAL PSYCHOLOGY** WATCH: Module 5 Lecture Videos READ: Chapter 12 (Personality and the Self) Chapter 7 (sections 7.3a, 7.4a, 7.4b only) Chapter 13 (Social Psychology) DO: MindTap Activities (see schedule) Module 5 Quiz (deadline 11:59pm ET Tuesday March 29th) *OPTIONAL*: Module Worksheet Virtual Student Hours
Weeks 12 & 13 March 28 – April 8	**MODULE 6: MENTAL & PHYSICAL HEALTH** WATCH:

	Module 6 Lecture Videos READ: Chapter 14 (Psychological Disorders) Chapter 16 (Stress & Coping sections only) DO: MindTap Activities (see schedule) Module 6 Quiz (deadline 11:59pm ET **Friday April 8th**) *OPTIONAL*: Module Worksheet Virtual Student Hours
QUIZ AVAILABLE: **Thursday**, **April 7th at 10am (ET)**	
Week 14	**FINAL ASSESSMENT (WILL BE HELD ONLINE)** TBD

Appendix 1: MindTap Activity Schedule

Things to note:
- Deadlines extend to the end of the day (11:59PM) **Toronto (ET) Time**.
- Mastery of Core Concepts activities (also known as mastery training) incorporate the use of *spaced practice* and will require multiple sessions (often across multiple days) to reach the required goal level (i.e., the level required for full points). Do not leave these activities to the last minute, as the program will enforce breaks that you cannot override. As we will learn in the memory unit, spreading out your review of course material is essential to long-term learning.
- Other activities (e.g., think critically, virtual labs, etc.) can be completed in a single session.
- Partial points will be awarded for partially completed (or partially correct) activities.
- Optional practice quizzes are also available for each chapter. Please note that these quizzes are not created by me and may not necessarily reflect the type of questions/content that will be included in the actual module quizzes. However, students have reported that they are a helpful study tool.
- Before completing the chapter reading, please be sure to review the relevant reading guide on Quercus.

MINDTAP ACTIVITY SCHEDULE

	Reading	Assigned Activities	Recommended Deadline	Final Deadline (i.e., last chance!)
MODULE 1	Chapter 1	Mastery of Core Concepts	**Sunday, Jan 16**	Sunday, Jan 30
	Chapter 2	Mastery of Core Concepts Virtual Lab	**Sunday, Jan 23**	Sunday, Jan 30
MODULE 2	Chapter 4	Mastery of Core Concepts Think Critically	**Sunday, Jan 30**	Sunday, Jan 30
	Chapter 5	None	-	-
MODULE 3	Chapter 11	None	-	-
	Chapter 8	Mastery of Core Concepts Virtual Lab Think Critically	**Sunday, Feb 20**	Sunday, Feb 27
MODULE 4	Chapter 9	Mastery of Core Concepts Virtual Lab Think Critically	**Sunday, Mar 6**	Sunday, Mar 27
	Chapter 10	Mastery of Core Concepts Think Critically	**Sunday, Mar 13**	Sunday, Mar 27
MODULE 5	Chapter 12	Think Critically Watch and Respond to Research in Action	**Sunday, Mar 20**	Sunday, Mar 27
	Chapter 7 (7.3a, 7.4a, 7.4b)	Virtual Lab	**Sunday, Mar 20**	Sunday, Mar 27
	Chapter 13	Mastery of Core Concepts Think Critically Watch and Respond to Research in Action (x 2)	**Sunday, Mar 27**	Sunday, Mar 27
MODULE 6	Chapter 14	Mastery of Core Concepts Think Critically	**Sunday, April 3**	Sunday, April 10
	Chapter 16	Watch and Respond to Research in Action Think Critically	**Sunday, April 10**	Sunday, April 10

It is highly recommended that you follow the **recommended schedule**. However, if needed, you may **automatically have an extension** until the final deadline. These extended deadlines are the deadlines that will appear in the MindTap Learning Path. Only in exceptional circumstances will additional extensions be given; requests for additional extensions may be submitted here and should be submitted (if possible) in advance of the final deadline.

Appendix 2: Advice from Previous PSY100 Students

Students in the Fall 2021 semester were invited to share specific learning/studying strategies they have been using in PSY100 that were working well for them. Below I highlight key themes that came up in these responses and provide some specific examples of the feedback provided.

Theme 1: Space out your studying
Many students mentioned the importance of reviewing the course material consistently. Examples:
- Don't leave the asynchronous lectures to the last minute. Complete them ahead of time then take time to review them for studying!
- I usually go through assigned chapters in the textbook and all lecture videos in the first week. In the second week, I go over the highlighted content in the book and watch the parts of the lecture that I'm not confident with after reviewing the textbook.
- When there is a new module, I watch all the lecture videos in the first week and make notes as I'm watching. Then during the second week, I read the textbook chapters twice. I make detailed notes during the second reading. After that, I finish the Mindtap activities and by then I feel well prepared for the quizzes.
- I like to dedicate at least one hour every day to study psychology.
- Reviewing MindTap every day for all relevant textbook chapters is very helpful in retaining the information.
- Study a little bit, even just 10 minutes, every day or as often as possible.
- I try and review lectures twice a week to keep the info fresh in my mind
- Reviewing the chapters every two days
- It helps me to take notes on the readings the day before I watch the lecture videos, then watch the lecture videos and take notes on them as well. I will spend time in the next two days reviewing notes if there is no mind tap activities or completing the mind tap activities. A little bit each day helps me retain information better.

Theme 2: MindTap Activities: Mastery training, Flashcards, & Practice Quizzes
While everyone is presumably familiar with the mastery training and practice quizzes, you may have overlooked the flashcard feature – the flashcards can be found near the bottom of the menu that appears on the right side of MindTap. You can review the built-in flashcards for each chapter and also create your own.
Examples:
- I love the mastery questions and practice questions in MindTap; I find that quizzing myself is one of the best routes of learning for me
- The mindtap activities have been very helpful for learning the material. I find that doing more of the recall activity than is required helps a lot with

remembering the terms & concepts. The flash card function on mindtap has also been very useful in this way.
- I also do the mastery challenge twice, and make sure I understand the meaning of each key term
- Definitely flashcards and mind map since there are so many definitions!
- The optional practice tests on MindTaps are also extremely helpful as a "mock" practice test!
- Make flashcards on key terms on MindTap and take note of chapter summaries
- Personally, the Mindtap activities that were assigned to us for each chapter helped me remember and learn the materials better.
- The practice quizzes in the MindTap are actually pretty useful to take before you do the quiz to see if you have a grip on the material.

Theme 3: Actively Engage with the Material
Many students mentioned using study strategies such as retrieval practice, elaboration, concrete examples, and dual-coding (although they may not have used these exact words to describe them; these are empirically supported study strategies! See here for more information.)
Examples:
- Coming up with case study examples for each concept to help understand them better.
- I condense my notes and synthesize the info and create drawings and diagrams that better organize my notes for easy reference. It is this synthesizing that lets me review and study everything in preparation for the quiz.
- I find that reading over my notes and then creating a study sheet outlining the main topics of the lectures and readings is helpful. I then use the headings from my study sheet to actively recall information from each section. I find speaking out loud and explaining concepts as if I'm teaching them helps my comprehension. If I have difficulty understanding a certain concept, I rewatch that portion of the lecture video for further clarity.
- Sounds odd, but it works: talking out certain examples, situations, and mechanisms to myself, just to make sure I can explain it.
- Reviewing by talking and drawing out concepts that confuse me. Understanding how the small system fits into the big system and vice versa. Redefining terms in my own words. This allows me to be able to more easily adapt the definitions to examples.
- Teaching/ explaining concepts to other people
- I also test myself by determining whether I can explain the concepts to others. I usually try this method with the practice quizzes on both Quercus and Mindtap.

Theme 4: Notetaking Tips
Many students reported that notetaking was a key strategy they engaged in. Below are examples of some specific note-taking strategies that students have found useful:

- When learning from the video, don't write every word on the slides down, write down what you understand so that when we reviewing, it will be easier to remember.
- I got 11.5/20 last time. And this time I got 19/20. I think my improvements are helpful. I am not a English native speaker and I don't have any high school psychology background. At first I felt it difficult to read the text book, and even wondered how to take notes from the discrete knowledge. This time I learnt the lecture material at first, then I use the slides to form a knowledge system. Then I read book to expend my notes under the logical system. Then things became more easy to remember.
- I listen to the lectures first and take detailed notes. Then, I read the textbook briefly, looking for key terms or anything that was not covered in the lecture and add them to my notes and after that, I condense all my notes down to what I will actually need to know for the test and review them.
- I always use sticky notes and a highlighter/pen to annotate important passages in the textbook that correlates to the big ideas that were emphasized in the lectures.
- I try and take detailed notes and use funny ideas to help me remember things.
- I take very detailed, clear, easy to read notes, and use sticky tabs in my notebook that are labeled with the lecture number or module number so it is easy to find
- Writing down important information from the module videos to provide further insight. Rewriting and revising my notes when I have extra time
- For me, when I start a chapter, I first copy down the reading guide (which I find as a very useful indication of what I need to know), then watch the lecture videos and annotate provided lecture slides, and then after I am done with the lecture I go back to the reading guide and check if I can explain all the terms as well as all the content around it (eg. for the term "action potential", I assess myself on whether I can explain the entire process of how it affects local charges & how it gets passed on along the axon). I also try to relate the terms to as many terms as I can and identify the connection (eg. for the same term, I recall "resting potential" as related to it and try to explain how and why that is). For any term that I cannot recall learning about in the lecture, I highlight them and try to find them in the lecture slides to relearn them. Then, I go to the textbook and since I have already decently solidified the lecture content, I usually don't read the pages word by word. I look for terms in the reading guide (usually highlighted blue on the mindtap textbook) and compare the mindtap definitions with the ones provided in the lecture. If there is something I still don't understand, I read the paragraph around the blue term that explains what it is. I do the same thing with terms on the guide but not covered in the lectures. Although I do acknowledge that there are additional details and applications covered in the textbook that are not on the slides, I find that most information overlaps and if I am running short on time, reading the content around the terms is more than sufficient.

- I begin by skimming through the book and doing some light reading just to get an idea of what the new chapter is about. Then, I watch the recordings and pause throughout as I write detailed notes. Then I read the book in depth and add onto the notes I wrote from the lectures. Finally, I do the mindtap and write notes from that too. By the end of the module when I study for the quizzes, I condense my notes for each chapter on one paper and use color coding to map out the chapter in my head.

Other miscellaneous advice:
- The readings are usually deeper than the lectures and contain many more details that are not required for the course. Grab the most important details and the bigger picture form the readings and don't spend too much time on getting every detail.
- Taking extensive notes during the lectures has proved really helpful, as has doing the assigned readings before watching the lecture videos. In terms of review, I like to go over the slides and my notes before the test and also do the available mindtap quizzes followed by the practice test
- Watching the lectures and pausing when I need something repeated helps me learn most effectively. When studying for the quizzes what helps me most is handwriting a reference sheet to re-affirm topics I may not be aware of and take time to synthesize info from my notes.
- I keep track of the sections of the material I have trouble grasping on the first go to focus my effort when studying.

Appendix 3: Additional Tips and Resources

Test Taking Tips

- Read each question carefully to be sure you aren't missing important information. A question might look familiar to something you've seen before, but don't jump to conclusions – it may be asking for something different than you are expecting.
- On the flip side, do not overanalyze the questions – take each question at face value and do not start bringing in additional information that can get you off track, e.g., "well, this option *could* be true if it were the case that…".
- Don't select a response just because you remember learning the information in the course. It may be a true statement in its own right, but not the correct answer to the question.
- Don't dismiss a response because it seems too obvious and simple. If you're well prepared for the test, some of the questions may appear very straight forward!
- Flag the questions that you aren't sure about and then go back and review them once you have answered all of the questions you feel confident about. Never leave a question blank – if you don't know, take your best guess!
- Take care of yourself, physically, mentally, and emotionally – make sure that you are eating well, exercising, getting enough sleep, etc. All of these things will help ensure that you are able to learn and perform at your best!

Additional Practice Questions:
I did a little bit of research, and one additional place where you can find **free** Introductory Psychology practice questions is [Minute School.](#) This app has a free version you can use (10-minutes per day of practice questions), or you can pay for additional/unlimited use. It includes a couple different versions of Intro Psych courses, and while the questions may not perfectly map onto what we cover in PSY100, this may be worth looking into. You might find it useful for your other courses as well!

FOR PERSONALIZED HELP:

Learning Strategists & Academic Success Peer Mentors
https://studentlife.utoronto.ca/service/learning-strategist-connections/
Connect with a learning strategist for individualized support (e.g., develop new strategies for active studying and exam preparation, learn to manage time and stress, etc.). You can also [meet with an Academic Success peer mentor](#) to get support with reading effectively, note-taking, motivation and procrastination, setting and achieving goals, preparing a study schedule, and navigating the University's structures and services.