



## PSY100H1S: Introductory Psychology Winter 2024

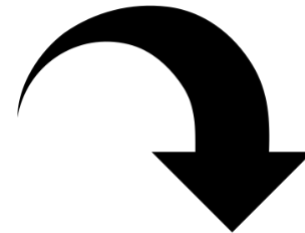
Class will be held in-person at **Convocation Hall** (31 King's College Circle)  
**Tuesdays from 11am – 1pm & Thursdays from 12pm – 1pm**

Lectures will be recorded and available for asynchronous viewing on Quercus via the OCCS app

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### Course Contacts



**Instructor:** Dr. Ashley Waggoner Denton (she/her/hers)

**Instructor Email:** [a.waggoner@utoronto.ca](mailto:a.waggoner@utoronto.ca)

**Instructor Office:** Sidney Smith Hall Room 6019

Drop-in hours are Tuesdays from 2-3pm in my office; Click [here](#) to book a one-on-one appointment with me (virtual & in-person options available)

**PSY100 Course Email:** [psy100day@utoronto.ca](mailto:psy100day@utoronto.ca)

Please use this email for general course inquiries (with the exception of research participation/SONA), but please be sure to first review the course [email policy](#).

### PSY100 TAs:

- Xiao Min Chang ([xiaomin.chang@mail.utoronto.ca](mailto:xiaomin.chang@mail.utoronto.ca))
- Prateek Dhamija ([prateek.dhamija@mail.utoronto.ca](mailto:prateek.dhamija@mail.utoronto.ca))
- Michelle Galper ([michellegalps17@gmail.com](mailto:michellegalps17@gmail.com))

*Need help? See the  
Quercus homepage for  
the TA Virtual Drop-in  
Schedule*

- Seohee Han ([seohee.han@mail.utoronto.ca](mailto:seohee.han@mail.utoronto.ca))
- Lydia Jiang ([lydia.jiang@mail.utoronto.ca](mailto:lydia.jiang@mail.utoronto.ca))
- Gaeun Son ([gaeun.son@mail.utoronto.ca](mailto:gaeun.son@mail.utoronto.ca))
- Ece Yucer ([ece.yucer@mail.utoronto.ca](mailto:ece.yucer@mail.utoronto.ca))

**SONA Coordinator (Shannon Halliwell-MacDonald):** [psy100.experiments@utoronto.ca](mailto:psy100.experiments@utoronto.ca)

- Contact for questions regarding research participation, using the SONA website, etc.

**Undergraduate Assistant (Dorothy Piniarski):** [psy.ug-assistant@utoronto.ca](mailto:psy.ug-assistant@utoronto.ca)

- Contact for questions regarding psychology program enrollment, prerequisites, etc.

Psychology Department Website: <https://www.psych.utoronto.ca/>

## Drop-in Hours

**Professor Waggoner Denton's drop-in hours (*in-person*):**

- Tuesdays from 2-3pm in my office (SS 6019) unless otherwise noted; study groups are welcome!

**PSY100 Virtual Space:**

<https://app.gather.town/app/vDaiKeEV21tzweZH/PSY100VirtualSpace>

Students may use this space to gather virtually at any time! (password is 2024)



**Virtual Drop-in Hours:** PSY100 Course TAs will be available in the PSY100 virtual space to chat and answer questions during specific times throughout the week - please see the homepage on Quercus for the schedule. Drop-in and say hi, ask about graduate school, or schedule a study session when you know a TA will be available for questions!

## Course Webpage | Quercus

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

All course information and resources (including, of course, this syllabus) can be found on Quercus. This includes slides to aid in notetaking, lecture recordings, chapter reading guides, discussion boards, etc. You will also use Quercus to complete certain course assessments. If you have any questions about using this site, please do not hesitate to ask!

## Course Description

**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 parts** which will provide you with a comprehensive overview of the field of psychology:

**Part 1: Foundations** (Weeks 1-2)

MAJOR TOPICS: History of psychology, major perspectives, research methods, research ethics (Chapters 1 & 2)

**Part 2: Biological Pillar** (Weeks 3-4)

MAJOR TOPICS: Gene x environment interactions, neuroscience, sensation & perception (Chapters 4 & 5)

**Part 3: Developmental Pillar** (Week 5-6)

MAJOR TOPICS: Lifespan development, classical and operant conditioning, learning (Chapters 11 & 8)

**Part 4: Cognitive Pillar** (Weeks 7-8)

MAJOR TOPICS: Attention, memory, judgment and decision making, problem-solving, intelligence (Chapters 9 & 10)

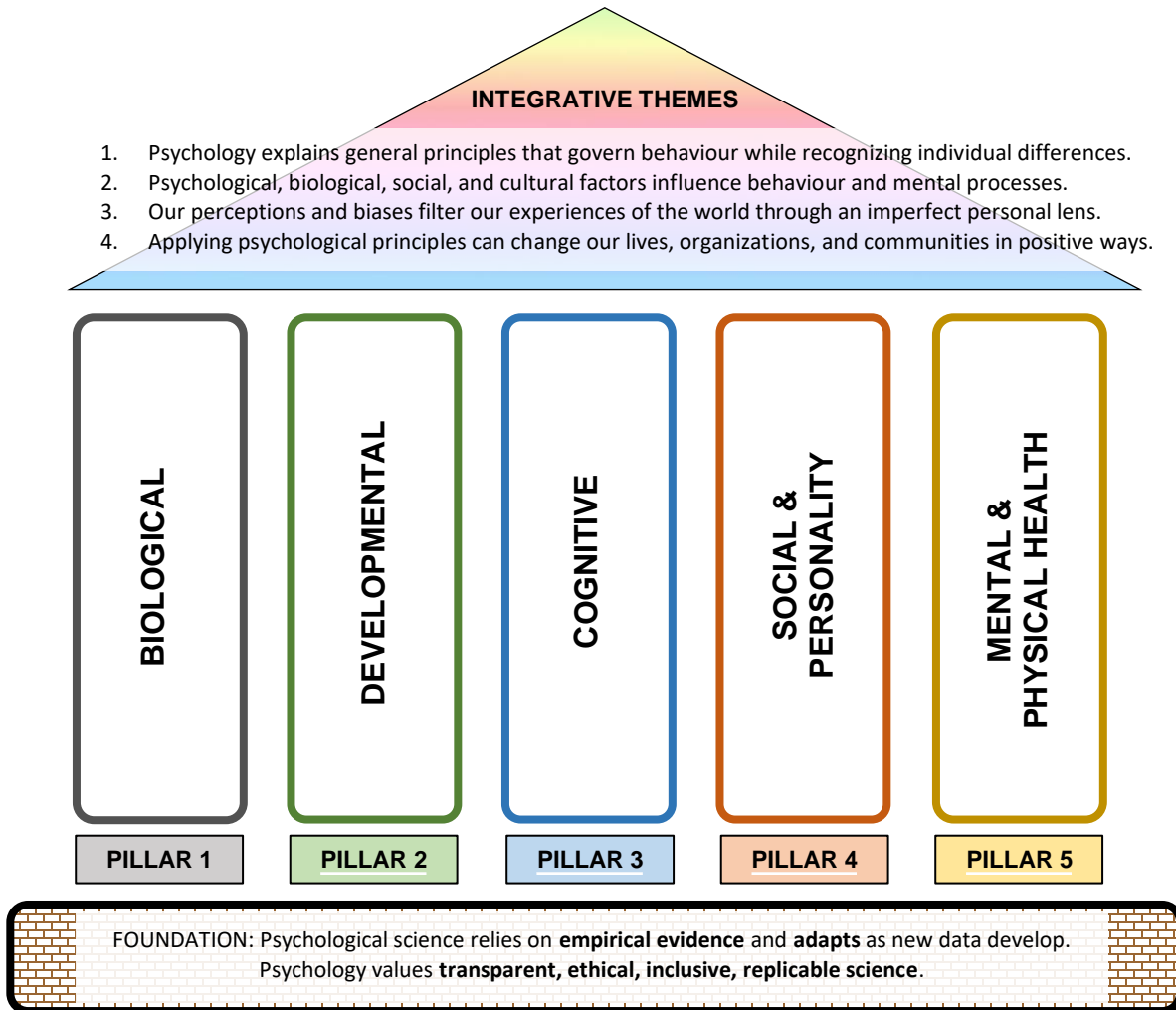
**Part 5: Social & Personality Pillar** (Weeks 9-10)

MAJOR TOPICS: Personality, the self, norms and conformity, person perception, stereotypes and prejudice (Chapters 12 & 13)

**Part 6: Mental & Physical Health Pillar** (Weeks 11-12)

MAJOR TOPICS: Psychological disorders, stress and coping (Chapter 14 & part of Chapter 16 if time permits)

Visual Framework for PSY100:



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 (Foundations). We will then work our way through each of the five main pillars of psychology: Biological, Developmental, Cognitive, Social & Personality, and Mental & Physical Health. On average, each part/pillar will span a two-week period and include material from two chapters of the textbook (e.g., the biological pillar includes chapters 4 and 5).

## Course Learning Outcomes

Upon conclusion of this introductory psychology course, students should be able to:

### PSYCHOLOGY CONTENT

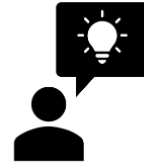
*Identify basic concepts and research findings*

- Define and explain basic psychological concepts.
- Interpret research findings related to psychological concepts.
- Apply psychological principles to personal growth and other aspects of everyday life

### SCIENTIFIC THINKING

*Solve problems using psychological methods*

- Describe the advantages and limitations of research strategies.
- Design and evaluate psychological research.
- Draw logical and objective conclusions about behaviour and mental processes from empirical evidence.
- Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.



### KEY THEMES

*Provide examples of psychology's integrative themes*

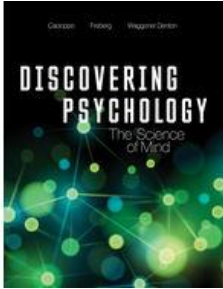
- A. Psychological science relies on empirical evidence and adapts as new data develop.
- B. Psychology values transparent, ethical, inclusive, replicable science.
- C. Psychology explains general principles that govern behavior while recognizing individual differences.
- D. Psychological, biological, social, and cultural factors influence behavior and mental processes.
- E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- F. Applying psychological principles can change our lives, organizations, and communities in positive ways.

### PERSONAL AND PROFESSIONAL GROWTH

*Develop skills for success including communication, time-management, and problem-solving*

- Communicate effectively with people who have different backgrounds and perspectives
- Create a schedule for yourself and manage your time wisely
- Maintain standards of academic and personal integrity and seek out help from others when necessary (e.g., from myself, your TAs, your College Registrar)
- *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 Materials (required)**



**MindTap Access for *Discovering Psychology: The Science of Mind* (1<sup>st</sup> Canadian Edition)**

AUTHORS: Cacioppo, Freberg, & Waggoner Denton  
 (Yes, I am an author; my UoT 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. For more information, please see the MindTap page on Quercus.

**Be sure to purchase from the [U of T Bookstore](#) for the discounted pricing!**

(If the link doesn't work, please just search for PSY100 on the campus bookstore website)

The \$60 digital option is what you need for the course. The alternate options (physical textbook + MindTap access code) are only if you want a physical copy of the textbook (but these are much more expensive!)

Assigned course materials are listed by course code on the left. Click to preview each item and choose what to add to cart. All items with "CEI" in their title or items with a "### - VS" Product Type are Digital Course Materials (### denotes the access duration in days).

RESELECT COURSES

PRINT MATERIALS

INTRO PSYCHOLOGY (CRN: PSY100H1S)

Discovering Psychology + Mindtap 12 Months  
 by Cacioppo 1Ce Pkg  
 ISBN: 9780176917005  
 Alternate

Discovering Psychology Loose Leaf + Mindtap 12 Months  
 by Cacioppo 1Ce Loose Leaf Pkg  
 ISBN: 9780176880644  
 Alternate

Cei (Cengage) / Cacioppo/ Discovering Psychology 1Ce Mindtap 12 Months Required

INTRO PSYCHOLOGY (CRN: PSY100H1S)

Image not available

CEI (GENGAGE) / CACIOPPO/ DISCOVERING PSYCHOLOGY 1CE MINDTAP 12 MONTHS  
 STATUS: Required

View full details

\$60.00  
 Product Code: 9780176877293 / Cei (Cengage) / Cacioppo/ Discovering Psychology 1Ce Mindtap 12 Months / TX

Quantity: 1

ADD TO CART

ADD TO WISH LIST

- 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 at the [St. George Bookstore](#).
- Not sure if you'll stay in the course?** You can access the MindTap materials for the class until **January 22<sup>nd</sup>** 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:

**MindTap URL:** <https://student.cengage.com/course-link/MTPP0H53LV00>

**MindTap course key:** MTPP-0H53-LV00

**MindTap Access Code:** Must be purchased (see bookstore link above)

**IMPORTANT:** If possible, please use your utoronto email address when setting up your account and (more importantly) please enter in your correct student number when prompted to do so (*thank you!! This saves me a lot of trouble later!*). If you do not use your utoronto email account when creating your Cengage account, don't panic – entering your student number will ensure I can match your MindTap account to your Quercus account. (It also helps if your first and last name appear the same in both platforms, although this isn't mandatory).

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).



Additional information (including PowerPoint slides, videos, etc.) on how to set-up, use, and get the most out of MindTap can be found on the MindTap page in Quercus.

*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](mailto:a.waggoner@utoronto.ca)). I am dedicated to ensuring that no one is placed at a disadvantage in this course due to financial challenges.*



**Student support with MindTap:**

**Phone:** 1-800-310-5661

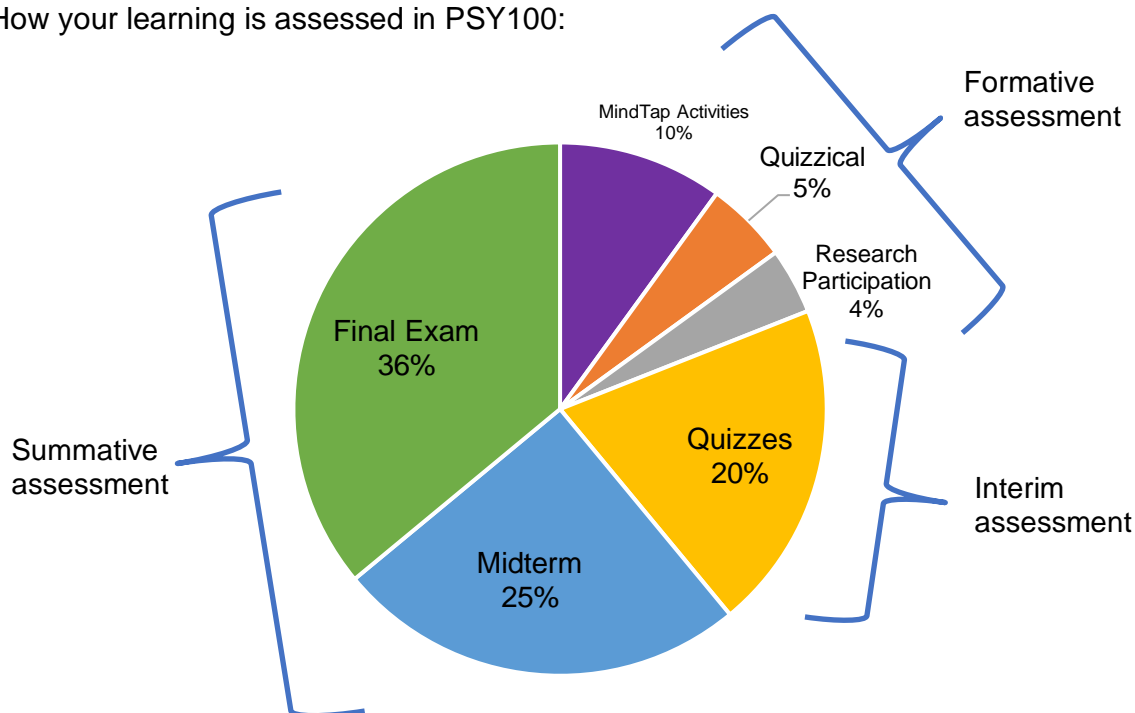
**Monday - Friday, 8:00 a.m. - 6:00 p.m., EST**

**Email:** [canadasupport@cengage.com](mailto:canadasupport@cengage.com)

**How to register for MindTap:** <https://www.youtube.com/watch?v=rxo4f2eTbUA>

## Course Evaluation

How your learning is assessed in PSY100:



### FORMATIVE ASSESSMENTS

(Evaluations intended to help you learn the material)

#### 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 all assigned activities by **the deadline provided** (March 3 for pre-midterm activities and April 7 for post-midterm activities).

**I strongly encourage you to follow the recommended MindTap schedule and complete the activities on a weekly basis, particularly the mastery training activities.** Doing so will help you learn the material and store it in ***your long-term memory***, which you will be grateful for when it comes to the cumulative final exam! All graded MindTap activities are given the same weight in the calculation of your overall MindTap score which is available to you within MindTap and will be uploaded to Quercus at the end of the term.



#### Quizzical Question Creation - 5%

**IMPORTANT:** You must open the Quizzical tab in Quercus to find **your assigned lecture date** (please ignore the lecture number) and **due date**. All other dates listed



within Quizzical (participation deadlines, etc.) can be ignored. Quizzical lecture dates will start the **SECOND WEEK** of the course.

Using the Quizzical tool on Quercus, you will create a multiple-choice question for a specific lecture. Lectures are randomly assigned, and it is your responsibility to ensure you complete your questions by the specified deadline. Questions will be graded by the PSY100 TAs using a rubric and acceptable questions will be put into a pool for everyone to use as practice quizzes (no participation marks are awarded for answering questions in Quizzical; however, excellent questions may appear on a quiz or test!). More information about Quizzical will be provided in class/on Quercus.

### **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 during the second week of class. You must earn 4 experiment credits in order to receive the full 4% research participation mark. At the beginning of the semester there will also be a time-limited opportunity to earn 1 additional experiment credit for a bonus 1% in the course.

**PLEASE NOTE:** Any questions regarding research participation (e.g., signing up for studies, getting your credits) must be sent to the SONA Coordinator (Shannon) at [psy100.experiments@utoronto.ca](mailto:psy100.experiments@utoronto.ca).

### **INTERIM ASSESSMENTS**

*(Evaluations intended to check-in on your learning progress and to help us determine whether you are on the right track for future assessments!)*

**Quiz 1** (online, via Quercus) – 10%

**Quiz Completion Window: Tues, Feb 6<sup>th</sup> at 1:00pm – Thurs, Feb 8<sup>th</sup> at noon**

- Covers Chapters 1, 2, 4, and corresponding lecture material
- Do not begin the quiz until you are ready to take it. You will have 45 minutes to complete the quiz once you begin.
- This is a relatively low-stakes way to test your knowledge of this material prior to the midterm test. The quiz is open book but not open Google; use of your course notes and the textbook is allowed. You must complete the quiz on your own.

**Quiz 2** (online, via Quercus) – 10%

**Quiz Completion Window: Tues, Mar 26<sup>th</sup> at 1:00pm - Thurs, Mar 28<sup>th</sup> at noon**

- Covers Chapters 9, 10, 12 and corresponding lecture material
- Do not begin the quiz until you are ready to take it. You will have 45 minutes to complete the quiz once you begin.
- This is a relatively low-stakes way to test your knowledge of this material prior to the final exam. The quiz is open book but not open Google; use of your course notes and the textbook is allowed. You must complete the quiz on your own.



## SUMMATIVE ASSESSMENTS

*(Evaluations intended to assess your learning at the end of an instructional period)*

### Midterm Test (on campus, in-person) – 25%

Test date: **Tuesday, February 27<sup>th</sup>** (during regular class time; 11:15am - 12:45pm)

Locations: Room assignments will be posted to Quercus prior to the test

- Covers Chapters 1, 2, 4, 5, 11, 8 and all related lecture material
- You will have 90 minutes to complete the test, which will consist of approximately 60 multiple-choice questions. Practice questions will be available on Quercus.

### Final Exam (on campus, in-person) – 36%

Exam date: TBD by the Faculty of Arts & Science

Locations: TBD (will be listed in exam schedule when it is posted)

- Covers all assigned reading and lecture material
- The course will end with a cumulative final exam held **on campus, in-person** during the April Final Assessment Period; the final assessment schedule is published by the Faculty of Arts & Science [here](#). I do not know when our exam will be scheduled (I find out when you do!). Please do not schedule flights until after April 30<sup>th</sup> or until you know the date of your final exams. (please [see here](#) for more info).

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## 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.

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 generally be responded to within 48 hours (not including weekends). It may take us longer to respond during busy times of the semester. If it has been five days and you have not heard back, please resend your message and make sure you are sending it from your utoronto email account.

Note that Quercus has a built-in communication tool, called "Inbox". This is not the same as email. For example, attachments are not received if you send me

messages through Quercus. For this reason, please use the email addresses provided rather than messaging the instructor and/or course TAs through the Quercus Inbox.

Finally, for issues where there is a form available, **please use the form**. Issues that have dedicated forms include each online quiz (for reporting technical issues that may arise during the quiz), and reporting a missed quiz or missed midterm.



**General inquiries** about the course (e.g., questions about content, problems accessing content) *except for research participation/SONA* (see below) should be sent to the course email address: [psy100day@utoronto.ca](mailto:psy100day@utoronto.ca)

Any questions that involve special circumstances or private/personal issues may be sent to my personal email ([a.waggoner@utoronto.ca](mailto: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 Shannon](#) for questions relating to Research Participation or SONA.

Please [email Dorothy](#) for questions regarding psychology programs of study, program enrollment, course enrollment, etc.

### Lecture Capture

The Opencast Content Capture system (OCCS) will be used in this class to capture lecture recordings and publish them to Quercus. These lecture recordings are not guaranteed (as technology can fail) and they are for the exclusive use of enrolled students, for their personal learning. Lecture recordings are not to be shared in any way beyond enrolled students.

### Late and/or Incomplete MindTap Activities

In order to learn the material and prepare for the tests and final exam, it is **highly recommended that you follow the recommended MindTap schedule and that you do not wait until the end of the semester to complete all activities** (please note that it will *not be possible* to complete all of the activities in a single day, as the mastery training activities enforce spaced practice and require breaks that cannot be overridden). No late MindTap activities will be accepted after the March 3<sup>rd</sup> and April 7<sup>th</sup> deadlines. However, partial points will be awarded as appropriate (e.g., for partially completed activities). Please note that all assigned MindTap activities are given equal weight in the calculation of your final MindTap grade.

### Missed Quizzical Deadline

If you fail to submit your quizzical question before the due date you are assigned, you may email me ([a.waggoner@utoronto.ca](mailto:a.waggoner@utoronto.ca)) within two weeks of the missed deadline to request a make-up opportunity. I will either extend your deadline or assign you to a new lecture. No further extensions or considerations will be granted so please be sure to pay attention to your new due date.

### Missed Quizzes

All students are expected to complete the online quizzes during the assigned completion window. If you are unable to complete an online quiz due to circumstances beyond your control, please complete the [missed quiz form](#) within one week of the missed quiz. Please note that it is *not possible* for students to take a quiz once the results of the quiz have been posted, but **if you have a reasonable excuse for missing the quiz (e.g., serious illness, family emergency), you will not receive a 0**; instead, the missing 10% of your grade will be reweighted to the other online quiz (+5%) and the upcoming summative assessment (+5%). For example, if you miss Quiz 1, this means that your midterm will now be worth 30% and Quiz 2 will be worth 15%. If you miss a quiz but do not fill out the form and/or do not receive confirmation from me that you have been excused from the quiz, you will receive a 0 on the quiz. If you miss **both** online quizzes, the weight of quiz 1 will be added to your midterm (+10%) and the weight of quiz 2 (+10%) will be added to your final exam. **Missing a quiz means missing an opportunity for you to evaluate your learning of the material, so please do your best to take each quiz during the allotted timeframe!**

### Missed Midterm

All students are expected to complete the in-person midterm during our regular class time on **Tuesday, February 27<sup>th</sup>**. However, if you find yourself unable to do so due to circumstances beyond your control (e.g., illness, injury, family emergency, etc.) please complete the [missed midterm form](#) no later than Tuesday, March 5<sup>th</sup>. A make-up midterm will be scheduled for students who are given permission to take it. If you miss the midterm but do not fill out the form (or otherwise let me know) and/or do not receive confirmation from me that you are allowed to take a make-up test, you will receive a 0 on the midterm. The midterm is worth a large portion of your grade, please be sure to communicate with me if you miss it!

*Please note that both the missed quiz and missed midterm forms will require you to submit documentation pertaining to your absence or indicate that such documentation has already been sent (e.g., via the absence declaration tool on ACORN). The following are recognized forms of documentation: Absence Declaration via ACORN, Verification of Illness or Injury form (VOI) or equivalent, College Registrar's letter, and letter of accommodation from Accessibility services. For more information on these various forms of documentation, please see: <https://www.artsci.utoronto.ca/current/academics/student-absences>*

### Missed Final Exam

If you miss the final exam, you will need to file a petition. Instructors are not allowed to schedule make-up exams or alternative exam times. For information on the petitioning process, please see <https://www.artsci.utoronto.ca/current/faculty-registrar/petitions/deferred-exams> or contact your College Registrar's Office.

### 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>

**Health & Safety**

To keep each other and our community safe, this course will follow the [U of T policy guidelines](#). Please be respectful of each other's choices and levels of comfort both during class and if meeting up outside of class time (e.g., registered study groups). Please do not attend class (lecture recordings are provided) or meet with others in-person (virtual options are always available) if you are sick. Given the size of our class and the physical environment of Con Hall, I strongly encourage you to wear a mask if you can. Let's do what we can to keep everyone feeling safe, healthy, and welcome in our learning spaces.

**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).

**Phone and Laptop Usage**

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for entertainment during class. Do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, or working on an assigned in-class exercise. Checking social media, email, texting, games, and other online activities are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you.

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**Academic Resources and Accommodations****Students with Disabilities or Accommodation Requirements**

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) at the beginning of the academic year by

visiting <https://studentlife.utoronto.ca/department/accessibility-services/>. 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 situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or 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, although I strongly recommend completing the assigned MindTap activities on a weekly basis, no one needs to email me with their accommodation form if they need more time – the final deadline for all activities is either March 3 (for pre-midterm material) or April 7 (for post-midterm material). 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 tests and quizzes as part of your accommodations, please use the dates provided in this syllabus to make the necessary requests: [https://lsm.utoronto.ca/ats/info\\_for\\_students.html](https://lsm.utoronto.ca/ats/info_for_students.html)**

### **Specific Medical Circumstances**

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

### **Accommodation for Personal Reasons**

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

### **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 cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

### **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**

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, 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 <http://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 [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

### **Mental Health and Well-being**

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.



Looking for help, but not  
sure where to begin?

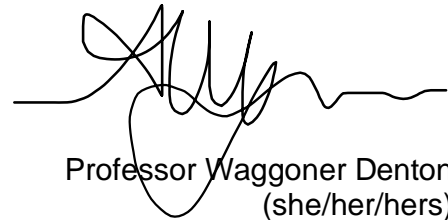
[Navi can help!](#)

**Other Resources:**

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

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

Lecture Dates	Course Activities
Tuesday, Jan 9 & Thursday, Jan 11	<p><b>FOUNDATIONS: An Introduction to Psychology</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 1: <b>The Discipline of Psychology</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <p>Chapter 1: Mastery of Core Concepts</p>
Tuesday, Jan 16 & Thursday, Jan 18	<p><b>FOUNDATIONS: Research Methods</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 2: <b>Methods of Psychology</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>Chapter 2: Mastery of Core Concepts, Virtual Lab</li> </ul>
Tuesday, Jan 23 & Thursday, Jan 25	<p><b>BIOLOGICAL PILLAR I</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 4: <b>The Physical Basis of Behaviour</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>Chapter 4: Mastery of Core Concepts, Think Critically</li> </ul>
Tuesday, Jan 30 & Thursday, Feb 1	<p><b>BIOLOGICAL PILLAR II</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 5: <b>Sensation and Perception</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>None assigned</li> </ul>
Tuesday, Feb 6 & Thursday, Feb 8	<p><b>DEVELOPMENTAL PILLAR I</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 11: <b>Lifespan Development</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>None assigned</li> </ul>
Tuesday, Feb 13 & Thursday, Feb 15	<p><b>DEVELOPMENTAL PILLAR II</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 8: <b>Learning</b></li> </ul>

**QUIZ 1**  
(Opens after  
Tuesday's lecture)

	<p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>Chapter 8: Mastery of Core Concepts, Virtual Lab, Think Critically</li> </ul>
Feb 19 – Feb 23	<p><b>Reading Week – rest &amp; rejuvenate!</b></p> <p>Note: This week may be a good time to earn your SONA research participation credits!</p>
Tuesday, Feb 27 <b>MIDTERM TEST (in-person)</b>	<p><b>MIDTERM TEST (in-person, during class time)</b></p> <p>Test locations will be posted to Quercus (assigned by last name), please be sure to go to the correct location. The test will begin at 11:15am and end at 12:45pm. Please arrive on time.</p>
Thursday, Feb 29, Tuesday, Mar 5 & Thursday Mar 7	<p><b>COGNITIVE PILLAR I</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 9: <b>Memory</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>Chapter 9: Mastery of Core Concepts, Virtual Lab, Think Critically</li> </ul>
<i>Reminder: Sunday, Mar 3 is the final extended deadline for all pre-midterm MindTap activities</i>	
Tuesday, Mar 12 & Thursday, Mar 14  Note: March 11 <sup>th</sup> is the last date to drop S courses	<p><b>COGNITIVE PILLAR II</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 10: <b>Thinking, Language, and Intelligence</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>Chapter 10: Mastery of Core Concepts, Think Critically</li> </ul>
Tuesday, Mar 19 & Thursday, Mar 21	<p><b>PERSONALITY AND SOCIAL PSYCHOLOGY I</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 12: <b>Personality and the Self</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>Chapter 12: Think Critically, Watch &amp; Respond to Research in Action</li> </ul>
Tuesday, Mar 26 & Thursday, Mar 28  <b>QUIZ 2</b> (Opens after Tuesday's lecture)	<p><b>PERSONALITY AND SOCIAL PSYCHOLOGY II</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 13: <b>Social Psychology</b></li> </ul> <p>MINDTAP ACTIVITIES:</p>

	<ul style="list-style-type: none"> <li>Chapter 13: Mastery of Core Concepts, Think Critically, Watch &amp; Respond to Research in Action (x 2)</li> </ul>
Tuesday, April 2 & Thursday, April 4	<p><b>MENTAL &amp; PHYSICAL HEALTH PILLAR I</b></p> <p>READING:</p> <ul style="list-style-type: none"> <li>Chapter 14: <b>Psychological Disorders</b></li> </ul> <p>MINDTAP ACTIVITIES:</p> <ul style="list-style-type: none"> <li>Chapter 14: Mastery of Core Concepts, Think Critically</li> </ul>
<i>Reminder: Sunday, April 7 is the final extended deadline for all post-midterm MindTap activities</i>	
TBD (optional events scheduled outside of class)	Exam Jam Review Session PSA's Bi-Annual Dr. Freud Competition
To be held during the April Final Assessment Period which runs from April 10 <sup>th</sup> – April 30 <sup>th</sup>	<p><b>FINAL EXAM</b></p> <p>A cumulative final exam that will be held in-person, on campus, sometime during the final assessment period. The exam schedule is determined by the Faculty of Arts and Science and is typically published sometime in March; I have no control over the scheduling of the final exam.</p>

## Appendix 1: MindTap Activity Schedule

Some things to note about MindTap:

- You are **strongly encouraged** to complete the activities on the week they are assigned, as they are intended to aid your learning. However, there are no late penalties for completing the activities after the unit has passed, so long as they are completed before the final deadline.
- 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

<b>Reading</b>	<b>Assigned Activities</b>	<b>*Recommended Deadline*</b>	<b>Final Deadline (i.e., last chance!)</b>
Chapter 1	Mastery of Core Concepts	<b>Sunday, Jan 14</b>	<b>Sunday, March 3</b>
Chapter 2	Mastery of Core Concepts Virtual Lab	<b>Sunday, Jan 21</b>	<b>Sunday, March 3</b>
Chapter 4	Mastery of Core Concepts Think Critically	<b>Sunday, Jan 28</b>	<b>Sunday, March 3</b>
Chapter 5	None	-	-
Chapter 11	None	-	-
Chapter 8	Mastery of Core Concepts Virtual Lab Think Critically	<b>Sunday, Feb 18</b>	<b>Sunday, March 3</b>
<b>MIDTERM</b>			
Chapter 9	Mastery of Core Concepts Virtual Lab Think Critically	<b>Sunday, Mar 10</b>	<b>Sunday, April 7</b>
Chapter 10	Mastery of Core Concepts Think Critically	<b>Sunday, Mar 17</b>	<b>Sunday, April 7</b>
Chapter 12	Think Critically Watch and Respond to Research in Action	<b>Sunday, Mar 24</b>	<b>Sunday, April 7</b>
Chapter 13	Mastery of Core Concepts Think Critically Watch and Respond to Research in Action (x 2)	<b>Sunday, Mar 31</b>	<b>Sunday, April 7</b>
Chapter 14	Mastery of Core Concepts Think Critically	<b>Sunday, April 7</b>	<b>Sunday, April 7</b>
<b>FINAL EXAM</b>			

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.

## Appendix 2: Advice from Previous PSY100 Students

Below I have highlighted some key themes (and pulled some specific quotes) that came up when I asked a previous cohort of PSY100 students to share specific learning strategies that worked well for them in the course. (Note that many comments are from an online version of the course, so students will refer to watching lecture videos rather than attending class)

### Theme 1: Space out your studying

*Many students mentioned the importance of reviewing the course material consistently.*

*Examples:*

- 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 the lectures, then take notes on the lectures 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 mindtap 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 lectures, 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 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 lectures 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 lectures 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 from 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.