

Faculty of Health
Department of Psychology
PSYC 1010 6.0 A: INTRODUCTION TO PSYCHOLOGY
Mondays, 7:00-10:00pm
2020-2021

This course will be delivered asynchronously; in other words, lectures will not be live. Instead, lectures will be recorded and accompanied by PowerPoint slides (more details are provided below under “Mode of Instruction”).

Instructor: Dr Rebecca Jubis

Office: Rm 251 B.S.B. (Behavioural Sciences Building)

Office Hours: by appointment

Email: jubis@yorku.ca Be sure to indicate your course, section, and sign with your full name. (please do **not contact me via Moodle** – you will not get a response).

Teaching Assistants (TAs): students are assigned to a given teaching assistant (TA) and their contact information will be provided on Moodle.

Psychology Undergraduate Office: Rm 291 BSB; psyc@yorku.ca or call 416-736-5117

Course Prerequisites: None. However, York University Senate requires a minimum grade of C (60%) in Psych 1010 to pursue a degree in Psychology or to enroll in further Psychology courses even if you have no intention of majoring in Psychology.

Course Credit Exclusions: please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: eClass.yorku.ca (formerly moodle.yorku.ca)

Course Description:

This course will guide you on a journey to learning about human behaviour and mental processes. Psychology is a very broad field ranging from the study of the biological basis of behaviour to the study of complex social interactions. This course will provide you with a sampling of a wide variety of topics, concepts, theories, and methods of research that form part of contemporary Psychology. Among the topics covered will be: personality, memory, social behaviour, learning, intelligence, and psychological disorders.

Psychology does not have definitive solutions to our personal and societal problems, nor does it have definitive answers to questions like, “What makes me behave the way I do?” Nevertheless, it is a valuable tool for better understanding the causes and consequences of behaviour.

Hopefully, this course will provide you with a greater appreciation of the intricacies of human behaviour and the difficulties that psychologists encounter in conducting behavioural research.

Program Learning Outcomes:

Upon completion of this course, students should be able to:

1. Define psychology and explain how it meets the criteria of science.
2. Recognize key concepts, methods, theories and assumptions in psychology.
3. Describe basic characteristics of the scientific method in psychology.
4. Discern differences between personal views and scientific evidence.

REQUIRED TEXT:

David G. Myers and C. Nathan Dewall (2018). Psychology: **12th edition in **MODULES**, Worth Publishers (**NOT the regular chapter version**)**

IMPORTANT: The 12th edition in Modules is similar to the earlier 11th edition but there ARE differences in content and modules have been re-organized. **Tests will be based on the 12th edition in Modules** and if you choose to use an earlier version of the text, “use at your own risk”.

The textbook is bundled with **LaunchPad**, an excellent online resource that helps you study and prepare for tests. **LaunchPad** includes practice quizzes, video activities, flashcards, PowerPoint slides etc. Although there is no obligation to use LaunchPad, I highly recommend it!

To activate LaunchPad see the link on Moodle or go to:

<https://sites.google.com/macmillan.com/f20psyc1010jubis/home> and enter your access code that was provided when you purchased the textbook.

COURSE ASSESSMENTS and ASSIGNED MODULES:

ALL TESTS ARE ONLINE and take place on Mondays between 7:00pm and 9:00pm.

TEST 1 – MONDAY, OCT. 19 (worth 28%) Modules 1-3; Modules 4-6; Modules 45-47;

TEST 2 - MONDAY, NOV. 30 (worth 20%) Modules 20-22; Modules 41-44; Modules 7-9; Video “Power of the Situation”

TEST 3 – MONDAY, FEB. 8 (worth 28%) Modules 23-25; Modules 26-27; Modules 28-31; Modules 32-35 (but only section 34-6 in Module 34); Modules 36-38; Video “Testing and Intelligence”

TEST 4 – MONDAY, MAR. 29 (worth 20%) Modules 39-40; Modules 48-52; Modules 53-55; Modules 17-19

URPP – (Online Research Participation) (worth 4%)

INFORMATION ABOUT COURSE ASSESSMENTS:

There will be 4 tests and URPP participation.

A) TESTS

There will be a total of 4 non-cumulative tests worth 28%, 20%, 28% and 20%, respectively. Tests will consist of multiple-choice and short-answer questions. Test 2 and Test 3 will include one or two multiple-choice questions from an assigned 30-min video (videos are discussed below). Please note that most of the material that you'll be tested on will have been covered in the text but some could come from the lecture recordings.

IMPORTANT: ALL TESTS WILL BE ONLINE and it's absolutely imperative that you ensure that your browser and browser settings meet compatibility requirements for Moodle tests. (For instance, if Javascript is not enabled, you will not be able to do the test – it will not work.) See: <https://lthelp.yorku.ca/quizzing/best-practices-for-a-successful-online-quiz> (or the last pages of the syllabus). I suggest that you **check this out right away**. If you have technical difficulties during an online test, there will be no recourse or alternative test. **A practice quiz (that will not be counted) will be available in advance.**

IMPORTANT INFORMATION about ACADEMIC HONESTY for ONLINE TESTS

Tests are to be completed by you and you alone. You are NOT to discuss or share the questions or potential answers with anyone, including other students in this course and you are NOT permitted to replicate, record or copy test questions (i.e., screen shot, photograph, print, download etc). Aids of any type (text, lecture notes etc) are NOT allowed. Violation of any of the above will be considered a breach of academic honesty and will be pursued in accordance to the Senate Policy on Academic Honesty.

DETAILS ABOUT MISSING A TEST

If you miss a test, it must be for a valid reason and you must have appropriate documentation to support your absence.

If you miss a test for medical reasons, your physician must complete an **Attending Physician Statement** which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf> To be deemed valid, the document must be the **original**, contain the **doctor's signature**, **office stamp** and be **dated close to the time** of illness. Be sure to look over this form before leaving the doctor's office because if it is incomplete or filled out inaccurately, it will not be accepted. **Alternative medical notes will not be accepted.**

If you miss a test, you must notify your TA (TA contact information is posted) and COPY ME on that email (jubis@yorku.ca) NO LATER THAN 48 HOURS AFTER THE TEST. Failure to do so will result in a 0% on that test.

To make up for a missed test, you will need to complete an assignment that could involve material from any of the modules covered in this course (including lecture recordings).

That assignment will be provided at the end of the school year, before final exams, (date to be announced) and it will be due the following day.

If you miss a second test, you will be given 0% for that test. NO EXCEPTIONS!

B) UNDERGRADUATE RESEARCH PARTICIPATION POOL (URPP)

There are two options: research participation or the “paper stream” option.

A link to URPP information will be set up on our course website as soon as that information becomes available. It will provide you with instructions about how to register with URPP, important URPP rules, as well as important dates and deadlines.

Research Participation

The Department of Psychology requires that students earn 4% of their final grade by participating in research. This research is conducted by faculty and graduate students and has received ethical approval. This year, all studies will be online. This 4% is earned by participating in a total of 8 hrs (8 credits) of research. Each hour of participation is worth 1 credit = .5%. You must participate for 4 hrs in the **fall** (worth 4 credits = 2%) and participate for 4 hrs in the **winter** (worth 4 credits = 2%), for a total of 8 credits worth a total of 4%. **IMPORTANT: you cannot earn all 8 credits (4%) in just one term. If you complete all 8 credits in the fall, or all 8 credits in the winter, you will earn only 2% and NOT 4%. Also, if you earn 4.5 credits in the fall, for instance, the extra .5 credits will NOT be carried over into the winter term.** If you don't complete the full 8 credits, you will be given marks for what you actually completed.

You are strongly encouraged to partake in this research. Not only does it give you the opportunity to experience what types of studies are conducted in Psychology, but 4% can make a difference in your letter grade! Do not wait until the last minute to participate because your choices might be limited, and all available studies might be filled.

URPP opens on Sept 9 and the last day to participate in the fall term is Dec 15.

URPP re-opens on Jan 11 and the last day to participate in the winter term is Apr 12.

“Paper Stream” Alternative

For this alternative, you must analyse a published psychology research article that will be assigned to you by the URPP office after you **notify them of your preference for this option**. You can earn up to 4% but the actual grade that you will receive will depend upon the quality of your paper.

IMPORTANT: If you choose this option, you must notify URPP (urpp@yorku.ca) of your choice by Oct 19. The due date for the paper is Apr 5.

It is your responsibility to ensure that URPP has assigned you the proper credits (you can simply check your URPP account), and report any discrepancies to urpp@yorku.ca directly.

Be sure to provide your **correct course section** when you register with URPP. Otherwise, you will not receive credit for your participation because they won't recognize you.

MODE OF INSTRUCTION

This course is asynchronous; in other words, lectures are not live. Instead, **lectures will consist of audio recordings accompanied by PowerPoint slides.** This will enable you to follow lectures at your convenience. **However, all tests will take place during the official lecture time (Mondays, 7:00-10:00pm) and you're expected to be available then,** just as you would need to be during a traditional in-class course.

Although you're free to do your readings and view lectures at your leisure, I would advise you to get into the habit of devoting the official 3-hr class time to reading/studying for the course.

To help you keep up with your readings and avoid last-minute cramming before tests, I have provided a "reading guide and test schedule" at the end of this syllabus.

The "topic boxes" on Moodle are labeled using the main topic areas in your text (for example, "The Story of Psychology...", "Biology of Mind", "Personality" etc). Each "topic box" will usually contain two lecture recordings corresponding to the given topic, followed by a pdf file of printable slides. (NOTE: The first topic box contains four lecture recordings and there are a few topics that will not have lecture recordings/slides). The material covered in the lecture recordings will include some of the material covered in the text (I can't cover everything), sometimes in more detail than the text provides. Some of the material I talk about is related to the topic but is not in the text. (By the way, some lecture recordings are of a better quality than others, owing to technical difficulties).

Supplemental Materials:

Under the different topic headings posted on Moodle, you will sometimes find additional helpful and interesting resources that relate to course material. These include exercises to test your understanding of the textbook material, and short video-clips that demonstrate some of the concepts presented in the text. (You will not be tested on this material, but I urge you to check it out).

LaunchPad is an excellent on-line resource that is bundled with your text (access it through the access code provided when you bought your text). You are not required to use LaunchPad but I recommend it because it includes great study tools such as **quizzes, flashcards, video activities** etc. It also includes the publisher's **PowerPoint slides** that correspond to the text. (These are different from those that accompany my lecture recordings)

Zoom:

Zoom is a web-based video conferencing tool that has also been adapted to educational purposes. Lectures can be delivered via Zoom either synchronously (live) or asynchronously (pre-recorded) and Zoom meetings can be arranged with the professor and teaching assistants (TAs).

This course will not involve Zoom lectures, but should you require a remote meeting with your TA, they will set up a Zoom meeting with you. In case you're not familiar with Zoom and don't quite know what to expect or how to join a meeting, please check out "Connecting to a Zoom meeting for students":

https://lthelp.yorku.ca/94581-zoom/connecting-to-a-zoom-meeting-for-students?from_search=48268978

On-Line Open-Forum Discussion:

You can participate in a general discussion forum on Moodle where you are free to discuss with classmates, course-related issues or any psychology-related topic or concern. Discussions will be monitored regularly by a teaching assistant.

Videos for Testing Purposes:

You will be required to view one video for Test 2 and for Test 3 (they are relevant to some of the topics that we will be covering). Links to these 30-min long videos are posted on Moodle. One or two multiple-choice questions from a given video will be asked on a test and the questions will be quite general in nature. If you have trouble accessing the videos try "googling" the title.

<u>Video #</u>	<u>Title</u>	<u>Test</u>
19	The Power of the Situation	Test 2
16	Testing and Intelligence	Test 3

Important Information about Grades:

If you require a particular grade in this course, please work now towards attaining it. This course does not offer extra assignments or tests at the end of the course to accommodate students who are a few marks short of their desired grade.

A letter grade will be "rounded up" when calculating your overall final grade if your final percentage ends in .50 or higher. For example, if your final grade is 74.50% it will be rounded up from a B to a B+. However, if your final percentage is 74.38% for example, your letter grade will remain a B. You must draw the line somewhere and .50% is the designated cut-off.

Grading as per Senate Policy:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade:

A+= 90-100, A=80-89, B+=75-79, B=70-74, C+=65-69, C=60-64, D+=55-59, D=50-54, E= 40-49, F=below 40

Add/Drop Deadlines

The deadline to drop the course so that it does not appear on your transcript is Feb. 5

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the Psychology Department (psyc@yorku.ca) to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Academic Accommodations for Students with Disabilities

If you are registered with Student Accessibility Services and have “special accommodations”, YOU MUST PROVIDE ME WITH YOUR LETTER OF ACCOMMODATION BY SEPT. 30.

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities

may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Course Materials Copyright Information

Course materials, lecture notes, assignments etc are designed for use as part of this course at York University and are the intellectual property of the instructor unless otherwise stated. **You are forbidden to post any of my course materials on any information-sharing site.**

I am the copyright holder for all slides and course recordings. Students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#) and intellectual property rights).

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained peer tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

- **The following are some useful links for you regarding computing information, resources and help:**
 - [Student Guide to Moodle](#)
 - [Zoom@YorkU Best Practices](#)
 - [Zoom@YorkU User Reference Guide](#)
 - [Computing for Students Website](#)
 - [Student Guide to eLearning at York University](#)

Important information about taking a Moodle online quiz (tests)

(<https://lthelp.yorku.ca/quizzing/best-practices-for-a-successful-online-quiz>)

Failure before you start the quiz, is not an option. You have an important online quiz. You've studied the material and you're confident that you can get a great mark. All you need to do is to login to the site, get into that quiz, and put the time in. No problem!

Below we've captured a couple of extra considerations you may need to take into account when taking an online quiz.

Internet connection....your lifeline to the course, the quiz and your success.

If you're on wireless and you have the ability to physically connect to your internet connection: Do this first.

We recommend that you use a wired connection over a wireless (WiFi) at all times. If your internet is unstable, that's one thing. If the WiFi is unstable, it could be something as simple as you being in an area where there are multiple WiFi hotspots that are using the same channels. This will cause issues. It is better to be wired in to the router and away from the invisible war for channel supremacy between yours and your neighbours routers.

Is your browser up to date?

Check that you are using the most up to date version of your Browser. See our [recommended browser setting](#) article for more information.

Recommended browser settings

Browser versions

Moodle is compatible with most modern web browsers, for the best experience we recommend you keep your browser up to date.

Note: Legacy browsers with known compatibility issues:

- Internet Explorer 10 and below
- Safari 7 and below

Browser settings

For Moodle to function correctly, it is recommended that the following requirements be met:

- Pop-ups are enabled
- Cookies are enabled

- Javascript is enabled
 - [Java](#) is installed, up-to-date and enabled
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- **Firefox help:** <http://support.mozilla.org>
 - **Chrome help:** <http://www.google.com/support/chrome/>
 - **Internet Explorer help:** <http://support.microsoft.com/en-us/products/internet-explorer>
 - **Microsoft Edge help:** <https://support.microsoft.com/en-gb/products/microsoft-edge>
 - **Safari help:** go to **Safari > Preferences**. The settings are located on the *Security* and *Privacy* tabs.

Pay attention to your every move

When you're clicking around in the quiz, make sure that you see the effect that your click has. If you click too close to a previous answer, you may inadvertently change it. Be careful, and review your answers before you move on.

Ultimately it is you who is responsible for the change that happens. Make sure you double-check your answers before you continue.

Time is a funny thing...

Don't leave it to the last few seconds (or even minutes) to submit your quiz. If you are taking a timed quiz you will see a timer so you can keep track of how much time you have left, but make sure you allow yourself time to submit.

Have the power... so to speak

Make sure that your computer is plugged in to a constant power supply. Obviously for those of you who are at a desktop computer, you're already doing this.

For those of you on a laptop computer, make sure your power supply is plugged in to the wall and connected to your laptop. There is no guarantee that your battery is going to last you to the end of the quiz.

However unlikely, mid-quiz is not the time you want to find out that the battery on your laptop can no longer keep a charge, even though it said it still had 50% left. Even if your quiz had an automatic save, or if you just clicked the save button, the next few minutes you're going to spend trying to get back in to your course may be what you needed to finish on time.

Continued.....

READINGS GUIDE and TEST SCHEDULE – 1010 A – (2020-2021)

FALL TERM:

Sept. 9 - Sept. 19

THE STORY OF PSYCHOLOGY

Module 1 – What is Psychology?

THINKING CRITICALLY WITH PSYCHOLOGICAL SCIENCE

Module 2 – Research Strategies: How Psychologists Ask and Answer Questions

Module 3 – Statistical Reasoning in Everyday Life

Sept. 20 – Sept. 30

THE BIOLOGY OF MIND

Module 4 – Neural and Hormonal Systems

Module 5 – Tools of Discovery, Older Brain Structures, and the Limbic System

Module 6– The Cerebral Cortex

Oct. 1 – Oct. 11

PERSONALITY

Module 45 – Introduction to Personality and Psychodynamic Theories

Module 46 – Humanistic Theories and Trait Theories

Module 47 – Social-Cognitive Theories and the Self

Oct. 12 – Oct. 18 Review Test 1 material

TEST 1 – MONDAY, OCTOBER 19; 7:00-10:00pm (worth 28%)

Modules 1-3; Modules 4-6; Modules 45-47

PLEASE NOTE: IF YOU MISS MORE THAN ONE TEST, YOU WILL BE ASSIGNED 0% FOR THE SECOND MISSED TEST.

Oct. 20 – Oct. 31

LEARNING

Module 20 – Basic Learning Concepts and Classical Conditioning

Module 21 – Operant Conditioning

Module 22 – Biology, Cognition, and Learning

Nov. 1 – Nov. 12

SOCIAL PSYCHOLOGY

Module 41 – Social Thinking

Module 42 – Social Influence

Module 43– Antisocial Relations

Module 44 – Prosocial Relations

Nov. 13 – Nov. 22

CONSCIOUSNESS AND THE TWO-TRACK MIND

Module 7 – Basic Consciousness Concepts

Module 8 – Sleep and Dreams

Module 9 – Drugs and Consciousness

Nov. 23 – Nov. 29 Review Test 2 material and view video “The Power of the Situation”

TEST 2 – MONDAY, NOVEMBER 30; 7:00 – 10:00pm (worth 20%)

Modules 20-22; Modules 41-44; Modules 7-9; Video “The Power of the Situation”

WINTER TERM:

Jan. 11 – Jan. 15

MEMORY

Module 23 – Studying and Encoding Memories

Module 24 – Storing and Retrieving Memories

Module 25 – Forgetting, Memory Construction, and Improving Memory

Jan. 16 – Jan. 23

THINKING AND LANGUAGE

Module 26 – Thinking

Module 27 – Language and Thought

INTELLIGENCE

Module 28 – What is Intelligence?

Module 29 – Assessing Intelligence

Module 30 – The Dynamics of Intelligence

Module 31 – Genetic and Environmental Influences on Intelligence

Jan. 24 – Jan. 31

WHAT DRIVES US: HUNGER, SEX, BELONGING, AND ACHIEVEMENT

Module 32 – Basic Motivational Concepts

Module 33 - Hunger

Module 34 – Sexual Orientation ONLY (section 34-6 on pg 409-415)

Module 35 – Affiliation and Achievement

ALSO:

Module 36 – Introduction to Emotion

Module 37 – Expressing Emotion

Module 38 – Experiencing Emotion

Feb. 1- Feb. 7 - Review Test 3 material and view the video “Testing and Intelligence”

TEST 3 – MONDAY, FEBRUARY 8; 7:00-10:00pm (worth 28%)

Modules 23-25; Modules 26-27; Modules 28-31; Modules 32-35 (but only section 34-6 in Module 34); Module 36-38; Video “Testing and Intelligence”

Feb. 9 – Feb. 12

EMOTIONS, STRESS, AND HEALTH

Module 39 - Stress and Illness

Module 40 - Health and Coping

Reading Week is from Feb. 13- Feb. 19

Feb. 20 – Mar. 1

PSYCHOLOGICAL DISORDERS

Module 48 – Introduction to Psychological Disorders

Module 49 – Anxiety Disorders, OCD, and PTSD

Module 50 – Depressive Disorders, Bipolar Disorder, Suicide and Self-Injury

Module 51 – Schizophrenia

Module 52 – Dissociative, Personality, and Eating Disorders

Mar. 2 – Mar. 11

THERAPY

Module 53 – Introduction to Therapy and the Psychological Therapies

Module 54 – Evaluating Psychotherapies

Module 55 – The Biomedical Therapies and Preventing Psychological Disorders

Mar. 12 – Mar. 22

SENSATION AND PERCEPTION

Module 17 – Basic Concepts of Sensation and Perception

Module 18 – Vision: Sensory and Perceptual Processing

Module 19 – Nonvisual Senses

Mar. 23 – Mar. 28 Review Test 4 material

DEADLINE for making arrangements with your TA to discuss any tests – Mar. 29

TEST 4 - MONDAY, MARCH 29; 7:00-10:00pm (worth 20%)

Modules 39-40; Modules 48-52; Modules 53-55; Modules 17-19