



Psychology 1012 Syllabus

January-April 2025

INSTRUCTORS

Name	Office	e-mail	Office hours
Dr. Kevin LeBlanc (Course & Lab Coordinator)	LSC 5215	IntroPsych@dal.ca	Tuesdays, 1-2:30pm
Dr. Erin Sparks (Unit 1 Instructor)	LSC 2324	Erin.Sparks@dal.ca	Mondays, 1-2:30pm
Dr. Jennifer Stamp (Unit 2 Instructor)	LSC 2533	Jennifer.stamp@dal.ca	TBD
Dr. Meghan Rossi (Unit 3 Instructor)	LSC 2325	Meghan.Rossi@dal.ca	TBD

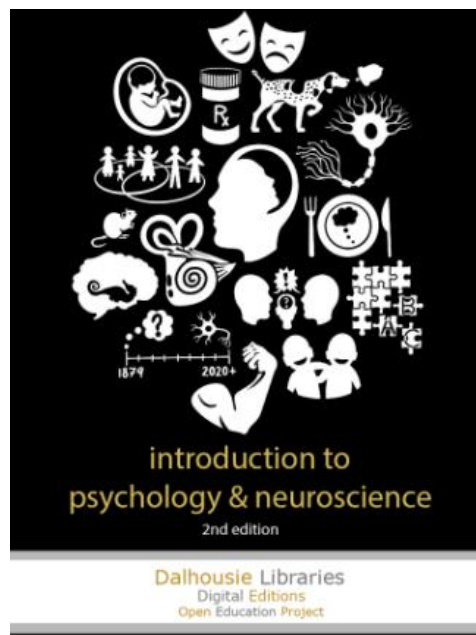
COURSE DESCRIPTION

Material covered includes development, cognition, intelligence, motivation, personality, social behaviour, and psychopathology. The course is taught by several different instructors with expertise in the topics covered. Biweekly labs add depth to the material covered in lectures.

REQUIRED READING

Online free textbook with embedded Tricky Topic videos:

<https://caul-cbuu.pressbooks.pub/intropsychneuro/>



LECTURE DETAILS

This course follows a ***flipped classroom approach***, in that the most-in class time with the instructor is devoted to ***active learning***, with more passive learning (reading and watching lectures) done before class. Each class will focus on study strategies to prepare for exam questions. Activity format includes creating summary tables, critically evaluating research, drawing diagrams, etc.

When?

Tuesdays & Thursdays
 Sec 01: 10:05am-11:25am
 Sec 02: 11:35am-12:55pm

Where?

Ondaatje Auditorium (Aud 2), McCain Building

LAB DETAILS

Hands-on activities in smaller groups, designed to complement lecture material. Please see the ***Lab Handbook*** for more information, rules, and guidelines.

When?

Dates and times vary depending on the lab section you have signed up for – it is EXTREMELY important to check the course Brightspace for the lab schedule.

You CANNOT rely on the schedule on DalOnline (or guess) your lab dates.

Where?

Psychology Department LSC 5207
 All labs, will be in this room unless otherwise stated.

ASSESSMENTS & GRADING

QUIZZES: 3% (0.75% each, best 4 out of 6)

Quizzes are completed online through Brightspace. Each quiz will contain 10 questions (multiple-choice and multi-select format) and you will have 30 minutes to complete it. There are no make-ups for missed quizzes (only the best 4 out of 6 will count!).

Quizzes will close on the dates listed below at 11:59pm Atlantic time:

Quiz 1: Jan.10; Quiz 2: Jan.24

Quiz 3: Feb.8; Quiz 4: Feb.28

Quiz 5: March.14; Quiz 6: March.28

EXAMS: 72% (24% for each unit exam)

Exams are completed online through Brightspace. Each exam will contain 36 questions (multiple-choice and multi-select questions) and you will have 80 minutes to complete it. Each exam covers materials for one unit only, they are NOT cumulative.

Exams will open at 8am and close at 8pm Atlantic time on the dates listed below

Exam 1: Jan.29, Exam 2: March.5, Exam 3: TBD (during exam period)

LABS: 25% (5% for each lab)

Each lab consists of a pre-lab quiz (0.5%), attending/participating in a lab session (0.5%), and a post-lab assignment (4%). See the Lab Handbook on Brightspace for more information, rules, guidelines, and submission dates.

BONUS POINTS

You may earn up to three “bonus” percentage points in PSYO 1012 by participating in designated research projects in the Psychology and Neuroscience Department. These points are added to your final mark at the end of the term.

Here’s the link to register and sign up:

http://www.dal.ca/faculty/science/psychology_neuroscience/research/credit-point-information.html

LETTER GRADING

A+	90-100	B+	77-79	C+	65-69	D	50-54
A	85-89	B	73-76	C	60-64	F	0-49
A-	80-84	B-	70-72	C-	55-59		

Note: To enroll in any higher-level psychology courses (2000 and above) you must receive a grade of B- or better in both PSYO 1011 and PSYO 1012 (or equivalent courses).

PSYO 1012 WINTER 2025 TENTATIVE COURSE SCHEDULE

Unit	Lesson	Dates	Topic	Reading
1	1	Jan. 7 th	Welcome, Orientation	--
	2	Jan. 9 th	Developmental Research Design	<i>Chapter 9</i> Sections 79-80; Section 82 (subsection <i>Infancy–Childhood: Physical Development</i>)
	3	Jan. 14 th	Stages of Development	<i>Chapter 9</i> Section 82 (subsections: (1) <i>Prenatal</i> ; (2) <i>Infancy–Childhood: Attachment, Self-Concept</i> ; (3) <i>Adolescence</i>)
	4	Jan. 16 th	Cognition & Piaget’s Developmental Stages	<i>Chapter 8</i> Section 69; 71 <i>Chapter 9</i> Section 81
	4	Jan. 21 st	Language	<i>Chapter 8</i> Section 70
	5	Jan. 23 rd	Measuring Intelligence, Reliability vs. Validity	<i>Chapter 8</i> Sections 72-73
		Jan. 28 th	Review	

		Jan.29th	Exam 1	
2	6	Jan. 30 th	Theories of Motivation, Hunger	<i>Chapter 10</i> Sections 87-89
	6	Feb.4 th	Theories of Emotion, The Emotional Response	<i>Chapter 10</i> Section 91
	7	Feb.6 th	Personality theories	<i>Chapter 11</i> Sections 96-99
	7	Feb.11 th	The Big Five Personality Traits	<i>Chapter 11</i> Sections 100-101
	8	Feb.13 th	Fundamental Attribution Error	<i>Chapter 12</i> Sections 108-110
			Winter Study Break (Feb.17-21)	
	8	Feb.25 th	Cognitive Dissonance, Informational and Normative Influences	<i>Chapter 12</i> Sections 111-112
	9	Feb.27 th	Aggression & Altruism	<i>Chapter 12</i> Sections 113-115
		Mar.4 th	Review	
		Mar.5th	Exam 2	
3	10	Mar.6 th	The Stress Response	<i>Chapter 13</i> Sections 120-122
	10	Mar.11 th	Stress and the Immune Response	<i>Chapter 13</i> Sections 123-124
	11	Mar.13 th	Diagnosing Psychological Conditions, Diathesis-Stress Model	<i>Chapter 14</i> Sections 130-133
	11	Mar.18 th	Neurodiversity, Schizophrenia	<i>Chapter 14</i> Sections 134-135
	12	Mar.20 th	Mood and anxiety disorders, OCD, and PTSD	<i>Chapter 14</i> Sections 136-139
	12	Mar.25 th	Personality disorders and neurodegenerative diseases	<i>Chapter 14</i> Sections 141-142
	13	Mar.27 th	Psychological Treatments	<i>Chapter 15</i> Sections 149-150
	13	Apr.1 st	Biological Treatments	<i>Chapter 15</i> Section 151
		Apr.3 rd	Review	
		TBD	Exam 3	

IMPORTANT DETAILS

1. **To pass this course** you must obtain an overall grade of **50% (D)** out of the combination of the 3 unit exams, 5 lab assignments, and 4 quizzes (best 4 out of 6). **HOWEVER**, to go on in Psychology or Neuroscience (enroll in 2nd-year courses or major in

Psychology/Neuroscience) you must receive a grade of **B-** or better in both PSYO1011 (or PSYO 1031) and PSYO1012 (or PSYO 1032).

2. Numerical grades are converted to **letter grades** for your official transcript (*see above for conversions*).
3. **If you are unable to write an exam**, you must **email Dr. LeBlanc** (intropsych@dal.ca) on the **DAY OF the exam** and submit a **STUDENT DECLARATION OF ABSENCE** (submitted through the dropbox on Brightspace). The Declaration of Absence can be downloaded from the dropbox space on Brightspace. If you **miss an exam** and do not submit a signed Declaration of Absence you will receive a mark of **zero (0)**.
4. **There will be no make-up quizzes** for any reason. A missed quiz is worth zero (0). Out of the six (6) quizzes, your two lowest marks will automatically be dropped.
5. **Accommodations**: Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Student Accessibility Centre **prior to or at the outset of the regular academic year**. Please visit www.dal.ca/access for more information.
6. **Studying for success**: A variety of study skill programs are available for everyone. **Website**: <http://dal.ca/sfs> | **Email**: sfs@dal.ca | **Phone**: 494-3077
7. **Academic Integrity & Plagiarism**: Cheating in PSYO 1012 will not be tolerated.
 - a. Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own. It is considered a **serious academic offence** that may lead to the assignment of a **failing grade, suspension, or expulsion** from the University.
 - b. It is VERY IMPORTANT that you familiarize yourself with the policies surrounding plagiarism at Dalhousie. Please visit plagiarism.dal.ca and complete the **Academic Integrity Module** (if you haven't already).

LEARNING OUTCOMES

By the end of this course, you should be able to:

- Define the key components and stages of **language** and explain the theories of language acquisition
- Understand approaches to **thinking and reasoning** and errors we may encounter when **problem solving**
- Describe the different theoretical perspectives of **intelligence** and how it's measured
- Define **creativity** and its influence on intelligence and problem solving
- Understand and explain the biological, cognitive, and behavioural **developmental stages from conception to old age**
- Define **motivation and emotion** and compare and contrast the models for each

- Discuss and compare the different theoretical perspectives of **personality** and how it's measured
- Understand the cognitive and biological interplay between **stress and health**
- Explain the difference between "**different**" and "**disordered**"
- Describe and identify the **symptoms** associated with anxiety, depressive, personality, and childhood disorders
- Compare and contrast the psychological, biological, and combined **treatments of psychological disorders**
- Find, read, and interpret **scientific literature**
- **Gather and interpret data**
- Conduct basic **statistical analyses** (descriptive)
- Read and create **graphs** from data
- **Manage your time** effectively and efficiently

Student Resources and Support

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: <https://libraries.dal.ca/>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

Student Advocacy: <https://dsu.ca/dsas>

Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Safety

Biosafety: <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Code: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

Statement: <http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

https://www.dal.ca/academics/important_dates.html

University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html