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Course Preor corequisites Completed or concurrently enrolled in all of PSYC 100A and PSYC 100B.

Course Content

In this course, we focus on the historical and conceptual foundations of modern psychology. Our interest is in the developing sequence of approaches that have defined the field over the years, as well as the times that influenced that development. The aim of this course is to enable you to recognize the relationships among ideas, theories, and research efforts of various schools of thought and to understand how the different pieces of the psychology puzzle come together to form a coherent picture. This course is like a case study, an exploration of the people, events, and experiences that have made psychology what it is today.

Schultz, D. P., & Schultz, S. E. (2016). *History of modern psychology* (11th ed.). Boston, MA:

Outside of class, you can review most of what was covered in each chapter through a narrated PowerPoint presentation about that same material (available at the course website).

BONUS

Q&A Forum Interacting with your fellow students in this course is encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. As an alternative to asking your questions to me (or to your TA), you can post them to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn an extra 0.5%. That might entail information of your own related to the course material. You can earn up to an extra 3% toward your final grade this way. However, you will be awarded credit for only one valuable contribution per day (even if you make more than two that day). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it to the course website for consideration (detailed instructions are provided at the course website). To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

OPTIONAL (but recommended)

THINK FAST To think critically and express yourself intelligibly about the historical and conceptual foundations of psychology, you need to be fluent with its basic facts and terminology. **THINK FAST** is a computerized flashcard program designed to help you in this regard. It includes a deck of cards corresponding to each chapter in the textbook. **THINK FAST** After you select a deck, a session begins; the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching with an emphasis on developing fluency (high rate correct) with basic terms and facts write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with **THINK FAST** should have positive benefits for you beyond merely memorizing the definitions.

All the material (facts and terms) covered in the **THINK FAST** decks comes from the required textbook readings and the lectures. Should you choose not to use **THINK FAST**, you can still access the **THINK FAST** items in a PDF document provided at the course website.

Evaluation

In-Class Activities (lowest 3 dropped)	10%
Unit Quizzes (best 1 of 14)	40%
Exam 1 (Units 1-6)	25%
Exam 2 (Units 7-11)	25%
TOTAL	100%
Bonus up to...	3%

The final grade is assigned Pass (COM) or Fail (F or NP). To pass, you must achieve:

1. an overall exam score of at least 50% (scores for two exams combined)
2. a total grade of at least 60% (scores for all course components combined - see Table above)

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of NonAcademic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). The Department reserves the right to use AI detectors.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar ~~2022~~.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academicintegrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, ~~counselling~~ ~~unions~~, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housingstudentlife/student-life/index.php>

Couns <https://www.uvic.ca/student-wellness/contacts/wellness>

team/index.php#ipn