

**COURSE SYLLABUS**  
**INTRODUCTION TO PSYCHOLOGY (PSYC 102)**  
**WINTER 2026**  
**MONDAY 11:30-12:45pm & THURSDAY 1-2:15pm (U4/U5)**

**Instructor:** Dr. Erika Koch  
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**Office:** Nicholson Annex 108

**Office hours:** Mondays 2:30-4:00; Tuesdays 2:30-4:00; Thursdays 10-11:30; 2:30-4:00  
(or by appointment)

**Website:** <http://people.stfx.ca/ekoch>

**Textbook web site:** <https://ncia.wwnorton.com/ebook-psychsci7> Other course materials are available on Moodle (<https://moodle.stfx.ca/login/index.php>)

### **COURSE DESCRIPTION**

Course topics are intelligence, human development, emotion & motivation, health & well-being, social psychology, personality, and psychological disorders and their treatment. Students have an opportunity to be involved with ongoing research in the department by participating in studies during the academic term for bonus points. PSYC 101 (Introduction to Psychology as a Natural Science) is a **pre-requisite** for this 3-credit course.

### **COURSE OBJECTIVES**

- To provide core knowledge in psychology, thereby establishing a solid foundation for subsequent studies in psychology
- To build critical thinking skills

### **COURSE FORMAT**

Classes will include lecture, discussion, and activities. Class attendance is your responsibility, and you must attend class if you expect to succeed in this course. However, to support the health of your fellow students and me, please do **not** attend class if you have any symptoms associated with flu-like illnesses. If you must miss class, please do not ask me for class notes. **I do not give out class notes.** I recommend that you obtain notes from a classmate. I will be happy to answer specific questions about class notes once you have obtained them. If you would like to inform your professors about an absence, please email Rita Myatt of the Office of the Assistant Vice-President, Academic Affairs at [ada@stfx.ca](mailto:ada@stfx.ca). Outside of class, I encourage you to meet with me during office hours (or set an appointment if those hours conflict with your schedule) to discuss any questions or concerns. **Email** is the best way to contact me outside of class. Refer to page 5 of this syllabus for information on appropriate email communication. \*Please note that to maintain and model appropriate work/life balance, I give myself an email break during evenings, weekends, and holidays.

## CLASSROOM ETIQUETTE

I expect that each of you will respect your classmates and me by arriving to class on time, ready to listen and participate. Please put your phones away and turn them—any other personal electronic devices (e.g., smartwatches)—on **silent** (or airplane mode) when you arrive to class. Devoting class time to non-academic activities such as texting or listening to music is disruptive and creates a negative impression of the students engaging in such activities. In addition, please do not disrupt the class by carrying on private conversations during class time. Talking or texting during class may distract you, your classmates, and me from our shared activities and goals.

## LAPTOP/TABLET POLICY

You are welcome to use your laptop or tablet **only** for notetaking, not recreational purposes (e.g., social media, email). If you find technology distracting, try taking notes by hand. Non-academic use of laptops/tablets might distract some of your classmates. Inappropriate classroom laptop/tablet usage will result in laptop/tablet privileges being revoked.

## IN-CLASS QUIZ AND EXAM POLICY

Check the course schedule on your syllabus **before** making travel plans (e.g., purchasing airline tickets); exams and quizzes will **not** be rescheduled in the event that they conflict with such travel plans or other personal events. Midterms and exams will be rescheduled on the basis of valid excuses (e.g., illness, personal emergency) only. I reserve the right to administer a unique midterm or exam for any make-up.

In cases where you miss an in-class quiz, please inform me of the absence and the reason for your absence as soon as possible. You may make up a quiz only if you missed it for medical or other legitimate reasons. In cases where you have missed a quiz for **valid** reasons, you must write a make-up midterm within **seven (7)** calendar days following the date of the missed midterm. If you cannot write the midterm within this period for medical or other legitimate reasons, I will pro-rate your final grade (i.e., calculate it without the in-class quiz).

In cases where you miss a Registrar-scheduled Final exam, you must report the absence and the reason for the absence to your **Dean's Office**. In these cases, the Dean's Office will inform your professors of the absence. The Dean's office will specify a time frame for your make-up.

## PARTICIPANT POOL INFORMATION

Many psychology studies are conducted by professors and students in our department. You have an opportunity to participate in some of these studies. If you participate in these studies, you can earn up to **5** bonus points (extra credit!) added to your **final** grade (up to a final grade maximum of 100%). Here is the link to the Participation Points System, which is run by Sona Systems: <https://stfx.sona-systems.com>. Look for announcements about studies in your St. FX email account and in class.

## UNIVERSITY POLICY ON ACADEMIC INTEGRITY

St. Francis Xavier values academic integrity. As the *Academic Calendar* (section 3.8) states, “An academic community flourishes when its members are committed to six fundamental values and ideals: honesty, trust, fairness, respect, responsibility, and courage...” (International Centre for Academic Integrity Fundamental Values document, 2021). All students must understand the meaning and consequences of such academic offences as plagiarism, cheating, fabrication and falsification, and tampering under the St. Francis Xavier University Policy on Academic Integrity. You are responsible for knowing and following this policy; please refer to the *Academic Calendar* (section 3.8) for details. You may find this site helpful:

<https://www.stfx.ca/applications-admissions/registrars-office/academic-integrity>. **I WILL NOT TOLERATE PLAGIARISM OR CHEATING OF ANY SORT.** The University's *Academic Calendar* (section 3.8) notes that "Plagiarism is the intentional or unintentional misrepresentation of another's work—whether ideas or words... as one's own," and that cheating "...is when a student or students seek credit or other advantages for themselves or disadvantage[s] [for] others through fraud, misrepresentation of work, or dishonest or disruptive" behavior. Any student suspected of violating the Academic Integrity Policy will be reported to the Chair of the Psychology Department, the Registrar's office, and—when appropriate—the Academic Discipline Committee. To be fair to all students who are doing their own work, I will spot-check responses to the Inquizitive and ZAPS labs assignments to ensure their originality.

### STATEMENT ON THE USE OF ARTIFICIAL INTELLIGENCE

The use of generative AI tools (e.g., ChatGPT) in this course is strictly prohibited. Although these tools may have their uses, choosing not to use them spares you from making a judgment call about appropriate versus inappropriate use. One of the purposes of this course is to sharpen your critical thinking skills—something that AI cannot do for you! Students are not allowed to copy or paraphrase from any generative AI tools for the purpose of completing assignments in this course. In addition, generative AI tools such as ChatGPT have multiple problems, including (but not limited to):

- fabricating information (e.g., making up references and content; example: <https://www.scientificamerican.com/article/chatgpt-isnt-hallucinating-its-bullshitting/>)
- perpetuating biased information (e.g., using language models rooted in sexism, racism, heterosexism; example: <https://www.scientificamerican.com/article/even-chatgpt-says-chatgpt-is-racially-biased/>)
- using excessive amounts of energy, contributing to climate change (example: <https://www.cbc.ca/radio/quirks/ai-energy-consumption-1.6995014>)

### STATEMENT ON PHOTOS, AUDIO, AND VIDEO-RECORDING

Other students may not wish to be photographed or recorded, so please refrain from taking photos or recordings in the classroom. Furthermore, I do not consent to being photographed, audio-, or video-recorded without prior permission. Seeking prior consent for photographs and recordings enhances trust.

**The materials in this course are the property of the instructor unless stated otherwise by the instructor. Online posting or selling of this material to third parties for distribution without permission is subject to Canadian Copyright law and is strictly prohibited.** Please visit the StFX copyright guide: <https://stfx.libguides.com/copyright>

### GENERAL INFORMATION:

**Course Drop Date:** Students may drop a course, online in Banner, on or before Wednesday March 11. After this date, students may not drop courses without permission from their Dean. (Please see 3.1 in the Academic Calendar for policy regarding course drops).

**Mental Health:** As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down,

difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. The StFX Health and Counselling Centre is available to help. More information can be found at <https://www.stfx.ca/student-life-support/health-counselling-centre>.

## GRADING

Grades will be based on the scale presented below. Your final grade will be based **ONLY** on these elements. Please do **NOT** contact me once the course is complete to ask for an “extra assignment” to boost your grade.

Assignment	Value
InQuizitive Chapter Quizzes	10%
ZAPS Labs	10%
In-class quiz #1	20%
In-class quiz #2	20%
Final exam	40%

## IN-CLASS QUIZZES + FINAL EXAM

There will be two in-class quizzes (February 5<sup>th</sup>, March 19<sup>th</sup>) and a final exam (during the April exam period). In-class quizzes and exams will take place on paper and in person (barring unforeseen circumstances). They may include multiple choice and short answer questions. Further details will be provided in class. **The in-class quizzes are non-cumulative. The Final Exam is cumulative.**

### InQuizitive Chapter Quizzes

Each chapter we cover has a corresponding chapter quiz using InQuizitive. The deadlines are listed below, but you may submit them any time prior to the deadline\*. Late quizzes will receive **zero**. Inquizitives are worth 10% of your mark.

Chapter	InQuizitive Deadline
Chapter 8: Intelligence	Feb. 2 <sup>nd</sup>
Chapter 9: Human Development	
Chapter 10: Emotion and Motivation	
Chapter 11: Health and Well-Being	March 16 <sup>th</sup>
Chapter 12: Social Psychology	
Chapter 13: Personality	
Chapter 14: Psychological Disorders	April 6 <sup>th</sup>
Chapter 15: Treatment of Psychological Disorders	

\*Please remember to access Inquizitives from the Psyc 102.10 Moodle page.

## ZAPS Labs

There are **five** ZAPS labs required in this course, which combined will account for 10% of your final mark.\*

Chapter	ZAPS Lab	Deadline
Chapter 10	Recognizing Emotions	Feb. 2 <sup>nd</sup>
Chapter 11	Student Stress	March 16 <sup>th</sup>
Chapter 13	Big Five	
Chapter 14	Test Anxiety	April 6 <sup>th</sup>
Chapter 15	Internet CBT	

\*Please remember to access ZAPS from the Psyc 102.10 Moodle page.

## APPROPRIATE EMAIL COMMUNICATION

You are expected to maintain a working St. FX email account; please check on that account regularly to ensure that it is not “full.” Important notices may be sent to these email addresses. Writing to a course instructor is not the same as texting or emailing a friend. Although the communication is not on paper, email still means that you are communicating with others who deserve consideration and respect. In addition, you may be expected to use email in future employment situations, and it might be helpful to develop good habits now.

1. Please do not email questions about the course that could easily be answered by referring to the syllabus or other course materials.
2. Please do not email requests for your grades, as email is not secure.
3. When writing an email, please write something in the “subject” line. If your email is about a specific topic, write the name of it (e.g., “normal distribution question”). I am likely to assume that an email without a subject line is spam and consequently may delete it.
4. Begin the communication with a salutation such as “Dear Dr. Koch.”
5. Use proper English. Write complete sentences, which include the correct use of capital letters to begin a sentence and a period to end a sentence. Every email message should be properly spelled and punctuated, and it should be grammatically correct. A poorly written and misspelled message reflects poorly on the author.
6. RE-READ the message before sending and check for spelling errors, poor grammar, unclear sentences, or other organizational errors that happened during the first draft.
7. Sign the communication with **your first and last name** and the course in which you are enrolled.

### The Dos and Don'ts for doing well in this course:

1. **DO** read the assigned chapters before the class. Reading in advance will help you follow the lecture. Be sure not to forget material in the boxes as well as the main text, as they provide important examples of what is discussed in the text and lectures. When you are pressed for time, you should at least skim the assigned readings, paying attention to the headings and summaries.
2. **DO** come to every class (except when ill) and take good notes. The lectures will often cover different material than that covered by the text. The exams will cover both the text and the lecture material.
3. **DO** spend some time the after each lecture going over your lecture notes, reconstructing the lecture and making sure you understand the key issues raised.

4. **DO** participate in class by asking and answering questions during lectures and contributing to class discussions. Your ideas and contributions to the course material are valuable to you and the rest of the class. By applying the material to your own life or to other real-life situations, you will be able to integrate the material as well as be able to share differing perspectives with your classmates.
5. **DO NOT** leave all the reading for the night before the exams. This course contains a vast amount of new information. You will not have enough time to go through it all.
6. **DO NOT** confuse familiarity with knowing the material. Reading the material twice is not studying. Studying is when you test yourself on the material to see if you can talk/write about it with no aids. For example, as you approach a section of the text, cover it up, and see if you can give an account of what the main points of that section are. If you are just reading the material several times, it will sound familiar, and you will think you know it, but you will find on an exam that you really do not and are drawing a blank.
7. **DO NOT** leave the ZAPS labs and Inquizitive assignments to the last minute. Advance planning and preparation will help you learn the material most effectively. If your computer dies the night before an assignment is due, you will not be given an extension.

## COURSE SCHEDULE

*Note:* The following is a tentative schedule. Class topics and order are subject to change. However, - **in-class quiz** and **exam** dates and **assignment** due dates will not change, except under unusual circumstances such as class cancellations due to inclement weather.

Below, chapter numbers refer to chapters in the course textbook.

DATE	TOPIC	READING
Mon., Jan. 5 Thurs., Jan. 8	Introduction to course + Intelligence	Chapter 8 (pp. 304-314 <b>only</b> )
Mon., Jan. 12 Thurs., Jan. 15 Mon., Jan. 19	Human Development	Chapter 9
Thurs., Jan. 22 Mon., Jan. 26 Thurs., Jan. 29	Emotion and Motivation	Chapter 10
Mon., Feb. 2	Health and Well-Being	Chapter 11
<b>Thurs., Feb. 5</b>	<b>IN-CLASS QUIZ #1</b>	<b>will cover Chapters 8 (Intelligence only), 9, and 10</b>
Mon., Feb. 9 Thurs., Feb. 12	Health and Well-Being (continued)	Chapter 11
<b>Mon., Feb. 16</b> <b>Thurs., Feb. 19</b>	<b>STUDY BREAK – NO CLASSES</b>	
Mon., Feb. 23 Thurs., Feb. 26 Mon., March 2	Social Psychology	Chapter 12
Thurs., March 5 Mon., March 9 Thurs., March 12	Personality	Chapter 13
Mon., March 16	Psychological Disorders	Chapter 14
<b>Thurs., March 19</b>	<b>IN-CLASS QUIZ #2</b>	<b>will cover Chapters 11, 12, &amp; 13</b>
Mon., March 23 Thurs., March 26	Psychological Disorders (continued)	Chapter 14
Mon., March 30 Thurs., April 2 Mon., April 6	Treatment of Psychological Disorders	Chapter 15
<b>TBA</b>	<b>FINAL EXAM</b>	<b>will cover all course material</b>