



PSYCHOLOGY 1000 (570)
Introduction to Psychology
Fall/Winter 2025-2026

Instructor: Dr. Joshua Wyman
Email: jwyman6@uwo.ca

Course Information

Calendar Description:

An introductory survey of the methods and findings of modern scientific psychology. The following topics will be covered: history and methodology, biological psychology, sensation and perception, learning and motivation, verbal and cognitive processes, developmental psychology, social psychology, individual differences (intelligence and personality), and clinical psychology.

Prerequisite(s):

Antirequisite(s): [Psychology 1000W/X](#), [Psychology 1002A/B](#), [Psychology 1003A/B](#), [Psychology 1010A/B](#), [Psychology 1015A/B](#), [Psychology 1100E](#).

Extra Information: 3 lecture hours. Note for Huron and King's: [Psychology 1000](#), and [Psychology 1000W/X](#) will not serve as a substitute for [Psychology 1100E](#) for entry into any psychology module at Huron, nor will it provide access to any senior psychology course at Huron that requires [Psychology 1100E](#).

Course Weight: 1.00

Breadth: Category A

Subject Code: PSYCHOL

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



PSYCHOLOGY 1000(570)
Introduction to Psychology
Fall 2025 & Winter 2026

Course Details

Course #	Course Type	Classes Start	Classes End
7660	-In-Person -Lecture	Fall 2025: September 4, 2025 Winter 2026: January 5, 2026	Fall 2025: December 9, 2025 Winter 2026: April 9, 2026

*For other important dates go to: <https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

Instructor Information

- **Name:** Dr. Joshua Wyman
 - **Email:** jwyman6@uwo.ca
- Office Hours (In-Person or Virtual):** TBD

Course Description

An introductory survey of the methods and findings of modern scientific psychology. The following topics will be covered: history and methodology, biological psychology, sensation and perception, learning and motivation, verbal and cognitive processes, developmental psychology, social psychology, individual differences (intelligence and personality), and clinical psychology.

Prerequisite(s): None

Antirequisite(s): Psychology 1000W/X, Psychology 1002A/B, Psychology 1003A/B, Psychology 1010A/B, Psychology 1015A/B & Psychology 1100E.

Extra Information: 3 lecture hours. Note for Huron and King's: Psychology 1000, and Psychology 1000W/X will not serve as a substitute for Psychology 1100E for entry into any psychology module at Huron, nor will it provide access to any senior psychology course at Huron that requires Psychology 1100E.

Course Weight: 1.00

Breadth: CATEGORY A

Subject Code: PSYCHOL

Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Learning Outcomes

The **primary goal** of this course is to introduce you to many of the representative areas of psychology.

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

- (1) Understand key terms, concepts, and theories in the field of psychology.
- (2) Describe the key historical figures and perspectives that have shaped the field of psychology.
- (3) Demonstrate an understanding of the different structures of the central and peripheral nervous systems.
- (4) Show an understanding of the core features of cognitive and social development, particularly with respect to memory, learning, executive functioning, reasoning, language, and socio-emotional processes.
- (5) Identify the characteristics of the most prevalent psychological disorders, as well as the features of the most common and evidenced-based mental health treatment approaches.
- (6) Appreciate the reciprocal relationship between psychology and other disciplines, such as biology, sociology, law and education.
- (7) Summarize and critically analyze the findings from different scientific journal articles.
- (8) Demonstrate the applicability of psychological theory and research to “real world” issues.
- (9) Students will have an opportunity, through voluntary participation, to experience directly how psychological research is performed at King’s University College.

Course Design

This course will be taught primarily in a lecture format. Lectures will include material from the textbook, and additional information will, at times, be introduced by the instructor. As appropriate, videos, articles, and activities may be used to enhance your understanding of the material.

The lectures will be presented in-person during the Fall 2025 and Winter 2026 semesters. Dr. Wyman will provide additional learning opportunities through tutorials, group activities, and question and answer opportunities.

Required Textbook & Materials

Lilienfeld, S., Lynn, S., Namy, L., Cramer, K., & Schmalz, R. (2023). *Psychology: From Inquiry to Understanding, Canadian Edition (5th Edition)*. Pearson Education Canada, Inc (Revel Edition). ISBN- 13:9780137375387

The **Revel Edition of this textbook is recommended** as it provides additional interactive videos, activities, and practice quizzes. You can acquire your textbook in different ways:

1. The eBook version of this textbook is available in the Western University bookstore.
2. You can rent or purchase the eBook version of this textbook directly from the publisher. The 12-month access to the eTextbook is \$67.99 CAD (plus taxes), and the Revel Edition of this eTextbook is \$89.99 (plus taxes).

<https://www.pearson.com/en-ca/subject-catalog/p/psychology-from-inquiry-to-understanding-canadian-edition/P200000002450/9780137375349>

Other Materials: A computer (or tablet) with access to Wi-Fi internet is highly recommended for this course given that we will be using the online OWL Brightspace and iClicker platforms. Further, access to Microsoft Office is recommended in order to communicate via email and to complete the required assignments for this course.

Course Topics & Schedule

Important Note: Chapter numbers refer to the course textbook. The outline below may be subject to changes by your professor.

Week	Topic	Required Reading
1	Introduction to PSYCHOLOGY 1000	--
2	Psychology & Scientific Thinking	Chapter 1
3	Research Methods & Statistics	Chapters 2
4	Biological Psychology	Chapter 3
5	Sensation & Perception	Chapter 4
6	Exam #1 Preparation	--
7	EXAM #1	--
8	Consciousness	Chapter 5
9	Exam #1 Overview Academic Writing	--
	NO CLASS- Fall Reading Week	--
10	Learning Processes -- Term Assignment #1 Due November 14th	Chapter 6
11	Memory	Chapter 7
12	Thinking, Reasoning & Language	Chapter 8
13	Exam #2 Preparation	--
TBD: December 10 to 22	EXAM #2	--
14	Intelligence & IQ Testing Exam #2 Overview	Chapter 9
15	Human Development	Chapter 10
16	Emotion & Motivation	Chapter 11
17	Stress, Coping & Health	Chapter 12

18	Developing Effective PowerPoint Presentations -- Exam #3 Preparation	--
19	EXAM #3	--
	NO CLASS- Spring Reading Week	--
20	Social Psychology	Chapter 13
21	Personality Theories	Chapter 14
22	Psychological Disorders & Mental Health (1) --Exam #3 Overview	Chapter 15
23	Psychological Disorders & Mental Health (2) * Term Assignment #2 Due March 20	Chapter 15
24	Treatments for Psychological Disorders	Chapter 16
25	Exam #4 Preparation * Bonus Laboratory Assignment(s) due any time before Sunday April 5, 2026	--
TBD: April 9 to 30	EXAM 4	--

Evaluation Methods

Grades in the course will be based on the items listed below. Grades will **not** be adjusted on the basis of need. There is **NO option to re-write tests or exams**, or to **re-submit assignments** to earn a higher grade. Students are responsible for knowing the dates, times, and locations of exams. The evaluation for the course will consist of the following:

Assignment	Assignment Weight	Deadline
iClicker Participation	10%	Evaluated throughout the academic year.
Exam 1	10%	Week #7 class
Exam 2	20%	TBD: December 10 to 22, 2025
Exam 3	10%	Week #19 class
Exam 4	30%	TBD: April 9 to 30, 2026
Term Assignment #1	10%	November 14, 2025
Term Assignment #2	10%	March 20, 2026
Laboratory Assignments (Two worth 2.5% each)	Up to 5% bonus	Any time before April 5, 2026

This course will follow these guidelines for marks:

- **A+ = 90-100%**. One could scarcely expect better from a student at this level.
- **A = 80-89%**. Superior work that is clearly above average.
- **B = 70-79%**. Good work, meeting all requirements, and eminently satisfactory.
- **C = 60-69**. Competent work, meeting requirements.
- **D = 50-59%**. Fair work, minimally acceptable.
- **F = Below 50%**. Fail.

Assignments & Exams

iClicker Participation: 10% of your final grade

- Fall 2025 iClicker Participation Grade = 5%
- Winter 2026 iClicker Participation Grade = 5%

This class will be using the iClicker (www.iclicker.com) classroom response system (free for Western students). You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text message (SMS). If you do not have access to one of these devices, please contact the instructor as soon as possible, so a solution or substitution can be found for you.

5% of your total grade will come from answering the iClicker questions (answering all questions will yield the full 5%). Another 5% of your total grade will come from the average accuracy of your answers (if you answer every question correctly you will receive the full 5%).

Students will receive one iClicker participation grade for the Fall 2025 semester (worth 5% of final grade). A second iClicker Participation grade will be earned for the Winter 2026 semester (also worth 5% of your final grade).

Students will be allowed to be absent ONE class without missing out on any attendance or participation points each semester. That is, students will be permitted one unexcused absence for the Fall 2025 semester and one unexcused absence for the Winter 2026 semester. Only the first-class students miss will be excused for each semester. Any classes missed afterwards will not be excused, unless students submit an approved Academic Consideration Request by King's University College.

More details will be provided in the first class.

Exams: 70% of your final grade

The exams are to encourage close and careful reading of the textbook, lectures, presentations, and to find out if important concepts are clear to you. Each of these exams will cover certain chapters of the textbook, lecture notes, videos and class activities. The exams will be based primarily on multiple choice questions pertaining to the material from the textbook, lectures and class activities. The exams may also include a small number of written question activities. Videos shown in class are also testable material.

1. **Exam 1:** Worth 10% of your final grade.
 - Week #7 class.
 - Covers textbook and class instruction for chapters 1 to 4.
2. **Exam 2:** Worth 20% of your final grade.
 - To be determined: Final Exam dates for the Fall 2025 semester are December 10 to 22, 2025.

- Covers textbook and class instruction for all the content from the Fall 2025 semester (i.e., chapters 1 to 8).
3. **Exam 3:** Worth 10% of your final grade.
- Week #19 class.
 - Covers textbook and class instruction for chapters 9 to 12.
4. **Exam 4:** Worth 30% of your final grade
- To be determined: Final Exam dates for the Winter 2026 semester are April 9 to 30, 2026
 - Covers textbook and class instruction for all the content from the Winter 2026 semester (i.e., chapters 9 to 16).

Term Assignment #1: 10% of your final grade

You will select one best practice study method to incorporate into your preparation for one of your upcoming exams. You will then employ the method for 5-days, while noting the amount of time using this strategy and your daily reflections. You will then write a paper that includes the following components.

- (1) **Title page:** A title page with the title of your term assignment, course number, your name and student ID number. This needs to be in APA format.
- (2) **Introduction:** Discuss your experiences studying for exams prior to this academic year. For example, what has typically been your experiences taking exams? What method(s) of studying have you tried? How will you improve your studying practices for the upcoming exam?
- (3) **Rationale:** A concise overview of the relevant scientific literature that supports the best practice study method you will be trying, such as the scientific research that discusses the theoretical background and real-world effectiveness of this method.
- (4) **Experience Using Study Method:** What were your personal observations using this study method? For example, what were some of the benefits you noticed and/or challenges you experienced? How did the study method help (or did not help) your performance on the exam? How does your experience relate to the prior scientific literature on this studying method?
- (5) **Conclusions:** Discuss how your experience completing this assignment will inform you of your future exam study practices.
- (6) **Reference List:** At the end of each assignment, you should append a reference section that lists the sources of all materials (and only those materials) cited in your paper. **Use APA style (7th edition) for formatting your essay and references.**
- (7) **The Study Tracking Form** should be attached to your assignment as an appendix. On this form, you will note how you incorporated your studying method over the 5-days and your daily reflections.

Assignment Length: The content of your paper (i.e., introduction, body paragraphs, and conclusions) should be a maximum of 4-pages in length using double-spacing and 12-point Times New Roman font. The title page, reference list and appendix are NOT included in this maximum page length.

Assignment Deadline: This assignment should be submitted by **Friday November 14, 2025**, at the latest. Your assignment should be submitted by **11:55pm** that day via the OWL assignment submission portal.

- While the deadline for this assignment is November 14th, students will be given a **48-hour “grace-period”** after the deadline whereby they can hand-in the assignment without receiving any points deducted due to late submission. **Assignments submitted after Sunday November 16th will receive a penalty of 10% for each day it is late.**
- No extensions beyond approved Academic Consideration Requests by King’s University College will be offered after November 16th.
- As a 48-hour submission “grace period” has been provided to all students, **formal supporting documentation (e.g., a doctor’s note)** will need to be submitted to Academic Considerations for requests for an additional extension.

Term Assignment #2: 10% of your final grade

You will develop a PowerPoint presentation about a sleep hygiene intervention. For this assignment, you will track your sleep for three days, using a provided sleep tracking document, to gather an understanding of your current sleep habits. After gathering this pre-test data, you will self-administer one best-practice sleep hygiene program (e.g., no electronic screentime one hour before bed). You will then track your sleep for four days to monitor the effectiveness of the sleep hygiene intervention. This assignment should include the following sections:

- (1) Title page: A title page with the title of your term assignment, course number, your name and student ID number. This needs to be in APA format.
- (2) Introduction: Introduce your sleep hygiene practice, and why you anticipate that it will be effective for improving your sleeping habits.
- (3) Summary of Pre-Test Sleep Habits: Discuss your observations of your sleeping habits prior to the administration of your selected sleep intervention. Reference the data you tracked during the first three days of self-study, as well as how these observations relate to the existing scientific sleep literature for your age group.
- (4) Summary of the Sleep Intervention. Provide a summary of your recommended sleep hygiene intervention and how it will be implemented into your day-to-day life. You should also provide an overview of the scientific literature that supports the intervention’s potential efficacy, such as discussing the theoretical background and research supporting its efficacy.
- (5) Post-Test Sleep Intervention Observations: Overview the data from your four-day sleep tracking of the intervention. Relate your observational data to the existing scientific literature on the specific intervention that you implemented.
- (6) Conclusions: Discuss your observations of applying the specific sleep intervention to your life in the future, as well as any adaptations that may be needed to improve its efficacy.
- (7) Reference List: In APA format.
- (8) The sleep tracking form and data should be attached to your assignment as an appendix.

Presentation Format & Length: The PowerPoint presentation should be 10 to 12-minutes in length.

- In addition to having informative and stylized slides, you should incorporate a video of yourself explaining the content in your presentation. Short videos are permitted as examples. *However, I am most interested in hearing your perspectives and arguments.*

Assignment Deadline: This assignment should be submitted by **Friday March 20, 2026**, at the latest. Your assignment should be submitted by **11:55pm** that day via the OWL assignment submission portal.

- While the deadline for this assignment is March 20th, students will be given a **48-hour “grace-period”** after the deadline whereby they can hand-in the assignment without receiving any points deducted due to late submission. Assignments submitted after Sunday March 22nd will receive a penalty of 10% for each day it is late.
- No extensions beyond approved Academic Consideration Requests by King’s University College will be offered after March 22nd.
- As a 48-hour submission “grace period” has been provided to all students, **formal supporting documentation (e.g., a doctor’s note)** will need to be submitted to

Additional requirements for Term Assignments #1 & #2:

- **APA style must be used when formatting your in-text citations and reference list.**
- **A minimum of 3 peer-reviewed and scholarly scientific resources** should be used for each assignment. The course textbook does not count as one of the three resources.
- Your assignments should be proofread with the spelling and grammar checked thoroughly.
- Your assignments should **NOT BE PLAGIARIZED**. According to the American Psychological Association (2020), if you use four or more words in a row verbatim that are the author’s original words, you must then use quotation marks and cite the author. When you paraphrase information, you give a citation without using quotation marks. Below is an example of an APA formatted book reference:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (Seventh Edition.). American Psychological Association.

In general, your assignment grades will be based on:

- Accurate use and application of the scientific literature and course material.
- Writing and presentation style (clear, concise and organized).
- Following instructions regarding content and formatting.

Once your assignments have been submitted, it cannot be returned until it has been graded (i.e., students cannot re-submit a paper even if the due date has not passed). Thus, please double check that the version you submit is the final version of your assignment.

Laboratory Assignments: Up to 5% bonus

Students who have obtained an average of 50% or higher on tests and assignments (combined) for this course can earn up to 5% in bonus grades towards their final grade by completing two laboratory assignments (each worth a bonus 2.5%). A laboratory assignment involves participating

in psychological research in the Department of Psychology and answering questions about the research.

Laboratory assignments must be submitted via OWL no **later than Sunday April 5, 2026, by 11:55pm**. Assignments that contain plagiarism will receive a grade of zero and could be subject to additional penalties (see policy on Scholastic Offenses). More details will be provided on OWL.

Late Assignment Policy

Late assignment submissions (i.e., even one hour late) will lose 10% per day, including weekend days. Late assignments handed in over 7 days late will receive a grade of 0 and will not be marked. To avoid being late, make sure your assignments are submitted via the course OWL page well in advance of each deadline. Make sure you plan ahead to avoid any possible technical problems that may arise or any last-minute illnesses.

Department of Psychology Policy on the Use of Artificial Intelligence Tools for Coursework

1. **Policy on the Use of Generative AI Tools:** The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).
 - The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.
 - Students should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output. Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.
 - **Additional information:** Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

2. **Policy on Use of Translation Tools:** The Department of Psychology views the unapproved use of translation or language applications as an academic offence.
 - Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.
 - Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism**. You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with

your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

- **Why do we have this policy?** Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
 - Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
 - Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

Scholastic offences are taken seriously. Students are directed to the following website to read the appropriate policies and definitions about what constitutes a Scholastic Offence:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Turnitin

All required assignments, including papers and presentations, may be subject to submission for textual similarity review to the commercial plagiarism detection software, Turnitin, under license to the university for the detection of plagiarism. All papers and presentations submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism subsequently submitted to the system. Use of this service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Academic Considerations for Absences & Missed In-semester Assessments

“Academic consideration” refers to consideration granted due to “personal circumstances beyond the student’s control that have a substantial but temporary impact on the student’s ability to meet essential academic requirements.” Students are permitted **one academic consideration per semester per course without formal supporting documentation.**

Instructors may designate **one assessment per half-course** weight as requiring formal supporting documentation.

- For this course, **Term Assignment #1 (Fall 2025)** and **Term Assignment #2 (Winter 2026)** require formal supporting documentation for Academic Consideration requests.

For any missed assessments that are approved by Academic Considerations, students will arrange a new assessment deadline with the instructor.

- For **Term Assignment #1** and **Term Assignment #2**, the new deadline will preferably be within 72-hours of the original deadline.

- For **missed exams** that are approved by Academic Considerations, students will complete a make-up exam as soon as a day/time can be arranged with the instructor.
- Regarding **iClicker Participation**, students will be allowed to be absent **ONE class per semester without** missing out on any attendance or participation points. Only the first-class students miss each semester will be excused. Any classes missed afterwards will not be excused, unless students have an approved Academic Consideration Request by King's University College.

Diversity & Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course. My goal is to create a learning environment for students that supports a diversity of perspectives and experiences, and honours your respective identities. To accomplish this, I will do my best to provide course content and activities that are respectful of diversity, including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

- If any of the class lectures are in conflict with your religious events, please let me know so that we can make arrangements for you.
- Please feel comfortable to let me know if you have a name and/or set of pronouns that differ from those that appear in your academic records.
- If you feel like your performance in the class is being impacted by your experiences outside of class, **please feel open to come and talk with me.** I want to be a resource for you. If you prefer to speak with someone else at the university, you can use the following website to access a wide range of student support services that are offered at King's:

<https://www.kings.uwo.ca/current-students/student-affairs/>

- Just like many people, I am still in the process of learning about diverse perspectives and identities. If something was said in class by myself or someone else that made you feel uncomfortable or disrespected, please feel comfortable to talk to me about it. It is never my intention to make any of you feel uncomfortable or disrespected. **I always appreciate the opportunity to learn from each of you!**
- While I expect there to be rigorous discussion, and even some disagreement, regarding the various topics presented in this course, I ask that you engage in discussion with care and empathy for your classmates. You can disagree with someone without becoming disagreeable. **It is each of our responsibility to create a safe, welcoming and inclusive learning environment for everyone.**

Your suggestions and feedback are always encouraged and valued. Please let me know ways I can improve the effectiveness of the course and my teaching for you personally and for other students.

General Expectations

Attendance and Participation: You are expected to attend class, and readings should be completed **before** the lecture for which they are assigned. **You should not expect to do well if you do not attend class and if you do not actively participate in the class discussions.** There

will be material on the exams from lectures, and some of this material will not be in your textbook. Also, I will create exam questions based on the videos and other activities that we do in class. Please remember that class begins promptly at 11:30am. **Lateness is disrespectful and distracting to your fellow classmates and professor.**

Email Etiquette: To practice your formal communication skills, be sure to use the following guidelines for contacting your professors and teaching assistants via email.

1. Use the subject line to indicate which course or topic you are emailing about.
2. Always include a salutation or greeting (e.g., Hi Dr. Wyman).
3. Use proper spelling, grammar, and punctuation. Email should not be treated like a text message. Proper sentence structure and formatting will ensure that your message can be clearly understood by the reader.
4. Make sure to sign your email or use a signature. It is important to include your name at the bottom of the message. Depending on your email address, your name might not be evident from your email unless you include it.

How to Succeed in this Course

1. **Come to class.** If you don't come to class, you shouldn't expect to do well.
2. **Do the assigned readings.** Do the readings ahead of time – this will help you process the information. Take notes while you read. Highlight things. Write down questions you have and concepts that you do not understand.
3. **Take notes.** Human beings are not good at passively “absorbing” information. Learning requires rehearsal. Writing information down in your own words will help you learn and give you something to go back to and study later on. I will give you all my PowerPoint slides on OWL, but they are of little use to you if you do not **actively** try to learn the material on them.
4. **Take notes on paper if you can.** Research shows that students learn material better when they put their laptops away and take notes the “old fashioned” way.
 - Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159-1168. <https://doi.org/10.1177/0956797614524581>
5. **Speak up.** If you don't understand something, say so. Ask questions. Don't wait until it's too late to improve your grade. **Be proactive.**

Department of Psychology Policies Related to AI Tools

1. Policy on the Use of Generative AI Tools

The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).

The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

Additional information: Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

2. Policy on Use of Translation Tools*

The Department of Psychology views the unapproved use of translation or language applications as an academic offence.

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism.** You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

Why do we have this policy?

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

** Based on the policy developed by the Department of Child and Youth Studies*

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/S_MC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King’s University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see

<https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.