



PSYCHOLOGY 1000 (570)
Introduction to Psychology
Fall/Winter 2026-2027

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

Course Information

Mode of Instruction: in-person

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.



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Prerequisite(s): N/A

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

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Course Details and Important Dates

Terms	Course Type	Day/Time
Fall 2026 & Winter 2027	-In-Person -Lecture	TBA

Location	Class #	Classes Start	Classes End
TBA	15804	Fall 2026: September 9, 2026 Winter 2027: January 4, 2027	Fall 2026: December 9, 2026 Winter 2027: April 9, 2027

*For other important dates go to: <https://www.westerncalendar.uwo.ca/SessionalDates.cfm>

Instructor Information

- **Name:** Dr. Joshua Wyman
- **Email:** jwyman6@uwo.ca

Office Hours (In-Person or Virtual):

1. TBA
2. TBA

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, such as 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 evidence-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 psychological research.
- (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 conducted 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 on TBA during the Fall 2026 and Winter 2027 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., & Schmaltz, R. (2026). *Psychology: From Inquiry to Understanding, Canadian Edition (6th Edition)*. Pearson Education Canada, Inc (MyLab Version). ISBN: 1978-0-13-538933-1

The **MyLab version of this textbook is recommended** as it provides additional interactive videos, activities, practice quizzes, and AI tutor assistance. 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 \$71.99 CAD (plus taxes), and the MyLab of this eTextbook (12-month access) is \$90.99 (plus taxes).

<https://www.pearson.com/en-ca/subject-catalog/p/psychology-from-inquiry-to-understanding-canadian-edition/P200000013140/9780135977538>

Purchasing Earlier Versions of the Textbook: You are permitted to purchase an earlier version (e.g., 4th or 5th editions) of this textbook. However, be cognizant that this earlier version *likely will not include all the information discussed in this course*. Refer to the publisher website below for the new information added to the 5th edition of the course textbook:

<https://www.pearson.com/en-ca/subject-catalog/p/psychology-from-inquiry-to-understanding-canadian-edition/P200000013140?view=educator&tab=title-overview>

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.

Fall 2026 Semester		
Week	Topic	Required Reading
1	Introduction to PSYCHOLOGY 1000 Course Outline Overview	--
2	Psychology & Scientific Thinking	Chapter 1
3	Research Methods	Chapters 2
4	Biological Psychology	Chapter 3
--	NO CLASS- Fall Reading Week	--
5	Sensation & Perception Exam #1 Preparation	Chapter 4
6	EXAM #1	--
7	Consciousness Academic Writing	Chapter 5
8	Learning Exam #1 Overview	Chapter 6
9	Term Assignment #1 (In-Class)	--
10	Memory	Chapter 7
11	Thinking, Reasoning, Language, and Intelligence	Chapter 8
12	Exam #2 Preparation	--
--	EXAM #2: December 11 to 22	--

Winter 2027 Semester		
Week	Topic	Required Reading
13	Human Development Exam #2 Overview	Chapter 9

14	Emotion & Motivation	Chapter 10
15	Stress, Coping & Health	Chapter 11
16	Social Psychology	Chapter 12
17	Developing Effective PowerPoint Presentations -- Exam #3 Preparation	--
18	EXAM #3	--
--	NO CLASS- Spring Reading Week	--
19	Personality	Chapter 13
20	Psychological Disorders & Mental Health (1)	Chapter 14
21	Psychological Disorders & Mental Health (2) --Exam #3 Overview	Chapter 14
22	Special Lecture: Mental Health & Wellness * Term Assignment #2 due	--
23	Psychological & Biological Treatments (1)	Chapter 15
24	Psychological & Biological Treatments (2) * Bonus Laboratory Assignment(s) due	Chapter 15
25	Exam #4 Preparation	
--	EXAM 4: April 12 to 30	--

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/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
Fall 2026 Semester		
Fall 2026 iClicker Participation	5%	Evaluated throughout the Fall 2026 semester
Exam 1	10%	Week #6- In Class
Exam 2	20%	TBA: December 11 to 22, 2026
Term Assignment #1	10%	Week #9- In Class
Winter 2027 Semester		
Winter 2027 iClicker Participation	5%	Evaluated throughout the Winter 2027 semester
Exam 3	10%	Week #18- In Class
Exam 4	30%	TBA: April 9 to 30, 2026
Term Assignment #2	10%	Week #22
Laboratory Assignments (Two worth 2.5% each)	Up to 5% bonus	Any time before Week #24

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.

Course Assignments & Exams

1) iClicker Participation: 10% of your final grade

- Fall 2026 iClicker Participation Grade = 5%
- Winter 2027 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 2026 semester (worth 5% of final grade). A second iClicker participation grade will be earned for the Winter 2027 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 2026 semester and one unexcused absence for the Winter 2027 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.

2) 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. Videos shown in class are also testable material.

1. Exam 1: Worth 10% of your final grade.
 - October 27, 2026- In Class (Please note, Friday Make-Up Exams may only be written with the instructor's consent.)
 - 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 2026 semester are December 11 to 22, 2026.
 - Covers textbook and class instruction for all the content from the Fall 2026 semester (i.e., chapters 1 to 8).
3. Exam 3: Worth 10% of your final grade.
 - February 9, 2027- In Class (Please note, Friday Make-Up Exams may only be written with the instructor's consent.)
 - 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 2027 semester are April 12 to 30, 2027
 - Covers textbook and class instruction for all the content from the Winter 2027 semester (i.e., chapters 9 to 15; special lecture on mental health and wellness).

3) Term Assignment #1 (In-Class Assignment): 10% of your final grade

For this in-class assessment, you will select one evidence-based study method to incorporate into your preparation for Exam #1. You will then use the method for five days, while noting the amount of time using this strategy and your daily reflections using a provided Study Tracking Form.

Prior to completing the in-class writing assignment, you will read a minimum of 3 peer-reviewed scientific resources. You will then prepare a one-page single-spaced Evidence Summary Sheet, which will include point-form notes about the key findings from each scientific source and the complete APA-7 reference citations.

During the scheduled class time on **Tuesday November 17, 2026**, you will complete a supervised handwritten assignment—you will only be able to refer to your one-page Evidence Summary Sheet and completed Study Tracking Form while completing this handwritten assignment. This assignment will include the following components.

- (1) **Scientific Rationale:** You will provide a concise overview of the relevant scientific literature that supports the evidence study method you tried, such as the scientific research that discusses the theoretical background and real-world effectiveness of this method.
- (2) **Experience Using Study Method:** You will be asked to discuss your personal observations using this study method. For example, you may discuss the benefits you noticed and/or challenges you experienced, as well as how the study method helped (or did not help) your performance on the exam.

- (3) **Comparisons with Scientific Research:** Next, you will be asked to compare your personal experiences and Study Tracking Form data with the findings from the relevant scientific literature. For example, you may wish to discuss whether your experiences were consistent or inconsistent with the prior research.
- (4) **Limitations & Alternative Explanations:** You will discuss the limitations of your five-day study experiment, along with alternative explanations for your findings. For instance, what other potential factors may have influenced your performance on Exam #1?
- (5) **Conclusions:** You will conclude by discussing how your experience completing this assignment will inform your future exam study practices. You should also identify any changes you would make if you used this exam study method again.
- (6) The **Study Tracking Form** and your one-page **Evidence Summary Sheet** will need to be submitted with your in-class written assignment.

Assignment Format & Length: You will be provided with a four-page booklet to complete this hand-written assignment in-class during Week #9. Students will be asked to write in paragraphs, and to the best of their ability. Prepared paragraphs, additional notes, electronic devices and internet access are not permitted. Generative artificial intelligence may not be used to prepare the written response or the materials brought into the supervised assessment. Students may bring the following materials to the supervised written assessment:

- One-page Evidence Summary Sheet.
- The completed Study Tracking Form.

4) **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.
- (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.

- a. **Student-Created Graph:** Using Microsoft Excel, you will develop at least one graph that compares your pre-test and post-test data. You should also verbally explain your graph and results.
- (6) **Strengths and Limitations of Sleep Intervention:** You should include at least one slide whereby you discuss the most important finding from this five-day intervention. You are also expected to discuss at least two limitations with your findings, along with one possible alternative explanation.
- (7) **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 in the long-term.
- (8) **Reference List:** In APA format.
- (9) **Appendix:** The sleep tracking form and data should be attached to your assignment as an appendix at the end of your presentation.

Presentation Format & Length: The PowerPoint presentation should be 12 to 15-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.*
- You are expected to explain the material in your own words instead of primary reading directly off your slides and/or a prepared script.
- **Assignments must not be plagiarized.** Generative artificial intelligence may not be used to create or revise your presentation. Further, generative artificial intelligence may not develop speaker notes, scripts, graphs, data analysis or interpretation of findings.
- Students should retain their scientific sources, notes, tracking documents and working files. Students may be asked to explain aspects of their work to the course instructor when there are specific concerns regarding authorship or compliance with the assignment instructions.

Assignment Deadline: This assignment should be submitted by **Friday March 19, 2027,** at, at the latest. Your assignment should be submitted by **11:55pm** that day via the OWL assignment submission portal.

- 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 this grace period 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 the grace period.
- 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.

Additional requirements for Term Assignments #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.

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

5) 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 4, 2027, by 11:59pm**. 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.

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 Western University 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 and 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 2026)** and **Term Assignment #2 (Winter 2027)** 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.
 - Please note that **students will incur a fee of \$45.00 per make-up assessment** booked with the Exam Office.
- Please note that the end of the semester exams, namely Exam #2 and Exam #4, will require formal supporting documentation for Academic Consideration Requests.

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.

Make-up Exam Scheduling & Fees

The Exam Office operates a centralized make-up service to support faculty with the administration of approved make-up assessments. Students will incur a **fee of \$45.00** per make-up assessment booked with the Exam Office. Please note, Friday Make-Up Exams may only be written with the instructor's consent.

- **The make-up exam date for Exam #1 is on Friday November 6th, 2026, at 2:30pm.** This is the only make-up exam date for this assessment. You will require an approved academic consideration request before this exam can be scheduled for you.
- **The make-up exam date for Exam #3 is on Friday February 12th, 2027, at 2:30pm.** This is the only make-up exam date for this assessment. You will require an approved academic consideration request before this exam can be scheduled for you.

The Exam Office centrally runs formal Special Exam Days to support instructors with administering approved special exams. The designated **Special Exam Days for the 2026-2027 academic year are January 8 and 9, 2027, for Exam #2, and May 7 and May 12, 2027, for Exam #4.**

- For any **Special Exams booked outside of the designated special exam days**, students will incur a fee of **\$75.00**.

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 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 TBA. **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 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.

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

Department of Psychology 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*

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:

https://www.uwo.ca/ombuds/pdf/scholastic_offences.pdf

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King’s University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://kings.uwo.ca/campus-life/student-supports/>

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

MentalHealth@Western provides a complete list of options on how to obtain help:
<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.