Psychology 1X03/1N03 Course Outline - Fall 2014

Course Staff	Location	Office Hours
Dr. Joe Kim Instructor	PC/106	Posted weekly on Avenue
Dr. Michelle Cadieux Course Coordinator	IntroPsych Office PC/110	Posted weekly on Avenue
Rachael Barnette & Ahmed Labib Head TAs	PC Lobby	Posted weekly on Avenue

All correspondence regarding this course should be sent to: ***intropsych@mcmaster.ca*** using your McMaster email and **NOT** your Avenue account. If you have additional questions regarding course material you have several options:

- Ask Course Staff or TAs during Office and Lobby hours, posted weekly on Avenue
- Ask your personal TA during tutorial
- Join the active discussions on Avenue forums.

You may also call the IntroPsych office at X24428 during office hours. Please note that **phone messages will not be returned.** If you have a request, please see in person during office hours or send an email to intropsych@mcmaster.ca. Please note that during busy periods, it may take up to 48 hours to return your email message. Please be patient!

In addition to the course staff, you have been assigned to a tutorial section with your personal **Teaching Assistant (TA)** who will lead your group through weekly discussions, activities and questions.

Course Description

This course introduces a scientific framework to explore important questions in psychology, neuroscience and behaviour. Using psychological research methods to understand learning, cognition, and social psychology, this course helps learners to develop skills to integrate, evaluate and examine information that is useful in applied settings. The intended learning outcomes are to:

- Integrate knowledge from research design, learning, cognition, personality and social psychology
- Apply the language of psychology in real-world settings and connect with current events
- Critically evaluate scientific information, data and research methodologies
- Discover how psychological theories help assess, predict or change human behaviour

Evaluation

Your final grade in Psychology 1X03 will be determined by the following measures:

Tutorial Participation	10%
Avenue Quizzes	30%
Final Examination	60%
Research participation (optional)	5%

Tutorial Participation (10%)

Weekly tutorials are an important part of the course and contribute to 10% of your final grade. Your TA will expect **active** participation to create a dynamic learning environment. If you have specific issues with this process you must speak with your TA as soon as possible. **Every three weeks**, your TA will assign you a tutorial grade out of 10 using the rubric below as a guide.

EVALUATING CONTRIBUTION

ATTENDANCE	Excellent	Satisfactory	Poor
3 of 3 classes	8-10	6-7	4
2 of 3 classes	6-8	2-4	0-2
1 of 3 classes	4	0	0

Excellent	Regularly makes thoughtful contributions
Satisfactory	Occasional makes valuable contributions
Poor	Little to no participation

Note: **students who regularly attend tutorials but make little or no contribution to discussions cannot receive a grade higher than 4 out of 10.** Therefore, it is essential that you **actively participate** if you wish to earn a high participation grade. Your TA can help you with suggestions for demonstrating active participation

Tutorial i<clicker Bonus Points

On some weeks, your TA will give you the opportunity to earn i<clicker Bonus Points during a tutorial. These will take the form of a short quiz at the beginning of class. Depending on the quiz, you will be allowed to work in groups or individually. However, you will always be asked to submit an individual answer. All tutorial bonus quizzes require an i<clicker to complete. They can be purchased at the bookstore. You **must** bring your i<clicker to every tutorial if you wish to participate in these bonus opportunities. Each correct answer will earn you bonus points. At the end of the term, the total number of points earned will lead you to the following rewards:

Points	Reward
22 and above	Drop lowest tutorial participation grade
30 and above	Drop lowest tutorial participation grade + drop lowest quiz grade + enter draw for lunch with Dr. Kim (seriously)

Register your i<clicker

To register your i<clicker please go to http://www1.iclicker.com/register-your-remote/register-clicker/

Your Student ID is your MacID, which is typically the first part of your McMaster email address. Failure to bring your personal i<clicker to tutorial or failure to register your i<clicker properly will result in a zero being assigned to the relevant Tutorial Bonus Point quiz.

Avenue Quizzes (30%)
There are 11 weekly online Avenue Quizzes during the semester which will cover material from the assigned Web Modules AND assigned readings from the Textbook or Journal articles. For example, Quiz 1 will contain material covered from the Introduction Web Module and the Textbook Chapter 1 Reading. Each Quiz is "open book" and you may collaborate with your peers but you may NOT post questions. Avenue Quizzes are an opportunity to assess and consolidate your knowledge of the week's content in preparation for the Final Exam where you will be working independently and without access to supporting resources.

Each Quiz will cover the web module and textbook readings from the same week as covered in tutorial. Each Avenue Quiz will consist of 10 multiple-choice questions. Avenue Quizzes will be made available online every Friday at 6AM and will promptly close on Saturday at 6AM. You will have 20 minutes to complete each quiz once you open it. After closing on Saturday, the Quiz will be reviewed and grades will be released on the following Tuesday.

Quiz questions are designed to go beyond mere recall and challenge you to apply and demonstrate your comprehension. In other words, simply memorizing terms will not lead to a favourable grade. To help you prepare and assess your study, you will have a **Pre-Quiz** each week (released on Monday) that will be graded immediately and will provide you with feedback on why your chosen option was correct/incorrect. You can review the completed Pre-Quiz under the Quizzes tab on Avenue. The Pre-Quiz serves as an excellent learning tool as it is drawn from the same question bank as your actual Friday Quiz, but does not officially count for grades. Note that the Pre-Quiz **must** be completed to gain access to the weekly Avenue Quiz.

Internet Problems

Internet issues can happen. We always recommend that you complete your quizzes on campus where a reliable Internet connection is assured. While we do not accommodate for individual Internet issues, we can grade your quiz manually if you take screen shots. Please ensure that all photos have your name and timer in the shot.

Final Exam (60%)
A cumulative Final Exam will be written in December as scheduled by the Registrar's Office. If you choose to complete the optional research participation option (see below), the weight of your final examination will be reduced from 60% to 55%. The Final Exam covers material presented in web modules, tutorials, and assigned readings from the entire term.

IntroPsych Discovery Challenge

The IntroPsych Discovery Challenge is an extracurricular activity that pits tutorials against each other in a course-wide competition to earn additional bonus points. Each week, IntroPsych students will be presented with a challenging word puzzle to solve that extends beyond the content covered in class. Using the knowledge they have acquired during the previous week, as well as library and internet resources, tutorials will venture to submit a correct answer to that week's puzzle. A breakdown of the schedule for each week is as follows:

Monday through Thursday: Web modules and tutorials on the week's topic

Friday: Online Avenue Quiz for the week's topic

Sunday 9:00PM: Discovery Challenge puzzle is released on the topic tested the previous week. The puzzle will be posted on the Course Announcements section of Avenue to Learn. The puzzle will require students to go into more detail on the topic than was covered in the web module, and students will likely need to use online and library resources to learn and apply their knowledge to solve the puzzle. The puzzle alone should not provide enough information to answer, only enough to support an educated guess to the answer provided additional information was researched. We expect, and will encourage, students to repost the puzzle on their private tutorial-specific discussion boards to discuss possible answers.

Monday 9:00PM: Clue #1 will be posted on Course Announcements. This clue should enable students to answer the puzzle, provided additional research was completed.

Tuesday 9:00PM: Clue #2 will be posted on Course Announcements. The two clues together should make the puzzle much easier to answer.

Wednesday 9:00PM: Any final answers must be submitted by 9:00 PM.

Tutorials have 3 time windows to submit answers:

1) After the puzzle is released but prior to release of Clue #1
2) After Clue #1 but prior to the release of Clue #2
3) After Clue #2 but prior to Wednesday at 9 PM.

Only **ONE** answer can be submitted per time window per tutorial and only the **FIRST** answer submitted by a tutorial within any of these time windows will be considered. There is no penalty for incorrect answers

To submit answers, each tutorial will be given a unique ID and password used to login to IntroPsych.net. Students within a tutorial are expected to discuss possible answers to the puzzle and, once they are confident, **elect somebody to represent their tutorial** in submitting their answer on IntroPsych.net. The student will login using their tutorial ID and password, and submit their student number alongside their answer to the puzzle. All tutorials submitting an answer by 9:00 PM will receive points, with more points earned if correct and submitted before the release of clues.

Answers will be scored according to this breakdown:

Correct answer before Clue #1	5 points
Correct answer before Clue #2	4 points
Correct answer before Wed 9 PM deadline	3 points
Any answer submitted	1 point

The first 5 tutorials to submit a correct answer will score additional points:

1st to answer correctly	+2 points
2nd to 5th to answer correctly	+1 points

For example: If you are the first tutorial to correctly answer before clue 1, your tutorial gets 7 points (5 + 2). But if you are the 6th or later, your tutorial will only get 5 points. If no tutorial has correctly answered it before clue #1 and you are the second tutorial to correctly answer it after clue #1 is released, you will get 5 points (4 + 1). However, tutorials 6th or later will only receive 4 points.

Thursday 9:00PM: The answer to the week's puzzle will be posted, along with an explanation of the answer and clues. At this time, the tutorials scoring in the top 5 for the week will be announced on Avenue to Learn. A leaderboard of all tutorials' total points will also be visible online.

At the end of the semester, each student in the tutorial group that finishes with the most points in the course **will earn a letter grade-bump for their final mark in the course!** For example, all A's will become A+'s and all C+'s will become B-'s. **However, this conversion will not convert any failing grades to passing grades.**

At the end of the term, all students in any tutorial holding more than 10 points will have their lowest AVENUE Quiz dropped from their grade. All students in any tutorial holding more than 25 points will have their lowest two AVENUE Quizzes dropped from their grade. (Note: This means that students will be able to drop one AVENUE Quiz simply by participating each week —even if they do not get any of them correct.)

Discovery Challenge is an extracurricular activity not meant to be discussed during tutorial, and should only involve IntroPsych students. **TA's are not allowed to contribute to any in-person or online discussion of the puzzles.** If students have questions or concerns about the format or answer submission system, they can post on the Discovery Challenge discussion board.

Research Participation Option

You have the option to reduce the weight of your Final Exam from 60% to 55% by completing and attaining **two credits** of research participation with the Department of Psychology, Neuroscience, and Behaviour. In addition to providing you with extra credit, the research participation option allows you to take part in some exciting research taking place right here at McMaster and observe how psychologists conduct their studies.

The system that the department uses to track research participation is called Sona, which can be accessed at **mcmaster.sona-systems.com**. To access Sona for the first time, select the "New Participant?" option at the bottom-left of your screen and enter your name, student number, and McMaster email address (for security reasons, *only* your McMaster email address may be used). After a short delay, you will receive an email from Sona with a username and temporary password that you can use to access the website. You should change your temporary password to something more memorable by selecting "My Profile". Make sure your student number is entered correctly! **Note: You must activate you McMaster ID before you can create a Sona account. To activate your ID, please go to www.mcmaster.ca/uts/macid**

Completing Your Research Participation Credit

When you log into Sona for the first time, you will be prompted to chose a course. Please select Psych 1X03 from the list. You will also be asked to fill out a short survey. This information is used filter out any experiments for which you are not eligible.

To register for an experiment, select "Study Sign-Up" from the main Sona page. You will be presented with a list of currently available experiments, with a short description given about each. Before selecting an experiment, be

sure to read the description carefully, making special note of any specific criteria for participation (for example, some experiments only allow females to participate, while others may require subjects who speak a second language). When you have found an experiment that you would like to participate in, select "View Time Slots for this Study" to view available timeslots, then select "Sign-Up" to register for a time that fits your schedule. You will receive a confirmation email with the details of your selection. Be sure to write down the experiment number, experimenter name, location, and telephone extension from this email.

After you have completed an experiment, you will be given a purple slip verifying your participation. This slip is for your records only—in the event that an experiment is not credited to your Sona account, this slip is your proof of participation. Shortly after completing an experiment, you should notice that your Sona account has been credited by the experimenter.

Additional Notes

- You must complete two full hours of experiments, and no less, if you wish to earn the 5% credit.
- If you do not wish to participate as a research subject for any reason, you may still earn your research participation credit by *observing* two hours of experiments. If you would like to choose this option, please see the course coordinator, Dr. Michelle Cadieux, in PC 110.
- If you fail to show up for two experiments, you will lose your option to complete the research participation credit. If you know in advance that you will be unable to attend a scheduled experiment, please contact the experimenter.

Privacy and Conduct

In this course we will be using AVENUE for the online portions of your course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed as consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the Course Coordinator.

All posts on discussion forums should be polite and refrain from derogatory and unacceptable language.

A Note about Academic Honesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: Grade of F assigned for academic dishonesty), and/or suspension or expulsion from the university. It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at: **http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf**

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been sought or obtained;
- Improper collaboration; or,
- Copying or using unauthorized aids in tests or examinations.

Changes during the term

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

A Note About Note Taking

Students often wonder (and worry) about how extensive their notes should be. This handbook provides outlines with key points and slides reproduced from the web modules to guide your own note taking. There really is no substitute for doing this yourself to learn the material. If, however, you can refer to your notes and answer the practice questions that follow the handbook outlines, you should find yourself in good shape for the weekly quizzes and the exam to come.

A Note About Tests

With practice questions in this handbook, Tutorial Bonus Point questions, Pre-Quiz and Quizzes, you might be wondering "why are there so many tests?!". The simple answer is that testing has been shown to be the most effective way to learn information in the long term.

Retrieval-Enhanced Learning

Many students likely view testing as a negative necessity of their courses and would prefer to have as few tests as possible. Thinking about testing this way is due to years of experiencing tests as a high-stakes assessment of learning. This is unfortunate given the fact that testing improves learning. Over the past hundred years research on the characteristics of human learning and memory has demonstrated that practice testing enhances learning and retention of information (e.g., Dunlosky et al., 2013; Roediger & Karpicke, 2006a). Practice testing can take many forms. It can refer to practicing your recall of information by using of flashcards, completing practice problems or questions in a textbook, or completing low-stakes tests as part of a course requirement. This principle was the primary motivation for redesigning the IntroPsych course to have weekly, low stakes quizzes.

An excellent example of the power of testing memory comes from a study by Roediger and Karpicke (2006b), wherein undergraduate students were presented with short, educationally relevant texts for initial study. Following initial study students either studied the material again, or took a practice test. A final test was taken after a short retention interval (5 minutes) or long retention interval (2 days). After a short retention interval restudying produced better recall than testing (81% vs. 75%). However, with the long retention interval testing produced significantly better recall than restudying (68% vs. 54%). Thus, after two days performance declined 27% for students who restudied the material, but only 7% for students that practiced recall.

Interestingly, providing students with the correct answer feedback after a test enhances the positive effect of testing. With feedback, learners are able to correct errors, and maintain their correct responses. Moreover, taking a test and reviewing feedback can enhance future study sessions. Research shows that when a student takes a test before restudying material, they learn **more** from the restudying session than if they restudy without taking a test beforehand (e.g., Karpicke, 2009). This is called test-potentiated learning.

Why does testing improve retention of information and how can I use it?

Explanations for the positive effects of testing focus on how the act of retrieval affects memory. Specifically, it is suggested that retrieving information leads to an elaboration of memory traces and the creation of additional retrieval paths. Together these changes to memory systems make it more likely that the information will be successfully retrieved again in the future. This suggests that testing is not just an assessment tool, but also an effective learning tool.

As a student in this course you can take advantage of retrieval enhanced learning each week in preparation for your weekly Quiz. This begins with studying web module content early in the week (e.g., Sunday or Monday). You can then engage in retrieval practice as a form of review after your initial study session. At this point you should be ready to complete the Pre-quiz and review the feedback (by Wednesday or Thursday). This gives you the opportunity to take advantage of test-potentiated learning when you review content again before completing your Quiz on Friday. This suggested schedule of studying, and incorporation of retrieval practice will help you learn and retain the course content. Engaging in this process each week enhances your long-term memory for course content and therefore advances your preparations for the final exam!

Suggested further reading:

1. Dunlosky, et al., (2009). *Psychological Science in the Public Interest, 14*(1), 4-58.
2. Karpicke, J. D. (2009). *Journal of Experimental Psychology: General, 138*, 469–486.
3. Roediger, H. L., & Karpicke, J. D. (2006a). *Psychological Science, 17*, 249–255.
4. Roediger, H. L., & Karpicke, J. D. (2006b). *Perspectives on Psychological Science, 1*, 181–210.

Welcome to Psychology 1X03

Welcome to PSYCH 1X03: Introduction to Psychology, Neuroscience & Behaviour, one of two IntroPsych courses offered at McMaster University (PSYCH 1XX3 is offered in Term 2). Your IntroPsych course follows in the tradition of McMaster University's long-standing reputation of excellence in innovative teaching and learning. In this course, you will experience a unique blended learning model that combines online learning technology with traditional face-to-face instruction. On your way to the weekly Quizzes and Final Exam, there are several resources available to help you master the curriculum:

Course Handbook: Your course handbook contains valuable information regarding course structure, outlines, and guides for web modules and tutorials.

Course Textbook: Your course textbook can be purchased at the McMaster Bookstore and it contains essential readings with testable material for the course.

IntroPsych.net: There are many supplementary resources that have been specially developed to compliment the handbook at IntroPsych.net including practice tests, study aids, interactive glossary, information about course events, university's services, tips for academic success, and student life information. A portion of the proceeds from this courseware go toward the development and maintenance of IntroPsych.net

Avenue to Learn: Your primary course content will be delivered through the AVENUE learning management system located at **http://Avenue.mcmaster.ca**. AVENUE allows you access to weekly web modules, course announcements, discussion forums, and grade records. To access AVENUE, use your MacID and password. Below are some of the features of AVENUE.

Web Modules: The most unique feature of IntroPsych at McMaster is the way you receive your primary course content—it's all online! You can access the web modules from the library, your room, or anywhere you have an internet connection. The interactive web modules feature audio, video animations, and vivid graphics. Check out the many advanced features that allow you to interact with the content according to your personal learning style. Use the navigation tools and integrated search function to move about the module. You can test your knowledge with checkpoints, learn more about faculty related research through *Beyond IntroPsych*, leave your comments with the *Shout Wall,* take a poll, and interact with fellow students and course staff on *Live Chat*.

New web modules are released every Monday at 6PM for the *following* week's tutorials. Once a web module is released, it stays up all year for you to reference. However, be sure to view the assigned web modules **before** you arrive at your weekly tutorial session to stay on schedule and actively participate.

Discussion Boards: More extended topic discussions are available on the AVENUE Discussion Board. Join an existing discussion or start a new thread. Our discussion boards are consistently the most active compared to any other course on campus, so jump right in with your opinion!

Discover Psychology: Science You Can Use: If you are interested in pursuing a program in psychology or are just interested in learning more about psychology, neuroscience, and behaviour, plan to attend this special live lecture series. Although many colloquiums can seem intimidating and out of reach, these talks are made especially for you, the IntroPsych student. Each month a different faculty member will present a fascinating talk focusing on the most interesting and accessible research. If you can't make it in person, you can always watch the lecture later as it is posted on iTunes University. Please visit www.discoverpsychology.ca for details.

Tutorials: You will join a small tutorial section (capped at 26 students) led by a Teaching Assistant (TA) who is enrolled in or has completed PSYCH 3TT3: Applied Educational Psychology, a course designed specifically to help TAs lead effective tutorials and guide you through IntroPsych. Each year, our TAs receive top ratings from students across campus so don't be shy to ask questions. If you think your TA is especially amazing, consider

nominating them for the Kathy Steele Award which honours the top TA of the year. Your TA will guide discussions, lead activities and demonstrations, and answer any questions you might have. Tutorials are updated each year by feedback from students and TAs.

Lobby Hours: Have a question or still confused about a specific concept? Need some one-on-one time? Want to meet TAs and students from outside your tutorial? Drop by the lobby of the psychology building (times posted on Avenue) to speak with TAs and students. If you have administrative questions please see Dr. Michelle Cadieux, the course coordinator, in PC 110. Her office hours are updated on Avenue weekly.

We have many talented and passionate members of the Instructional Staff and Development Team that work hard to bring you an outstanding course experience. IntroPsych was honoured with the 2010 President's Award for Excellence in Course and Resource Design. Our unique IntroPsych Program has been the topic of academic study and received widespread media attention in the Toronto Star, Globe and Mail, CHCH News, and Maclean's (not to mention Mac's own Daily News). Importantly, the continual development of the IntroPsych Blended Learning Environment model is supported by ongoing research. As the Director of the Applied Cognition in Education Lab, I am actively interested in teaching, learning and technology from both an academic and a practical perspective. For more information, visit http://www.science.mcmaster.ca/acelab/ or follow my twitter feed:@tlcjoekim

University can sometimes seem like an impersonal and strange place, especially for Level 1 students who are dealing with many adjustments. I hope that in exploring the course resources, you will not forget that there is a real live faculty member responsible for the IntroPsych Program—me! I have regular office hours (posted weekly on AVENUE) set aside solely to give me a chance to meet and talk with you. If you have a question, comment, complaint, concern, or just want to see and chat with a live faculty member, do come. Many students are reluctant to talk to a faculty member outside of class. Don't give in to the feeling! I have had many great conversations with students that have started off with a supposedly "silly" question.

As a Teaching Professor, my primary responsibilities are teaching and interacting with students; even my area of research interest concerns pedagogy - the formal study of teaching and learning. My goal is to help you understand and appreciate some of the really interesting and important things that we know (or think we know) about human thought and behaviour. In most fields - and as you will see, certainly in psychology - the simplest questions are often the most important and difficult to answer.

One last piece of advice—get involved in the course! IntroPsych is a fascinating world waiting to be explored by you! Keep up with the web modules, actively participate in tutorials, join the discussion forums, and attend the monthly Discover Psychology talks on Fridays. It really will make all the difference. Following each web module, I would also encourage you to participate in the feedback surveys. Many of the most popular interactive features were suggested by students just like you. I really do read every single comment and they have contributed enormously to minor and major changes made to all aspects of the course, and this includes the very course handbook you hold in your hands.

On behalf of all the wonderful people that work hard on the frontlines and behind the scenes, best of luck and have a great year!

Dr. Joe Kim

Web Modules: Interactive and easy to navigate

Navigation: You can pause, skip, and review each web module whenever you want. Tip: You can use the spacebar to quickly toggle between pause/play.

Viewing Options: You can view your web Modules with on an **outline** of the subtopics, **thumbnails** of the slides, or view **notes** a full transcript of Dr. Kim's narration.

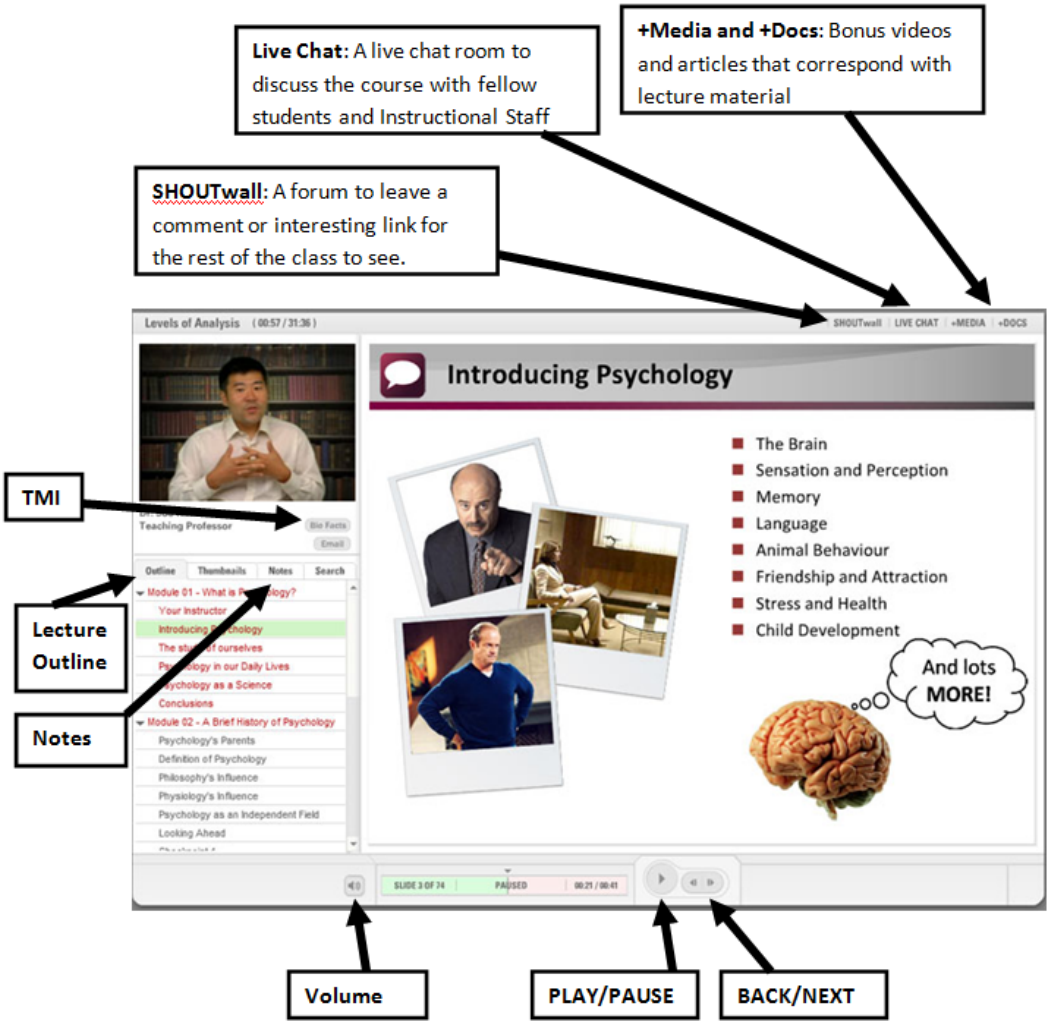
Search: The Modules are fully indexed and can be searched by key words.

Checkpoints: Throughout the Modules you will find checkpoint questions designed to assess your understanding.

Shout Wall: Leave your mark. Comment or leave an interesting link for the rest of the class to see!

Polls: Share your opinion on topical questions related to the Module.

Media+, Docs+: Watch profiles of featured Psychology Faculty members and their research as well as bonus videos and games.



Course Content Schedule for Psychology 1X03/1N03 – Fall 2014

The general schedule for this course content is given below. Any changes to this structure will be announced on AVENUE. It is your responsibility to keep up-to-date with any schedule changes.

Week of	Web Module	Chapter Reading	Notes
Sep 1			**No Tutorial**
Sept 8	Introduction/Levels of Analysis	1	AVE Quiz 1
Sept 15	Research Methods 1 and 2	2	AVE Quiz 2
Sep 22	Classical Conditioning	3 (sections 1-5)	AVE Quiz 3
Sept 29	Instrumental Conditioning	3 (sections 6-8)	AVE Quiz 4
Oct 6	Problem Solving & Intelligence	Journal article	AVE Quiz 5
Oct 13	Language Library Research	4	AVE Quiz 6 **Thanksgiving – No tutorials this week**
Oct 20	Categories & Concepts	Journal article	AVE Quiz 7
Oct 27	**Midterm Recess**	---	**No Quiz or Tutorial this week**
Nov 3	Attention	5 (sections 1-4)	AVE Quiz 8
Nov 10	Memory	5 (sections 5-9)	AVE Quiz 9
Nov 17	Forming Impressions	6 (sections 1-2)	AVE Quiz 10
Nov 24	Influence of Others 1 and 2	6 (sections 3-7)	AVE Quiz 11
Dec 1	---	---	**No Tutorial**