



Course Syllabus

Introduction to Developmental, Social, Personality & Clinical Psychology

Psyc 102 Section 006

Fall Term 2: MWF 1-2pm

CIRS 1250



Instructor: Dr Eva Zysk

Office: ORCH 3073

evazysk@psych.ubc.ca

@DrEvaZysk

102 Office Hours:

Most weeks will be held:

Mon & Fri 1:50-2:30 outside CIRS1250
(or email for private appointment)

About Eva: Researches OCD contact & mental contamination, and virtual reality treatment of social anxiety. Has been teaching psychology for 7 years. Loves volleyball, travel, cake, dogs, accents, humour, and uni memes.

Teaching Assistants:

Name: Ray MacNeil

Email: raymond.macneil@psych.ubc.ca

Office Hours: by appointment

About Ray: Researches vision and attention; likes coffee, music, speleology, and hiking.

Name: Ashley Battaglini

Email: ashley.battaglini@psych.ubc.ca

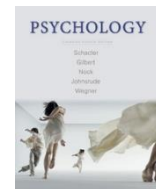
Office Hours: by appointment

About Ashley: Investigates individual differences that act as protective or risk factors for how one responds to stress, and how this can lead to the onset maintenance or worsening of depression or anxiety.

Required Materials: Schacter 4th Canadian Edition Custom Package - Volume 2 with 6 months of Launchpad access, OR - Full Text with 24 months of Launchpad access (102 and any section of 101 until 2020). In addition, there will be other assigned readings, videos, blogs, etc. throughout the term posted on Canvas. Academic papers can be found through the [UBC Library](#).

→ Please keep the receipt from your text purchase; you will need this receipt for creating/validating your LaunchPad account.

iClickers will be used in our lectures. You can purchase a used one (e.g. \$10 on Craigslist).



Our Learning Room: Canvas Psyc102 006. Here you'll find the course info, slides, additional resources, assessment info, class discussions and Q&A (Piazza), your grades, and other useful course materials. Set up your announcement alerts so you don't miss important information: Accounts → Notifications → Announcements → "Notify me right away").

Did you know you can also download the Canvas App?

Course Description

This exciting and fascinating course will introduce you to some of the major research areas within the field of psychology: the scientific study of the brain, the mind, and behaviour. The course begins with an overview of psychology, its history, and its research methods, and then covers several fundamental topics including: emotion & motivation, intelligence, development, personality, social psychology, stress & health, and psychological disorders and their treatments. Classes will comprise lectures and interactivity.

This course will run for 13 weeks, with ~3 hours of contact time per week. There will be 35 lectures in total (and 2 in-class midterms). Please do your best to attend each and every one! ☺

Learning Objectives:

By the end of this course you should be able to:

1. Define modern psychology and identify its major perspectives.
2. Recognize, connect, and evaluate psychological concepts and theories from specific subfields (e.g., social, personality, clinical).
3. Critically evaluate information that you encounter in your daily life, and draw informed conclusions.
4. Differentiate between commonly-used research methods in psychology, including experimental and correlational designs.
5. Use and interpret basic descriptive statistics and graphs.
6. Summarize and evaluate empirical research.
7. Apply psychological principles to daily life.

Attendance & Engagement: Activities throughout the term will involve interactive learning, so be prepared to get involved, learn from one another... and to even have fun in doing so! Pedagogical research shows active participation predicts better course grades, so high levels of engagement are highly encouraged (and this makes the class more interesting for students and the instructor alike!). You may also like to know that I value when students are “wrong”, so never ever be afraid to speak up. It gives opportunities in my teaching to discuss the topic in more depth, or often consider various viewpoints... so err away in the name of learning! Attendance for all classes is urged as exam questions will be based in part on class content, which may go beyond the textbook and some class notes. Engagement will be measured through class activities (see below) and your attendance is crucial for this. You will be expected to catch up with a classmate on all material covered, activities run, and announcements made for every session (or part, thereof) missed.



Class Materials & Preparation: For most classes, unless otherwise instructed, there will be no pre-reading; i.e. you will not need to read the associated chapter before the class, and can come with no knowledge of the topic we will be covering. I will make my lecture slides available on Canvas for downloading or printing after each session; I usually add extra notes to these that stemmed from our class (see blue communication boxes). Do ensure you add your own notes from each session; never rely on the uploaded notes alone.

To bring to each class: a curious mind, paper, a pen, a smartphone/laptop, and/or an iClicker if you have one.

N.B.: Instructor materials are not permitted to be shared outside our course without my consent. Please just ask.

Electronics: Laptops and tablets can be useful for note-taking (although note that research suggests that notes taken by hand is better for learning); you are welcome to bring these along. However, please be mindful that laptops can also be distracting to students around you. Please keep your screen on topic.



A smartphone will often be used for interactive parts of many classes, so bring it (or a laptop) along to each class. However, please otherwise refrain from using the device. Why? See the large evidence base for poorer attention, engagement, learning and academic outcomes of both users and those around them [here](#), [here](#), [here](#), [here](#), [here](#), [here](#), [here](#)... (hopefully you get the idea). If you need to send a text/ make a phonecall/ check something on Facebook etc. on your phone or computer, you are welcome to step out of class (and come back when done, of course!). Please respect this class rule.

iClickers will be used in our lectures. You can purchase a used one if the budget is tight.

N.B.: If for any reason you would like to audio-record a session, please just ask.

Dear Students,
I know when you're
texting in class.
Seriously, no one looks down
at his/her crotch and smiles.
Sincerely, your teacher



Questions: Questions (with the exception of the all-too-common and instructor-dreaded “will this be on the exam?”) are encouraged in class, so please do not be shy to raise your hand at any time. It is highly likely you are not the only one with that question. Questions let me know students may not understand something or are interested to hear more so I know to focus more on the topic. **Further content- or assessment-related questions should otherwise be posted on our Piazza Discussion Board** where the class can benefit from seeing our answers. The TAs and I will strive to answer questions there within 48 hours. The TAs are eager to support your learning so do arrange to see them and chat about all things psychology-related! I am also available for students to speak about personal matters (e.g. if you are falling behind for health reasons, etc); please email me to book an appointment.

Health Concerns / Personal matters: If you are experiencing psychological or physical ill-health, please see your personal GP, or you can assess UBC's [Student Health Services](#). Please don't hesitate to reach out if you are in need and there are any barriers preventing you from assessing any resources. Also, please come see me if there is a way I can help accommodate any of your needs in this course. If you require an extension or have missed a midterm, you will need to contact your [Faculty Academic Advising](#) office and arrange for an appointment (N.B.: Arts allows drop-ins). You will need to provide them with evidence of your illness or personal matter (see last page of syllabus). They will then contact me with a recommendation, and I will inform you as of the outcome, such as the new assignment deadline or a time to write the referral midterm.

How will we know if the learning objectives have been met?



Assessment Style:	Brief Overview	Deadline / Date	Percent of Grade
Assignment 1	Develop a research question (400 words)	Jan 25 th @ 11am	10%
Midterm 1	Up to & including Intelligence (45 mins)	Feb 8 th @ 1pm	15%
Assignment 2	Short Essay (800 words)	Mar 6 th @ 11am	15%
Midterm 2	Up to & including Social Psych (45 mins)	Mar 18 th @ 1pm	15%
LaunchPad Quizzes	Best 5 of 8 quiz scores	Throughout term (dates on Canvas)	5%
Class Activities & Engagement	In-class quizzes (e.g. syllabus quiz), polls, online engagement (e.g. Piazza)	Throughout term	8%
REC - Research Credits	Either Research participation... OR Library Project	End of March (see HSP deadlines)	2% (+up to 3% bonus!)
Final Exam	2-2.5 hours	Exam period: 8 th -26 th April	30%

Assignments: Further details about each of the assignments will be given in class and posted on Canvas after each is introduced and explained.

Midterm Exams: will be comprised of multiple choice items and possibly some short written response. Details will be given for each midterm in class in advance of the exam. Midterm 2 is non-cumulative. I will provide you with a textbook reading guide to help you focus your revision efforts.

Class engagement: will be evaluated primarily on your in-class poll & quiz participation and Piazza engagement (answering other students' questions). Points will be awarded for *participation* rather than correctness (with the exception of the syllabus quiz). Engagement points may also be given out to students who show a high level of engagement in class, and/or engage in other notable ways in person (outside office hours) or online.

N.B. Please do not attempt to cheat. Any students involved in cases of cheating such as answering poll questions for non-attending students will receive a zero and may be called in to speak about their academic conduct.

LaunchPad Quizzes: These regular and short quizzes will help you assess your current knowledge. They are due at the end of each chapter. We will count the top 5 scores (so you should aim to complete a minimum of 5 quizzes).

HSP Credits: See info below.

Final Exam: Will be a combination of multiple choice and written response. The exam will be cumulative, but with an emphasis on material since Midterm 2. Be mindful not to make travel plans before the exam schedule release; there will be no alternative date for the final exam.

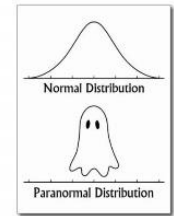
➔ *For information on scaling, make-up assessments, re-marking, extensions and missed exams, please see final page of this syllabus.*



Page 4 of 5

Further Course Details (the fine print... please do read!!):

Department's Policy on Grade Distributions & Scaling: In order to reduce grade inflation and maintain equity across multiple course sections, Psychology courses are required to comply with departmental norms regarding grade distributions. The mean grade in a 100/200-level class is 67 for a "good" class, 65 for an "average" class, and 63 for a "weak" class ($SD = 14$). Scaling will be used in order to comply with these norms; grades may be scaled up or down as necessary by the instructors or department. Irrespective of scaling, resulting marks always depend on students' mastery of course material relative to their peers.



Make-Up Assessments: Students unable to make a deadline or write an exam due to a serious medical problem, court appearance, or death in immediate family will be given the opportunity to make up the assessment provided that their reason for missing the exam/assessment is supported by their Faculty Academic Advising Office. You will likely be asked to provide signed letter from the appropriate professional, before or no later than 2 working days after the deadline or exam date, on letterhead with the name, address, and phone number of the letter writer, that states: "Due to [legitimate reason], [your name] could not write the exam scheduled for [time & date]." In the case of a medical reason, the statement: "In my opinion, the medical problem was so severe that [your name] would have been incapable of writing the exam" should be added. The UBC Health Services will not provide letters so the student should use their private physician. Please ensure you contact your advisor in the first instance rather than the instructor, as you will be redirected to Advising which could delay the process.

Marking: If you have what you perceive to be an error in marking on your test or paper, you may apply in email to the Instructor within two days the work was handed back for a re-marking of your entire test or paper. Your request must detail why you believe the test or paper should be re-marked. If your request is approved, your work will be independently re-marked and the latter grade (whether lower or higher than the original) will be retained.

Academic Integrity: Cheating, plagiarism, collusion and other forms of academic misconduct are serious concerns and will not be tolerated in any way by the University. This includes but is not limited to: dishonest or attempted dishonest conduct at tests (e.g., unauthorized use of books, notes, or other aids, communicating with others for purposes of obtaining information, copying from the work of others, and purposefully exposing or conveying information to other students taking the test) or in-class quiz/poll, changing test answers once tests are marked, and handing in papers with sections prepared by others. Please review the [university policy](#) on forms of academic dishonesty. The Department uses software that can reliably detect cheating on assignments and exams, including multiple-choice exams. You will be required to submit all written work to TurnItIn, a service designed to detect plagiarism. Evidence of cheating or plagiarism may result in a zero credit for the work in question, a failing grade for the course, suspension from the University, cancellation of scholarships, and/or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original and own work and must be referenced fully and appropriately. Please consult the [APA guide](#) for information about how to cite all sources. Harvard Style will also be accepted. If you have any questions as to whether or not your practice could be considered even a borderline case of academic misconduct, please consult your TA in advance of your submission. If you've made it to this point in the syllabus, well done. Once you have read this document in full, please add to Piazza (Funnies folder) your favourite student-themed meme or joke to demonstrate your thoroughness and engagement.



Territory Acknowledgement: UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.