

PSYC – 101/002

TERM 1 2012

Biological AND COGNITIVE Psychology

About This Course

Psychology is a broad discipline with both an academic and applied/professional side. As an academic discipline, psychology is defined as the scientific study of behavior and the mind, and it seeks to illuminate their cognitive and neurobiological bases. Applied psychologists are professionals with training and clinical skills to help people learn to cope more effectively with life issues and mental health problems.

This course is an introductory level survey of the methods and findings of modern scientific psychology. It focuses on the scientific method, and its application to specific content areas, notably attention & consciousness, sensation, perception, learning and memory. A comparable introduction to other content areas of scientific psychology, such as personality, emotions and motivation and mental wellness and illness is provided by PSYC102.

Modern psychology uses the methods of science, and consequently, the course emphasizes science-related topics such as research methods, statistics, logical reasoning and the importance of providing clear operationalizations for concepts.

Above all, this course is designed to develop your ability to think critically about psychology, thereby increasing your scientific literacy.

Goal & Objectives

I designed this course with a focus on one broad goal: to increase scientific literacy and help you think more critically about a wide range of topics in psychology. In order to keep focused throughout the term, I have translated this goal into a number of specific objectives which you should be able to achieve and demonstrate by the end of the course:

1. Define and understand the core elements of the scientific method and why this method is used and needed.
2. Understand basic methods used by modern psychology for the purpose of understanding behavior and the mind.
3. Define modern psychology and identify major theoretical perspectives within it.
4. Recognize, recall, connect and evaluate psychological as well as neurobiological concepts and theories from specific areas of psychology (e.g., perception, learning, memory).
5. Recognize, recall, interpret and apply findings and phenomena from specific areas of psychology (e.g., the serial position effect, long term potentiation).
6. Critically evaluate new evidence about behavior and the mind that occurs in the context of our daily life.
7. Apply your understanding of psychological concepts, theories and facts for the purpose of making predictions about yourself, others, and events which are likely to occur in the context of our daily life.
8. Effectively communicate your understanding of psychology in both spoken and written form.
9. Demonstrate respectful, professional and productive conduct in email, online, in class, and in face-to-face communication with your peers, TAs and the instructor.

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Class Meetings

Classes are held every **Monday, Wednesday and Friday, 10:00 to 10:50 am, in CIRS Room 1250**. The CIRS building is located at 2260 West Mall. Class attendance and participation is expected and is necessary for success.

Please respect your colleagues and instructors by being prepared for each class, and by arriving on time and not leaving early. In a large class, either arriving late or leaving early is noisy, distracting and irritating.

You will need your iClicker for most class meetings. Your iClicker is an important learning tool, and clicker responses will be used for computing your class participation score. Please make sure your clicker is properly registered.

You do not need to bring your textbook to class.

Class-room computer/tablet use is discouraged. If you use a computer or tablet for any purpose other than taking notes in class, please sit at the back of the room so as not to distract your class mates.

Course Leaders

While learning is each student's responsibility, the course leaders are there for you, to facilitate learning, to answer questions, to help you understand course materials and requirements ... to lead you to a successful course completion. The course leaders are also responsible for preparing and delivering lectures and other course materials (i.e., activities, quizzes, tests) and for keeping course records.



The **instructor** for this course is Dr. Peter Graf

Phone: 604.822.6635

Office: CIRS 4352

Office Hours: Monday noon to 1:30 pm; no appointment required - anyone may drop in.

Informal office hours: Most Wednesdays from 11 am to noon, I will be at THE LOOP café, located in the lobby of the CIRS building.

Email: pgraf@psych.ubc.ca. Be thoughtful about using email. Please include "PSYCH 101" in the subject line of your email. (If your email subject line is empty or uninformative, it is likely to end up in my trash folder.) Before you send an email, keep in mind that I teach over 600 students, and that a response to your question or concern might be in your class notes, in this syllabus, or it might have been addressed in a course-web discussion forum. Also keep in mind that each individual email is best suited for asking one specific question, never for a list of questions. Email is NEVER a reasonable substitute for class attendance, and is NOT suited for dealing with deep issues that require a face-to-face meeting. I will do my best to respond to emails within 24 hours.



The **teaching assistant** for this course is Michelle Crease

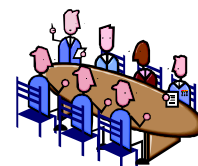
Phone: 604.822.2140

Office: Kenny 3201

Office Hours: Wednesday 2 to 3 pm; no appointment required – anyone may drop in. If you cannot make my scheduled office hours and wish to set up a separate meeting, please email me and we will arrange a meeting time. I am here to help, and my door is always open!

Email: mcrease@psych.ubc.ca. Please include "PSYCH 101" in the subject line of the email. I will respond within 24 hours of receiving your email. Note: if you send an email the night before a deadline, it is unlikely that an answer will reach in you in time!

The **Lecture/Activity Advisory Committee** is a group of student volunteers that meet once each week in order to review recent lectures and class activities, and to plan and guide future lectures and/or class activities. The committee will meet once each week, on Fridays from 11 am to noon, in room 2405 in the Kenny Building. Committee members are expected to attend all class meetings, to provide feedback on lectures and class activities from the most current week, and to make suggestions for lectures and class activities for the upcoming week. Committee members are expected to prepare for each meeting by reading and reflecting on lecture related topics scheduled for the upcoming week. If you would like to be part of this committee, please send me an email (pgraf@psych.ubc.ca). Committee members will be selected randomly.



Tools You Will Need

In order to achieve the course goal and objectives, you will use **6** different tools, each required for completing the specific course assignments described later in this document.

1. **Textbook:** Weiten, W. & McCann, D. (2012). Psychology: Themes and Variations & Accompanying Concept Charts. 3rd Canadian Edition.

Purchase options: A hard-copy of the text can be purchased at the UBC Bookstore, where it is available in a bundle packaged with an Access Code to Aplia. The same bundle is also available from Discount Textbooks located in the UBC village. To save, you might purchase the e-text with access to Aplia either from the UBC Bookstore, or directly from the publisher, Nelson Canada. Note: The required text is the 3rd Canadian Edition. Publishers usually have a series of reasons for producing a new edition, such as the correction of errors, updating of materials, and presenting materials in a more effective manner based on feedback from instructors and students. Neither the publisher nor I have a detailed list of differences between the 3rd Canadian edition and other editions, and thus, if you are using another edition, you do so at your own risk.



Optional study guide: Nelson also has a study guide to accompany the text; this guide is likely to be available at the UBC Bookstore, at Discount Textbooks, and directly from Nelson Canada. Although not required, the study guide is a further tool you might use for reviewing course content and giving you additional practice at answering questions.

2. Access Code for Aplia

Purchase options: A code for accessing Aplia is bundled with your text. If you purchased your text separately, you can purchase an access code directly from the NelsonBrain website (www.nelsonbrain.com). This site is also from where you will be able to access (navigate to) an e-copy of your text, a wide range of study materials, and it is required for completing assigned chapter tests.

3. Access Code for PeerScholar & an account on Turnitin.com

PeerScholar is a platform we use for written work. You will use this platform for submitting your written work and for evaluating and commenting on the written work of other students in the class.

Purchase options: A code for accessing PeerScholar may be purchased at the UBC Bookstore, or directly from Pearson Education (<http://www.pearsoned.ca/highered/peerscholar/>), at the time you log on and create a user account.

You will also require an account on a service call turnitin.com (this account is free), and you will submit your written work to this service. Detailed instructions on how to such create such an account will be provided later. Turnitin is a service, to which UBC subscribes, and which is used for checking textual materials for originality.

4. Course Website

The website for the course is at www.connect.ubc.ca. Use your CWL (campus wide login) to connect to this site (if you don't yet have a CWL, create one). This site is where you will find everything you need for the course, a copy of this syllabus, slides related to the lectures, instructions for assignments, announcements, links to various discussion groups, as well as a record of grades. Go to this website early in the course in order to register your iClicker (if you don't register it, we will have no record of your iClicker responses), and return to it frequently – at least a few times each week -- for announcements, discussions on current issues, problems and their solutions, as well as for connecting with other students, for finding answers to common questions, etc.

5. iClicker

iClicker questions and polls will be part of nearly every class meeting, and your responses to them will count toward your course grade. An iClicker can be purchased at the UBC Bookstore, used or new. It is critical that you register your iClicker on the course website; failing to do so means that your clicker responses will not be counted.



What We Expect From You

Participation: Learning is an activity, not a passive process of absorbing information. The course makes use of lectures, demonstrations and activities, and relies on feedback and participation as well as discussions in smaller and larger groups. We expect you to speak up and to formulate your ideas in writing, to listen critically and provide feedback, to participate

and respond to clicker questions. Lectures and class meetings are an opportunity for testing your understanding of issues and augmenting insights provided by the text and for building your course notes. Learning occurs when you are active, and thus, dare to make errors and missteps, and receive constructive feedback on your contributions; success depends on ongoing active engagement.

Attendance: Come to every class, prepared to participate, and with an open and critical mind. Bring your iClicker, and materials for making notes. If you miss a class, you are responsible for obtaining notes and for getting informed about announcements. It will not be possible for you to make up participation points or clicker questions that occurred during your absence. Plan ahead; connect with class mates that will be able to keep you informed in case you need to be absent from class for any reason.

Respectful & Ethical Conduct: You are expected to treat your classmates, instructor and teaching assistant with respect at all times, both in and out of the classroom, whether face-to-face, on the phone or in emails. Respectful conduct includes coming prepared to learn, and arriving and leaving on time - not before the end of class -- in order to minimize interrupting and distracting your class mates.

We are committed to a zero tolerance for cheating in any form, including dishonest use of the iClicker (e.g., entering responses for an absent classmate), copying from a classmate or submitting the work of others as your own. All forms of misconduct will be dealt with as described later in this syllabus and in the UBC calendar (see Academic Misconduct).

On-Time Completion of Chapter Tests: You are required to complete an on-line test corresponding to each chapter. The test is open book, not time limited, can be repeated up to three times, but must be completed by the due date specified on Aplia as well as in the Schedule of Course Activities. If you attempt the test multiple times, we use only the highest score you have achieved. The purpose of these tests is to encourage you to read each chapter ahead of the date when we begin course activities related to the chapter topic.

Policy of Missed Chapter Tests: Each chapter test must be completed by the due date/time specific on Aplia and in the Schedule of Course Activities. Chapter tests will not be available on Aplia after the due date/time. A grade of zero (0) will be assigned for every Chapter test that has not been completed.

On-Time Submission of Written Reports and of Peer Evaluations of Written Reports: Writing and evaluating the written work of others are important elements of this course. For this reason, you will be required to research one of three topics, write a brief report about it (~750 words), and submit it by the due date, which is 11:59 pm Friday October 26 2012. In addition, you will also be required to evaluate and comment on the written reports of 6 of your classmates, and your evaluations & comments must be submitted no later than 11:59 pm Friday November 9 2012. A detailed description of these requirements – Written Report and Peer Evaluations of Written Reports -- is available on the course website.

In this course, we are making use of a service – called TurnItIn.com -- to which UBC is a subscriber. This service checks textual materials for originality. In order to verify the originality of your written report, you are required to submit it to turnitin.com, no later than 11:59 pm Friday October 26 2012.

Late/Failed Submission Policy: Late submissions of the written report to PeerScholar will not be accepted under any circumstances and will be assigned a grade of zero (0). Written reports that have not been submitted to turnitin.com by the due time/date will be regarded as late submissions, and will be assigned a grade of zero (0). Late submissions of peer evaluations & comments will not be accepted under any circumstances and will be assigned a grade of zero (0).

Written Reports Re-Grade Policy: If, after receiving a grade & feedback on your written report, you feel very strongly that your report was graded unfairly, you may choose to have your report regraded by emailing such a request to your TA within 1 week of the grades being released. Take note that re-grading may result in a grade increase or decrease, and that the re-grade is final.

Presence at Quizzes: Your presence is expected and strongly encouraged at all in-class quizzes. These are surprise quizzes and will NOT be announced ahead of time. There will be a total of 4 quizzes, with the best 3 counted toward your course grade. Each quiz will consist of 5 multiple choice questions, related to the text and class activities covered in the 2 weeks immediately preceding each quiz.

Presence at Midterm Test: Your presence at the mid-term – scheduled for Wednesday October 17 -- is expected and required. Note the date of the course mid-term in your calendar, and plan accordingly. If you must be absent from the mid-term for a valid reason, notify me immediately in order to make alternative arrangements. **There are no make ups for the mid-term.** A grade of zero will be assigned for an unexcused missed midterm.

Presence at Final Exam: Your presence at the Final Examination in December 2012 (exact date to be determined by the Faculty of Arts) is mandatory. If you absolutely must miss the final examination for a valid reason (e.g., severe illness), you or your caregiver must apply for an Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services). If you have 3 or more exams scheduled to start and finish within a 24 hour period, you may make a request (via the Faculty Advising Office) to write the 2nd examination on a different day.

Feedback: We invite you to share your thoughts and suggestions about all aspects of the course with us, and to work with us so that this course becomes a positive and successful learning experience for us all.

What You Can Expect From Us

Availability: We – the Course Leaders -- are here for you, to facilitate your learning, to answer your questions, to help you understand course materials and requirements ... to lead you to a successful course completion. Make effective use of us, for example, by visiting us in person during office hours. A visit in person is typically much more effective than email, a phone call, or a brief after class chat. If our office hours absolutely cannot work for you, we will propose a few alternative date and time options and arrange a suitable appointment. Keep in mind that the class size limits our flexibility in making alternative appointments.

Slides & Lecture Notes: PDFs related to class presentations & activities will be available AFTER class on the course website (www.connect.ubc.ca). For copyright reasons, the posted pdfs may be different from those used in class. Keep in mind also that the pdfs are not lecture notes; they are speaking points for reminding and guiding the speaker, for highlighting core concepts, etc. Do not assume that posted pdfs are sufficient for catching up with class activities.

Feedback: We will endeavor to provide you with feedback on all learning assignments (e.g., quizzes, mid-term test, exam) as promptly and with as much detail as manageable for a large class.

Respectful Ethical Conduct: At all times, we will strive to treat you with respect, and to make decisions with the highest standards of ethics in mind. If you feel that you have been treated in any other way, disrespected in any way by us or by a classmate, we invite you to talk to us so we can sort out the issues together.

Please note that failing to make course concessions for you (e.g., changing a due date or test date) is not a sign of disrespect. Ethical conduct requires us to uphold all course requirements and to apply them fairly and in a consistent manner to all students. [Hint: Before you come to us with a request for some sort of concession, ask yourself whether we would be able to offer this same concession to all students in the course.]

Learning Appraisals

We will use a number of different methods for determining whether we are meeting the course objectives.

Activity	Value	Due Dates
4 quizzes, each covering materials from the 2 weeks preceding the quiz (drop the quiz with the lowest score; 3 x 2% per quiz; 5 multiple choice [MC] questions each quiz)	6%	Not announced ahead of time
7 chapter tests, completed online on Aplia (average of all tests counts for 4% of course grade)	4%	As specific in the course activity schedule, and on Aplia
1 In-class mid-term test, focused on materials – class & text -- covered up to the date of the test (approximately 35 MC questions and 15 short answer [SA] questions)	26%	In-class on Wednesday October 17 2012; mark your calendar today
1 Cumulative final examination (approximately 90 MC and 40 SA items).	40%	During the examination period, between December 5 to 19 2012
1 Written report (~750 words, in APA format)	15%	Friday October 26 2012
6 Peer evaluations of written reports	4%	Friday November 9 2012

Class participation (based on iClicker responses: 3% for responding to 80%+ of all clicker items; 2% for responding to 60%+ of all clicker items; 1% for responding to 40%+ of all clicker items; 0% for responding to less than 40% of all clicker items.)	3%	Ongoing throughout the term
Research experience	2%	Friday November 30 2012
Total Points Available from Course Work	100%	
Bonus points for optional research participation	3%	Friday November 30 2012

Chapter Tests, Quizzes, Mid-term, and Final Examination: The chapter tests – which count for 4% of your grade -- are intended to make you familiar with each topic covered in the course, and to prepare you for class activities. The in-class surprise quiz is a great tool for assessing learning, for keeping focused and up-to-date on readings and all classroom activities. Quizzes will not be announced ahead of time. 4 quizzes will be given throughout the term, with the best three counting for 6% (3 * 2%) of your grade. Each quiz will consist of 5 MC questions, based on the text and lecture materials. The mid-term will be given in our classroom at the same time as the regularly scheduled class, on Wednesday October 17 2012, while the final examination -- a 2-hour event -- will be scheduled by the faculty office between December 5 and 19 2012. [Don't make any holiday travel plans before you know the date of the final examination. Being away on holidays will not be accepted as a reason for missing the examination.] The mid-term and final will consist of a combination of MC and SA questions, and they will focus on both materials covered in the text and in the lectures by class-activities. The final examination is cumulative. In order to do well on the test and examination, you will need to go beyond memorization of facts and definitions; you will need to integrate and apply the materials to new situations.

Why so many tests, exams, quizzes? Research has shown that testing improves understanding as well as long term retention of materials (Roediger & Karpicke, 2006).

The Short-Answer [SA] items on the test and exam usually create more anxiety than the Multiple-Choice [MC] items, probably because the former are less familiar. The SA items will require a short-response, from a few words to a maximum of 1 or 2 sentences. *Nearly all SA items to be included on the test or on the final examination will be based on or direct duplicates of questions brought up in class.* Therefore, pay attention in class and take careful notes, and above all, participate in class activities by generating responses/answers to all questions/items when they come up in class, and dare to answer such questions. Dare to be wrong and learn!

Written Report & Peer Evaluations of Written Reports: A document, appended later in this syllabus and posted on the course web (it will be posted on September 10 2012), will give detailed specifications for these two assignments. The written report must address one of three topics I have selected, must be about 750 words long (plus/minus 50 words), must be prepared to be consistent with the APA format, and must be submitted – via your account on PeerScholar and your account on turnitin.com -- no later than 11.59 pm on Friday October 26 2012. Late submissions will not be accepted under any circumstances and will result in a grade of zero. The written report, which counts for 15% of your course grade, is designed to help you apply course materials to everyday life needs, events and experiences, and to help you develop and polish written communication skills.

Create accounts on PeerScholar and on TurnItIn as soon as possible, and read the instructions for making submissions!

After all written reports have been submitted, each of them will be assigned (on October 27 2012) to 6 peers (i.e., randomly selected from among all students in the course with accounts on PeerScholar) for evaluation and for comments. Each student/peer is required to evaluate 6 different written reports, assign a grade to each, as well as write one positive comment (i.e., highlighting a specific strong point in the report) and one critical comment (i.e., highlighting a specific weak, confusing, unclear aspect in the report) about each. Specific criteria for evaluation and commenting will be given in a document (to be posted on the course web by September 10 2012) with the specifications for the written reports. Peer Evaluations must be completed by 11:59 pm on Friday

November 9 2012. Failure to complete all of the required peer evaluations by the due date will result in a grade of zero for this assignment.

The quality of the full set of comments written by each student (i.e., 2 comments on each of 6 reports) will be graded by the TA, and this grade will count for 4% of your course grade. The TA-graders and written-report authors look forward to your thoughtful, helpful comments!

Research has shown that our written communication skills benefit most directly from discovering – and having to comment on -- positive elements in the written work of others, and when we struggle with – and have to write constructively about – comprehension or logical difficulties or related shortcomings in the written work of others. The grade assigned to each written report is the median of the grades assigned by the 6 peer evaluators. There is considerable research showing that grades derived in this manner are of the same quality as grades assigned by TAs or by instructors. More importantly, by using peer evaluators, the author of each report will not only receive a grade on their work, but they will also receive the written comments from 6 different peers.

Class Participation: Learning is an activity, something we do, not something that happens to us. To get the maximum out of class meetings, you need to become actively engaged in every part of it, by coming prepared to class with issues/questions that occurred in the course of reading the text, or in conversations with class mates, friends or family. Take part in class discussions and in Q&A sessions, and respond thoughtfully to all clicker items/questions. Your engagement and participation in class counts for 3% of your course grade, and will be awarded on the basis of your responses to clicker items/questions, according to the scheme provided in the table on Page 5 of this syllabus.

Research Experience & Optional Research Participation: One way to learn more about psychology is to be a participant in ongoing psychology research projects. As part of this course, you are asked to complete a research experience component worth 2% of your grade. In addition, you have the option of earning a maximum of 3 more points (i.e., giving you a 3% increase in your final course grade) by participating in additional approved experiments that are posted on the web of the Department of Psychology Human Subject Pool (HSP) or by completing alternative assignments. Detailed instructions about these course components appear in the next section of this document.

Research Experience Component & Optional Research Participation

Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours! As part of this course, you will be asked to complete a research experience component (REC) as way of introducing you, in a more hands on and interactive way, to research in psychology. This REC is worth 2% of your grade in the course, and you are free to choose one of two options:



1. **Participate in the Psychology Department Human Subjects Pool:** Most students will choose to earn their REC by spending two hours participating in psychology studies (earning 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register on the system by the end of the first month of classes, for the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered on the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm the points you have earned. At the end of the last day of class for the term, the subject pool closes. At that point, you will no longer be able to earn points by participating in research. Therefore, we strongly urge you to participate in, obtain and confirm your REC points long before the last week of class.

For instruction on how to use the HSP online system, go to <http://www.psych.ubc.ca/resguide.psy>, and read the document entitled "Subject Pool Information for Participants."

2. **Alternative assignment -- Library writing projects:** As an alternative to participating in ongoing research, you may choose to complete two library writing projects (earning 1% point for each). For each written assignment, you will read and summarize a published research article. You must select a research article (i.e., not a letter to the editor, commentary, or review paper) published between 2000 and the present in the journal *Psychological Science*, one of the disciplines' leading journals. Each summary should be about 500 words and should describe the purpose, method and results of the research article *in your own words*. Please see the "Subject Pool Information for Participants" document found at <http://www.psych.ubc.ca/resguide.psy> for further instructions.

If you choose the library option, you must, a) submit each of your summaries and copies of the articles on which they are based no later than 10 days before the end of classes, and b) submit each summary to turnitin.com. If you don't have a turnitin account from a previous course, you will need to create a user account on turnitin. For the library assignment the class ID is 2828541, password is *library*. See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to turnitin.

Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further disciplinary action may be taken at a departmental or university level.

Bonus points for optional research participation: You may earn up to a maximum of 3 additional points by participation in ongoing HSP listed research projects beyond the two hours required for the REC of the course. The methods (i.e., research participation and library option) available for earning bonus points are exactly the same as those used for completing the research experience component.

Participating in a 1-hour research project, or completing one of the alternative assignments, earns you 1 point. The 2 points available for the REC will be included when computing your course grade. By contrast, the 3 points available via the optional research participation will be used to increase your final course grade, but they are added only after any scaling that may need to be applied to the course grades.

UBC & Psychology Department Policies on Grading & Scaling

According to the UBC Calendar, "instructors are responsible for providing written guidelines to all students at the start of each course, outlining how the final grade for the course will be arrived at, and including any related policies such as arrangements that may be made for students who are unable to complete a test or other graded work because of short term illness or for other reasons. Guidelines made available on the UBC Web meet this requirement. Students who are unable to access the Web should ask their instructor to provide these guidelines in an alternate format".

UBC courses are graded on a percentage basis (or pass/fail - P/F - if a course is so designated). Corresponding letter grades are assigned automatically by the Registrar.

Percent	Grade	Level of Achievement	Percent	Grade	Level of Achievement
90-100	A+	exceptional	64-67	C+	adequate
85-89	A	exceptional	60-63	C	adequate
80-84	A-	exceptional	55-59	C-	adequate
76-79	B+	competent	50-54	D	adequate
72-75	B	competent	00-49	F *	inadequate
68-71	B-	competent			

* For students taking courses in faculties or schools where the passing grade is higher than 50%, all grades below the higher passing grade will be assigned a letter grade of F.

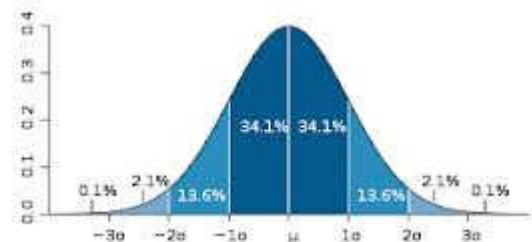
Grading Criteria: The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

- ✓ **80% to 100% (A- to A+):** Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
- ✓ **68% to 79% (B- to B+):** Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
- ✓ **50% to 67% (D to C+):** Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigor.
- ✓ **00% to 49% (F):** Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

Scaling of Grades: Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.

In order to reduce grade inflation and maintain equity in courses with multiple sections, all psychology courses are required to comply with the departmental policy on grade distributions. According to this policy, all 100 and 200 level courses are required to obtain an average grade between 65 and 67%, with a standard deviation of 14%. Grade scaling may be necessary in order to achieve these norms, and may be applied by the professor or by the department.

Grade Inflation: Is the tendency for academic grades for work of comparable quality to increase over time.



Aplia & CourseMate

Aplia, and its companion learning site, **CourseMate** are valuable platforms we will use for learning about psychology. You will be using Aplia in order to complete an open-book test on each chapter, and each of these tests needs to be completed no later than the date/time specified on the Course Activities Schedule and on the Aplia site. A grade of zero will be assigned for every chapter test that has not been completed by the due date. CourseMate is companion site which provides a wide range of learning aids and instruction materials, such as flashcards, cross-word puzzles, videos and sample tests, to complement the text and classroom activities. Make use of these aids in order to improve your mastery of psychology. Create accounts on both of these sites as soon as possible, and take the plunge into psychology.

Information on Chapter Tests: Chapter tests are open book test, and they are not timed (meaning, you can take as much time as you like to complete each test, as long as you complete it before the due date/time). If you like or need to, you may interrupt a test (log out) and log back in and return to the same test at a later time. If you are unsure about your answer to a question, you may attempt it a maximum of three times. When you are done with a test, don't forget to submit it. When you submit a test, it is automatically graded, and the highest grade you achieve in your three attempts will be recorded in the grade book.

Getting Started on Aplia & CourseMate

You need a code for accessing Aplia; this code was bundled with your text if you purchased your text at the UBC bookstore. If you have not yet purchased an Aplia access code, create an account anyway and use Aplia and CourseMate without paying until 11:59 PM on 09/24/2012.

With your code on hand, follow these steps:

1. Navigate to www.nelsonbrain.com
2. If you already have an account, sign in. If not, enter your access code in the space where it asks for you to "Register a Product". Once you have entered your access code, click on register. Next you will be asked to create an account, and you do so by providing all of the requested information.

If you don't have an access code, enter the course key at this stage: WRX8-W4CH-8M85

3. When done, on the next page, click the "open" button next to Aplia, which is your online homework system. You will then be asked for a course key ... which is: **WRX8-W4CH-8M85**. Enter this code in the box provided for this purpose. When done, you will be taken into Aplia.
4. On the Aplia home page, you will also find a link to CourseMate which is an online student companion site. Click to open CourseMate. In the center of the next page, you will find a link asking you to "Enter Your Course Key". The course key you are asked to provide here is as follows:

For section 001 (9 am to 9:50 am), use this key: **CM-9780176648022-0000011**

For section 002 (10 am to 10:50 am), use this key: **CM-9780176648022-0000012**

Academic Misconduct

I would prefer even to fail with honor than to win by cheating

~ Sophocles

According to the UBC Calendar, students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

1: Cheating, which may include, but is not limited to:

- ✓ falsification of any material subject to academic evaluation, including research data;
- ✓ use of or participation in unauthorized collaborative work;
- ✓ use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- ✓ use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- ✓ dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).

2: Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments. NOTE: UBC is a subscriber to TurnItIn, a service which likely to discover any occurrence of plagiarism in written work.

3: Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted. NOTE: TurnItIn is likely to discover if your written work has been submitted elsewhere (e.g., for another course, by another student, at another university).

4: Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.

5: Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.

6: Falsifying or submitting false documents, transcripts, or other academic credentials.

7: Failing to comply with any disciplinary measure imposed for academic misconduct.

How to Avoid Academic Misconduct: The UBC library (http://www.library.ubc.ca/hss/instructions/sts/Whole_page.htm) and UBC writing center (<http://cstudies.ubc.ca/writing/index.html>) offer online guides for preventing unintentional plagiarism. Make use of these resources.

Do not copy and paste from any other sources when writing papers, not even when working on early drafts, because doing so is the surest way to committing plagiarism, misrepresenting the copied material as your own.

Learn More about Learning & Getting the Best out of University

Nothing ever comes to one, that is worth having, except as a result of hard work
Booker T. Washington

In order to succeed in this course, you should expect to give it your full attention for 2 to 3 hours for each 1-hour of class time (15 hours per week). Take careful notes, read actively, come prepared for class, participate in class activities, demonstration and discussions, dare to make errors and keep asking questions. Apply what you learn in the course to your own learning, to making you a more effective student.

UBC has a number of web resources which provide excellent tips and insights into how to get the most out of university; browse them, use them to your advantage:

- Skylight (www.skylight.science.ubc.ca)
- the UBC Centre for Teaching, Learning and Technology (<http://ctl.ubc.ca/>)
- the Carl Wieman Science Education Initiative (www.cwsei.ubc.ca)
- and for some advice from senior Science students, check out an account published by Ashley Welsh (http://www.cwsei.ubc.ca/resources/student_guidance.htm).

Check out the **UBC Learning Commons** (<http://learningcommons.ubc.ca/>), an evolving collection of UBC-selected learning resources that guide students through a process of discovery. Through an emphasis on student-driven initiatives and shared-decision making, we enrich the academic support and enhance the experience of all UBC students.

Physical or Other Learning Disabilities: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. We (Access & Diversity) provide leadership in examining policies, processes, and programs through the lens of diversity. We work with students, staff, and faculty to build a community for all. UBC is committed to equal opportunity in education for all students including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning or performance on tests or exams please contact us (<http://www.students.ubc.ca/access/drc.cfm/>) or visit Brock Hall 1040, 1874 East Mall, Phone: 604.822.5844.

Withdrawing From This Course

Even the best laid plans can go awry, and suddenly you might find yourself unable to cope with the demands of this course. If you arrive -- or feel you have arrived -- at such a turning point in your life as a learner, talk to one of your Course Leaders immediately, or contact your Faculty's Advising Office (e.g., <http://www.students.ubc.ca/coursesreg/academic-planning/academic-advising/>). If you wish to withdraw from the course, consult the UBC Academic Calendar for relevant dates: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,45,0,0>.

Course Activities Schedule

This schedule is subject to change. If changes are made, they will be announced in class and posted on the course web.

Week	Class Dates	Topic(s)	Readings	To-do; Deadlines; Appraisals
1	Sep 5, 7	Introduction to Psychology; Course Overview & Introduction to Apla	Syllabus, text prologue	Register iClicker; create accounts on Apla & PeerScholar; complete Apla assignment (Sep 7)
2	Sep 10, 12, 14	The Development of Psychology as a Science	Chapter 1	Choose research report topic; complete ch. #1 test on Apla (Sep 12)
3	Sep 17, 19, 21	Human Memory & Its Practical Lessons for Effective Learning	Chapter 7	Complete ch. #7 test on Apla (Sep 17)
4	Sep 24, 26, 28	Continued		Complete research related to written report
5	Oct 1, 3, 5	What is Scientific Research & How is it done	Chapter 2; Appendix B	Complete ch. #2 test on Apla (Oct 1); complete draft of research report
October 8: University is Closed for Thanksgiving Day				
6	Oct 10, 12	Continued		Work on research report Prepare for mid-term
7	Oct 15, 17, 19	Continued Special event on Friday Oct 19		In-Class mid-term Test on Wednesday Oct 17
8	Oct 22, 24, 26	Introduction to the Neurobiological Basis of Behavior: More than Squishy Stuff Inside the Skull	Chapter 3	Complete ch. #3 test on Apla (Oct 22)); submit research report to PeerScholar (Oct 26) & to TurnItIn.com (Oct 26)
9	Oct 29, 31; Nov 2	Overview of Sensation & Perception: How we Sense & Interpret the World Workshop on How to review a research report	Chapter 4	Complete ch. #4 test on Apla (Oct 29)
10	Nov 5, 7, 9	Continued Guest Lecture TBA		Complete evaluations of written reports on PeerScholar (Nov 9)
November 12: University is Closed in Lieu of Remembrance Day				
11	Nov 14, 16	Variations in Consciousness & its Relationship to Attention;	Chapter 5	Complete ch. #5 test on Apla (Nov 14)
12	Nov 19, 21, 23	Continuation & then on to Learning by Humans & Other Creatures	Chapter 6	Complete ch. #6 test on Apla (Nov 21)
13	Nov 26, 28, 30	Continuation & Review: Where we have been & might wish to go		
The Final Examination date will be set by the registrar. DO NOT BOOK TRAVEL DURING THE EXAMINATION PERIOD: December 5 to 19 2012. The Final Examination is cumulative, but it will emphasize more those materials considered after the mid-term.				

Written Research Report Essentials: Applying Psychology to Everyday Live

Learning Objectives: This writing assignment is intended to help you achieve a number of the learning objectives we have for this course, including the following:

1. Recognize, recall, interpret and apply findings and phenomena from specific areas of psychology.
2. Critically evaluate evidence about behavior and the mind that occurs in the context of daily life.
3. Apply your understanding of psychological concepts, theories, facts and methods for the purpose of gaining insights about yourself, others, and events which are likely to occur in the context of daily life.
4. Effectively communicate your understanding of psychology in written form.
5. Find peer reviewed empirical research in the library and use it to support your insight into (understanding of) everyday behavior.
6. Plan your work, schedule your assignments, and organize your UBC life, in order to meet unmovable deadlines.

The Assignment: To fulfill this course requirement, you will need to write a report, 750 words long (plus/minus 50 words), which highlights your thinking and writing skills. Your report must address one of the 3 topics which are listed later in this document, each of them focusing on something (an issue or problem) which occurs in, or is directly relevant to, the context of our everyday life. The report must be written in APA format (described later in this document) and must be submitted to both TurnItIn.com and PeerScholar by the due time/date which is 11.59 pm on October 26 2012. [Note: None of the deadlines will be moved.]

Whichever topic you choose, your report should be arranged into roughly three parts. In Part 1 (between 100 to 200 words), your task is identify and describe what you consider the most critical issue or issues (or problems, or questions) which are raised by the topic and which are most directly relevant to psychology. In Part 2 (350 to 600 words), you are expected to use information from the course text in order to illuminate (gain insight into, increase understanding of) one or more of these critical issues, or to increase your understanding of the issues. Also in Part 2, you further illuminate one or more of these issues by means of empirical research which has been published in a peer reviewed psychology journal in the past 10 years (i.e., after 2001). You are expected to make use of and refer to at least two (maximum of 5) sections in the text, and at least one (with a maximum of 3) peer reviewed psychology journal article. In Part 3 (between 100 and 200 words), your task is to draw conclusions, perhaps acknowledge limitations, and perhaps propose research that would need to be carried out to address new questions which occurred to you.

Writing a research report requires you to make a series of choices: picking one of the assigned topics, focusing on one or more of the issues or problems that are raised by the chosen topic, selecting text materials/sources that are directly relevant to those issues or problems, and selecting one or more empirical reports that serve to increase understanding of those same issues or problems. Your most important task is to demonstrate that you are able to analyze an everyday 'problem', that you are able to make appropriate connection between this problem and psychological concepts, phenomena, theories, terminology and methods, and that you are able to express your understanding and insights effectively in written form. Higher grades will be awarded to papers that show a thorough, deep understanding of one or a few issues or problems, rather than a superficial grasp of a large number of concepts or theories.

The 750 word limit is an important part of this assignment. If you submit a longer paper, the graders have the option to stop reading after the limit set for the report. Writing a short report is challenging; it requires you to be concise and to focus on the most important facts or concepts. Developing this type of writing takes practice, lots of it, and typically, a high quality final version requires several drafts. For this reason, plan ahead, and plan to write more than one draft. If you have difficulty writing well in English, please consult the Writing Centre staff for assistance (you will find them through the UBC Learning Commons).

Format of Research Report: In order to earn full mark for your written report, it must adhere precisely to the following formatting rules. They are designed to ensure that every report looks the same, thus enabling the graders to focus on the content rather than the appearance of the report. Your written report must:

- Have 1 inch margins (top, bottom, left and right), with 1.5 line spacing
- Make use of 12 point Arial Narrow font
- Adhere to the 750 (plus/minus 50) word limit
- Include (in printed form) a precise word count at the end of the paper. Note: when you do the word count, do not include the references.

Additional formatting requirements and information on how to submit your report to TurnItIn and PeerScholar will come soon.

Research Report Topics: Carefully read the specific requirements for each of the three topics which follow, make sure you understand what you are required to do for each topic (consult other students and/or the TA if necessary), and then chose the topic that most appeals to you.

TOPIC 1: Should it be legal to text while driving? For this topic, your task is to use published research related to learning, perception and attention to argue either in favor or against the claim that texting while driving is dangerous to the 'texter' as well other road users.

TOPIC 2: What makes it easy to remember the news? For this topic, your task is to use published research related to perception, attention and memory to explain why memory for what is in the news tends to be very good.

TOPIC 3: How to get rid of the knuckle cracking habit? For this topic, your task is describe a method that would be effective in getting rid of the knuckle cracking habit. The method you describe must be based on published research related to learning.

Evaluation: The written research report counts for 15% of your course grade. To earn these points, the graders will be instructed to allocate points as follows:

- 2% for Part 1, for papers that include a clear analysis of the psychological issues or problems which are raised by the topic, as well as a clear statement of the reason for selecting those issues or problems or methods that will be addressed in greater depth in Part 2 of the paper.
- 8% for Part 2, for papers that clearly link the target problems to specific psychological concepts, theories, research or methods summarized in the text and in published empirical articles. To earn full marks, graders will consider:
 - whether the author uses evidence, concepts, theories or methods from at least two places in the textbook and from at least one empirical article,
 - whether this evidence, concepts, theories or methods are used in a convincing way to increase understanding of the target problems.
- 2% for Part 3, for papers that come to a clear conclusion which connects Part 2 with Part 1, and which discusses at least one reasonable limitation of the evidence, concepts, theories or methods, or of the arguments advanced in Part 2.
- 3% for writing style, proper referencing and adherence to the assignment specifications. Full marks will be given to reports that:
 - make appropriate use of paraphrasing, while giving credit for ideas/insights borrowed from others,
 - showcase careful word selection, concise grammatical writing, and a logical flow of ideas,
 - use the proper format for in-text citations and for the reference list,
 - adhere to the word limit and other requirements set for the assignment.

A Brief Primer on APA style

The APA style consists of rules and conventions for formatting term papers, journal articles, books, etc., in the behavioral and social sciences. This brief guide tells you how to cite references in the APA style, both within the text of a paper and in a reference list, and gives examples of commonly used types of references. If you have questions about the APA style, or wish to check how to make a citation or whether your format is correct, there is nothing better than the original source which gives lots of examples and illustrations: <http://www.apastyle.org/>

When do you add an in-text citation or a reference?

- When you paraphrase someone else's idea (e.g., text, class notes, journal article), you must add the source at the end of that idea. For example, if you referred to an idea from the text, include the following citation at the end of the sentence (Weiten & McCann, 2013, Chapter 7).
- If/when you have taken a direct quote from any source, including the text. If you take a direct quote (paraphrasing is better!) from any source (e.g., text, class notes, journal article), you must include quotation marks and add the exact source, such as the page number at the end of the sentence. For example, it is important to remember that "learning how to learn is the ultimate survival tool" (Bjork & Bjork, 2011, p. 63).

How to add an in text citation and reference list using APA Style, which is the psychology standard:

- After the sentence which includes the quote or idea which you have borrowed, add a citation that refers the reader to the reference list. An example in-text citation is at the end of this sentence (Weiten & McCann, 2013, Chapter 7).
- In the reference list (which appears on a separate page of your report, titled "References"), references should be listed in alphabetical order. Follow the appropriate format, as below.
- If you are citing something you learned in class that does not appear in the readings, add the following citation at the end of that sentence (Graf, 2012, in-class communication, October 3 2012), and then add it to your reference list.
- Note that the first time you cite an article or a book, you must include all authors' last names at the end of the sentence in which you refer to their idea, like this (Lilienfeld, Lynn, Namy, Woolf, Cramer, & Schmaltz, 2011). The next time you paraphrase an idea from that same work, you only need to use the abbreviated version, like this (Lilienfeld, et al., 2011). Note that "et al." is not italicized in APA style.

Example reference entries in APA style

When you create a reference list in APA style, it should appear with the header "References" centered at the top. The reference list is not included in your word count. Below are a couple of examples to help you properly list the references you might be using in your paper. The first example is for a journal article, and follows the format for any journal article. The second example is your textbook, and follows the format for any book. These references should be in alphabetical order by first author. Note the positions of the spaces and periods and commas. If you're not sure, come to any of our office hours and we'll help you with it, or consult www.apastyle.org for further tips.

Dar Nimrod, I., Rawn, C. D., Lehman, D. R., & Schwartz, B. (2009). *The maximization paradox: The costs of seeking alternatives*. *Personality and Individual Differences*, 46, 631-635.

Weiten, W. & McCann, D. (2013). *Psychology: Themes and Variations*. Third Canadian Edition. Toronto, Canada; Nelson Education Ltd.

I do not "take off" points. You earn them. The difference is not merely rhetorical, nor is it trivial. In other words, you start with zero points and earn your way to a grade.

~ Art Carden