



## Course Syllabus: Introduction to Biological & Cognitive Psychology

Psyc 101 Section V02 (Vantage)

Tues & Thurs 5-6:30pm

SWNG 121

Instructor: Dr Eva Zysk, PhD, PGCHE, SFHEA



Office: ORCH 3073

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Drop-in office hours:  
4:30-4:55pm Tue & Thurs

Outside SWNG 121

Come say hi!

(or email for private appointment)

About Eva: Researches OCD contamination fears, virtual reality treatment of social anxiety & public speaking fears. Has been enthusiastically teaching psychology for over 8 years. Loves volleyball, travel, cake, dogs, humour, and uni memes.

Teaching Assistants:

Name: Jennifer Yip

Email: [jenniferyip@psych.ubc.ca](mailto:jenniferyip@psych.ubc.ca)

Office & Hours: Kenny 3510 Thurs 2:30-3:30



Name: Enda Tan

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Office & Hours: Kenny 1101 Mondays 4-5pm

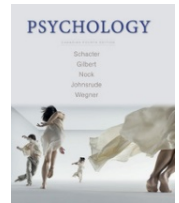


Note: You can drop by either TA's OHs, it does not have to be the one running your discussion group.

**Required Materials:** Schacter 4<sup>th</sup> Canadian Edition Custom Package - Volume 2 with 6 months of Launchpad access, OR - Full Text with 24 months of Launchpad access (Psyc101 and any section of Psyc102). In addition, there may 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.

**iClicker Reef** (app) will be used in our lectures; you will get it free for our class.



**Our Learning Room:** Canvas Psych 101 V02. Here you'll find the course info, lecture slides, additional resources, assessment info, class discussions and Q&A (Piazza), your grades, and other useful course materials. Ensure to 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 3-credit 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 scientific **approaches** and research methods, and then covers several fundamental topics including: biopsychology, sensation & perception, consciousness, memory, learning, language, thinking, and more! Lectures will involve us covering relevant information, gaining critical skills, and engaging in interactivity. Discussions lead by your TA will provide opportunity to delve deeper in topics and support your learning. They will involve YOU doing most of the discussing!

This course will run for 13 weeks, with ~3 hours of contact time per week. Please do your best to attend each and every lecture and discussion session! 😊

### 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., biological and cognitive).
3. Apply psychological principles to daily life.
4. Differentiate between commonly-used research methods in psychology, including experimental and correlational designs.
5. Use and interpret basic descriptive statistics and graphs.
6. Critically evaluate information that you encounter in your daily life, and draw informed conclusions.
7. Use empirical research articles to develop arguments.
8. Demonstrate effective study skills (and acknowledge some psychological principles behind them).
9. Exhibit psychological fluency

**Attendance & Engagement:** Activities throughout the term will involve interactive learning, so come 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 valued and highly encouraged. Additionally, 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. Engagement will be measured through class and discussion activities (see below). Attendance is also important because exam questions will be based in part on class & discussion content, which may go beyond the textbook and some class notes. Ensure you 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 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 entirely rely on the uploaded notes alone.

To bring to each class: a curious mind, paper, a pen, a smartphone/laptop, and the installed Reef app.

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

**Electronics:** Laptops/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 use these. However, be mindful that laptops can also be distracting to you and students around you. Please aim to keep your screen on topic. I would be happy to set up a ‘tech-free zone’ for students who request it.



A smartphone will often be used for interactive parts of many classes, so bring it (or a laptop) along to each class. We will be using the Reef app in most/all sessions. However, please refrain from using your smartphone for other purposes. 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 call/ check something on Facebook etc., you are welcome to step out of class (and come back when done, of course!). If this rule is not respected, I may disallow phones.

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

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



**Questions:** Questions are encouraged in class, so don't 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. We will strive to answer questions there within 48 hours, but usually much quicker. The TAs are also 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 or drop by at the start of my Office Hours (when it's quieter).

**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 to me if you are in need and there are any barriers preventing you from accessing 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, in the first instance you should aim to contact your Faculty Academic Advising office (N.B.: Arts allows drop-ins). You should bring along any evidence of your circumstances that you may have. They will liaise with me with regards to a new assignment deadline or a time to sit the referral midterm. Please see the final page for further details.

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



Assessment Style	Brief Overview	Deadline / Date	Percent of Grade
Midterm 1	Up to & including Biopsych (~50 mins)	Oct 15 <sup>th</sup> between 5 & 7:30pm	15%
Assignment	Short Essay (800 words)	Oct 28 <sup>th</sup> @10pm	15%
Midterm 2	Up to & including Memory (~50 mins)	Nov 12 <sup>th</sup> between 5 & 7:30pm	15%
LaunchPad Quizzes	Best 5 of 8 quiz scores	Throughout term (Dates on Canvas)	5%
REC: HSP Research Credits	Either Research participation... OR Library Project	... November 29 <sup>th</sup> ... November 19 <sup>th</sup>	2% (+ up to 3% bonus points!)
Class Engagement	Engagement (including Reef, Syllabus Quiz, Piazza, etc.)	Throughout term	8%
Discussions	Verbal engagement in Discussions & homework completion	Throughout term	10%
Final Exam	Up to 2.5 hours	Exam period: 3 <sup>rd</sup> -18 <sup>th</sup> December	30%

**Assignment:** Further details about the short essay will be given in class and posted on Canvas after it is introduced and explained. Lateness penalty: 10% per day for 4 business days, after which point, the assignment will not be accepted. Plan ahead in case of any technological issues (note that 1 minute late = 1 day late).

**Midterms:** 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 Reef participation and Piazza engagement (answering other students' questions). Unless otherwise specified (e.g. syllabus quiz is one such exception), points will normally be awarded for effort rather than correctness. Engagement points may also be given out to students who engage in 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.*

**Discussions:** You will be required to verbally engage in your Discussion sessions and talk about psychology with your classmate and TA. English proficiency does not matter; effort and engagement will be given credit!

**LaunchPad Quizzes:** These short assigned quizzes are due after the end of each chapter we cover. Complete at least 5 quizzes, but you can do all 8 and we will take your top 5 scores!

**LaunchPad LearningCurve Practice Quizzes:** These adaptive smart-quizzes are programmed to assess your current knowledge and help you determine where to focus your study efforts. They are formative and optional.

**HSP Credits:** See info below.

**Final Exam:** Exam details will be released in November. 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 exam.

--> For information on scaling, make-up assessments and re-marking, please see final page.

## Research Experience Component:



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 cutting edge research in psychology. This REC will be worth 2% of your grade in the class and you are free to choose between the two options detailed below (or mix & match):

### (a) Participate in the Psychology Department Human Subjects Pool

Most students will choose to earn their research experience component by spending **2 hours** participating in psychology studies (worth 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 in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies in which you wish to participate, sign up for an available timeslot, and confirm your accumulated credits afterward. The subject pool closes on the last day of classes, but you are strongly urged to participate in and confirm your credits long before the last week of class. Further instruction on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

### (b) The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive 1 research participation credit for each article summary that meets the following requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (best is 2015 and up)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The article should also not be one covered in this or any other psychology class you are taking/have taken
- The summary should be ~500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.
- You must also submit your article and your summary to 'Turn-it-in' (a plagiarism detection program). If you don't have a Turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 6880064, class name is Library Option for HSP, and password is "research". See [www.turnitin.com](http://www.turnitin.com), and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turn-it-in. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

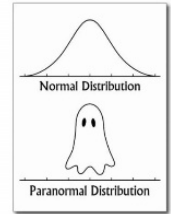
### Extra credit (optional)



You may earn up to **3% extra credits** that will be added to your final grade (after scaling), up to a total final grade of 103%. Yay! These extra credit points can be earned by doing up to three additional hours of study participation in the HSP (or summarizing another 3 additional journal articles for the library option; or a combination) as described above.

*Because we can all do with a little boost in our lives!*

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 instructors or the department. Irrespective of scaling, resulting marks always depend on students' mastery of course material relative to their peers.



**Make-Up Assessments:** Students unable to meet a deadline or sit 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. Wherever possible, they should provide their academic advisor a 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], [name] could not write the exam scheduled for Psyc101 on [time & date]." In the case of a medical reason, it is advised the statement: "In my opinion, the medical problem would have made [name] incapable of writing the exam" be added. The UBC Health Services will not provide letters so the student should see their private physician. For first occurrences of an acute illness likely to be quickly resolved without seeing a health professional, students may directly apply to the instructor with a self-declaration form. Further information and policies can be found in the [UBC Calendar](#).

**Remarking Appeals:** If you have what you perceive to be an error in marking on any assessment, you may apply in email to the Instructor within two days the work was handed back for a re-marking of your entire assessment. Your request must detail why you believe the assessment 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.

**Copyright:** All materials of this course (course handouts, lecture slides, assessments, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students must request and receive verbal or written permission for any recordings. The instructor can grant this post-hoc.

**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 university 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 is also 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 the Funnies folder on Piazza your favourite student-themed meme or joke to demonstrate your thoroughness and engagement.

**University Values & Policies:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).



*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.*