



# PSYC 101

DR. SIMON LOLLIT

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**OFFICE: ORCH 3071**

**V01**

# CLASS TIMES

Tuesdays & Thursdays

15:30 - 17:00

Orchard 1001

## CLASS AND SECTION TIMES

## DISCUSSION TIMES

Fridays

V1A: 12:00 - 13:00 ORCH 4058

V1B: 13:00 - 14:00 ORCH 4058

V1C: 14:00 - 15:00 ORCH 4058

V1D: 11:00 - 12:00 ORCH 4058

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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 their culture, history, and traditions from one generation to the next on this site.

# WELCOME TO PSYC 101



## ABOUT PSYC 101

What do you think about when you think of "psychology"? Most people think of Freud, psychopathology, and therapy. While these are interesting and important parts of psychology, they are a small part of the discipline.

As we will see, psychology primarily aims to answer the question, "Why do we behave the way we do?" Thus, this question will be the "Big Idea" for the course.

This question can be answered through many different psychological lenses: from how our brains work (Ch. 3) to consciousness (Ch. 5); from the how we develop language and its relationship to thought (Ch. 9) to how we respond to various sensory input (Ch. 4).

By introducing you to each of these sub-disciplines that encompass "psychology", we will see that there are many different ways in which we can answer, "Why do we behave the way we do?"

To uncover the Big Idea behind psychology, it is important to be able to answer several "essential questions". One such course-level essential question is "Does what I am made of have a stronger effect on how I behave than where I am at / have been?" – the good ol' nature vs. nurture debate. To answer these

essential questions and uncover the answer to the Big Idea, we rely on the scientific method (Ch. 2).

My main goal for PSYC 101 is to give you a good overview of several subfields of psychology and to introduce you to how different psychologists think about the world. This coverage will focus on classic theories and research to give you a solid foundation for future specialty courses on these topics. But, psychology is ever-evolving, so we will also explore the latest research and most recent findings to help develop your critical thinking skills.

## LEARNING GOALS

In addition to the learning outcomes specified at the beginning of each lecture, by the end of the course, you should be able to:

1. Explain what psychology is (and is not).
2. Describe how contemporary lines of thought relate, are similar to, and how they differ to older psychological theories.
3. Critically analyze psychological research.
4. Identify the most influential psychologists and describe their impact on the field.
5. Describe the relationships between neurons, neurotransmitters, muscles, and different areas of the brain.

6. Demonstrate a firm understanding of theories and research intro sensation/perception, consciousness, language, learning, memory, and thinking.

## YOUR INSTRUCTOR



Dr. Simon Lolliot

ORCH 3071

[slolliot@psych.ubc.ca](mailto:slolliot@psych.ubc.ca)

### **Office Hours**

ORCH 3003

Wed: 13:30 – 15:00

## YOUR AEP INSTRUCTORS

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### **Brett Todd**

[brett.todd@ubc.ca](mailto:brett.todd@ubc.ca)

Office: ORCH 3007

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### **Won Kim**

[won.kim@ubc.ca](mailto:won.kim@ubc.ca)

Office: ORCH 3019

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Please do make use of your AEP instructors for writing help relating to this course. They can provide valuable feedback on your writing! To make an appointment with your AEP instructors, either e-mail them at the address above or head over to <https://ubc.mywconline.net>

## YOUR TAs



Yu Luo

[yuluo@psych.ubc.ca](mailto:yuluo@psych.ubc.ca)

Office Hours: TBD



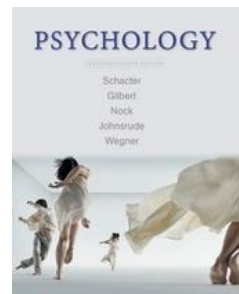
Brittany Zhang

[tianrui.zhang@alumni.ubc.ca](mailto:tianrui.zhang@alumni.ubc.ca)

Office Hours: TBD

## REQUIRED MATERIALS

We will be using one textbook for both PSYC 101 this term and PSYC 102 next term.



Schacter, D. L., Gilbert, D. T., Nock, M. K., Johnsrude, I., & Wegner, D. M. (2017). *Psychology, Canadian Edition* (4th ed.). New York, NY: Worth Publishers.

You do not need Launchpad access, but I will be providing extra practice questions on Launchpad, so it is a good idea to get it.

## CONTACTING ME

### E-MAIL

I am happy for you to e-mail me with questions that relate to course, graduate school and the like. If you have questions like “Will this be on the exam” – please do not e-mail me. Ask those questions on the discussion board so that everyone in the class can benefit from the answer. I will try to respond to e-mails within 48 hours during working days.

Please include your name, student number, and class section in the e-mail so that I know who is e-mailing.

### Telegram

In an effort to make myself more available to you while you are studying, I have started using an app called Telegram.

Telegram is similar to WhatsApp and WeChat in that it allows text, voice, and video messages to be exchanged. This means if you have a psyc-related question, you can send me a message and I can reply back (hopefully) quickly! If you would like to try this out, you will need to:

1. Install the app "Telegram"
2. Register an account
3. Go to <https://telegram.me/lollipopprof> and launch the program
4. You will be prompted to start a conversation with me- send me a message and I'll reply!

Note: while you can use this from your phone (and I will receive it on my phone), I will NOT have your phone number nor will you have

mine ensuring that our privacy is intact. If you have any problems, send me a good old fashioned e-mail!

## LECTURES – WHAT TO EXPECT

**Classes:** Classes will mainly take the form of a lecture. I will, however, try to make the class as interactive as possible by asking questions and using various technologies to bring you into the class. This does require, though, participation from you, please!

**PowerPoints:** I will do my best to post slides before class. I often leave blanks at strategic places. These are either because I (a) have something planned that I don't want to tip you off to or (b) want to give you chance to fill in important terms. I will upload the full version of the slides after every class. I do, however, encourage you to take detailed notes.

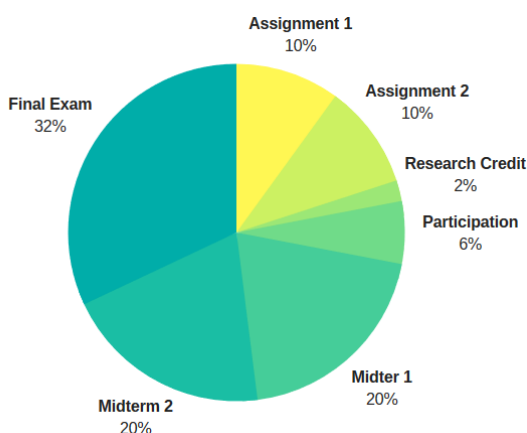
**A note on class materials and exams:** Classes are designed to cover and extend on what is in the textbook. My philosophy is that the textbook supplements the lectures, rather than the other way around. As such, we'll be covering some things that do not appear in the textbook. Similarity, we may not cover everything in the textbook.

This means that to be successful in this course, you must carefully read the text and consistently attend every lecture.

**And please note** – unless otherwise stated, everything in the assigned chapters as well as what we cover in class is examinable.



## GRADE COMPONENTS



### MIDTERMS AND EXAMS

|           |           |     |
|-----------|-----------|-----|
| Midterm 1 | DATE: TBC | 20% |
| Midterm 2 | DATE: TBC | 20% |

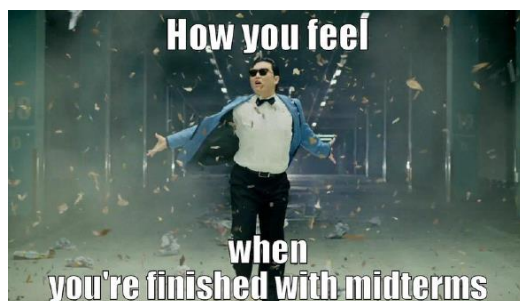
**Exam Info:** There will be 2 midterms (counting 20% each) and a final exam (32% of your total grade). The midterms will be multiple choice and are non-cumulative. This means that the chapters covered by the first midterm will NOT be tested in the second midterm.

The final exam will also be all multiple choice, but it will also be cumulative. "Why, Simon?", you might ask. Fair question. Research shows that expecting a cumulative final exam results in better long term retention of information (Szpunar, McDermott, & Roediger, 2007). That means that the hard work put in now will pay off later on in future courses and to your life in general! The material to appear on the final exam will be more heavily weighted to the material covered after the second midterm.

**If you are sick / can't make a midterm:** Sometimes you get sick. When that happens on or just before a midterm day, that is fine - let me know as soon as possible please. The

earlier you let me know that you are unwell, the easier it is to help you. You will be asked to write a make-up midterm which will take place within one week of the missed midterm. The date will be arranged by me with the help of Brittany, our fantastic TA.

Make-up exams will not be allowed for trips out of town or for sleeping late.



**What if I am sick for the final exam?** Because final exams are run more formally through the University, I have little control over timings and concessions. If you are unable to attend the final exam, please contact your faculty advising (e.g., ARTS / SCIENCE advising) and apply for academic concessions. Please do contact me as well if you are unable to make the final exam so that I know as well.

### ACTIVITY ASSIGNMENTS

There will be two activity assignments presented throughout the term. Each are worth 10% of your grade. You will be required to complete **BOTH**. Broadly, the two activity assignments include:

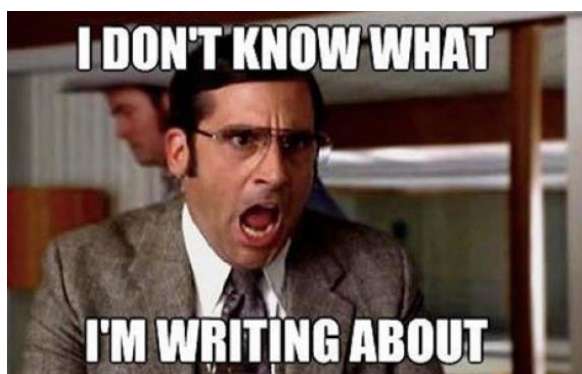
1. Thinking critically about research (Ch. 2)
2. Sleep diary – How sleep affects memory (Ch. 4)

I will provide more information on the Canvas website as to what you can expect from each of these assignments.

These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful,

and interactive way. These assignments will be announced during class time.

You have the option of completing your assignment with another student in PSYC 101 (V01) and turning in a single joint paper with both partners' names and ID numbers. If you choose this option, the word limit remains unchanged and the paper will be marked in the same way as individual assignments. You and your partner will receive the same grade regardless of whether your actual contribution to the assignment was equal. Your final written assignment will be submitted to turnitin.com to be marked by the TA. For information on how to hand assignments in on turnitin.com, see the "Important Info" section below.



**NOTE:** Unfortunately, due to the size of the class and the limited number of hours that your TAs are paid to work, you will not receive detailed written comments on your assignment. However, you can contact your section TA to discuss your mark on an activity assignment and to get general advice for improving your writing.

**Handing in assignments:** You will be asked to hand in assignments to both turnitin.com AND Canvas. This extra step saves us a lot of work in getting your assignments with comments back to you in a timely fashion.

What is Turnitin.com? It is a service that compares submitted papers to over 500 million papers, articles, and other

manuscripts, and checks for evidence of plagiarism.

First, if you do not have a turnitin account, create one at turnitin.com. Log in to your account and use the following details to find the class:

|                      |           |
|----------------------|-----------|
| <b>Class ID</b>      | 22213274  |
| <b>Enrolment Key</b> | Lolliot19 |

**Note:** Turnitin's servers are located in the United States. Thus, information that is stored on their servers is subject to US law. If you would like to know how to set up an account anonymously, please see:

<https://lthub.ubc.ca/guides/turnitin/>

I have made a video that talks you through submitting your work to turnitin AND Canvas. I will include a link to this video on the assignment worksheet.

### **RESEARCH – HSP (2 – 5%)**

HSP = The Human Subjects Pool

I get quite excited about this part...

Throughout the term, we are going to be covering some really cool research; many of these findings have a profound effect on our

day-to-day lives. Research, however, needs participants. As part of the course, you will be asked to complete a research experience





component (REC) as way of introducing you in a 'hands-on' way to the research process.

This component is worth between **2 to 5%** of your total grade. I require a minimum of 2% for this course (this translates to 2 hours of participating in a study - or 0.5% per half-hour). Because I am cool, you can earn an additional 3% credit by participating in an extra 3 hours of study! This means that theoretically, you could achieve 103% for this course. Whoop!

To create an account, and sign up for studies, go to

<https://ubc-psych.sona-systems.com/>

Further instruction on how to use the HSP online system can be found at <http://psych.ubc.ca/internal/human-subject-pool/> in the document entitled "Subject Pool Information for Participants." Who knows, a study that you participate in may very well help shape our understanding of the human experience in a profound way.

#### **Alternative to HSP Credit Component:**

As an alternative to participating in research, you can instead choose to complete two library writing projects (worth 1% point each). For this assignment, you will read and summarize two research articles. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2000- 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 study in your own words.

#### **HONOUR CODE**

**ALL** written work must be the result of your independent work (or collaborative work with your named partner on an assignment). Evidence of cheating or plagiarism (from a

published or online source or from another student) or evidence that the work you submitted was not written by you will result in an immediate zero in the assignment and notification to University authorities.

**P L E A S E** familiarize yourself with the definition of plagiarism and the penalties at UBC:

- <https://artsone.arts.ubc.ca/about-arts-one/ubc-policies/ubc-plagiarism-policy/?login>
- <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>

#### **PARTICIPATION MARK – 6%**

In this course, for class experiments and participation, I will be using a website called menti.com. You do not need to sign up for it or create an account. You can download the app in the app store (but you do not have to). When I activate a menti, you will go to either the app or [www.menti.com](http://www.menti.com), enter the code that I provide, and you will have access!

To take attendance for this class, I will be requiring you to enter the FIRST 5 digits of your student number at some point during the lecture.

The participation mark will be a combination of attending and participating during lectures and the discussion sessions. So please do participate!

#### **GRADES – IMPORTANT INFO**

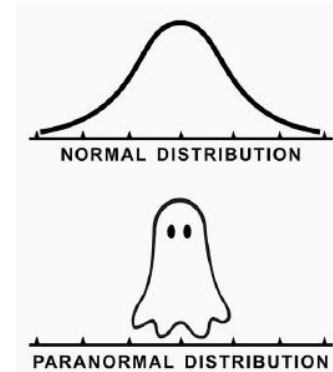
Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty and department or school

norms. Please note that the unofficial grades you will receive from me, the instructor, might be changed by the faculty, department or school. Grades are not official until they appear on the student's academic record. If necessary, the grades from this course will be scaled (curved) to obtain an average between 63-67%, with an SD of 14%.

The Department of Psychology has adopted the following grad distributions for 100-level courses, and reserves the right to adjust final grades in this course if the distribution deviates substantially from the target.

| <b>Class Performance</b> | <b>Mean</b> | <b>SD</b> |
|--------------------------|-------------|-----------|
| Strong Class             | 67%         | 14%       |
| Average Class            | 65%         | 14%       |
| Weak Class               | 63%         | 14%       |

| <b>Grade Letters</b> |           |
|----------------------|-----------|
| A                    | 80 – 100% |
| B                    | 68 – 79%  |
| C                    | 55 – 67%  |
| D                    | 50 – 54%  |
| F                    | < 50%     |



## WHAT WE WILL COVER – DRAFT OUTLINE

| Lecture |         | WEEK | Topic                      |                    | Covered  |
|---------|---------|------|----------------------------|--------------------|--|
| 1       | 5 Sept  | 1    | Syllabus Lecture           | Nothing to prepare |  |
| 2       | 10 Sept | 2    | Intro to Psychology        |                    | OpenStax Chapter   |
| 3       | 12 Sept | 2    | Research Methods 1         | 38 – 49            | Empiricism – end of page 49                                  |
| 4       | 17 Sept | 3    | Research Methods 2         | 50 – 64            | Explanation – Thinking Critically                            |
| 5       | 19 Sept | 3    | Research Methods 3         | 64 – 73            | Thinking Critically – end of chapter                         |
| 6       | 24 Sept | 4    | Biopsychology 1            | 78 – 88            | Neurons – Organization of Nervous System                     |
| 7       | 26 Sept | 4    | Biopsychology 2            | 89 – 104           | Organization of the Nervous System – Development & Evolution |
| 8       | 1 Oct   | 5    | Biopsychology 3            | 104 – 121          | Development & Evolution of Nervous System – end              |
| 9       | 3 Oct   | 5    | Review Class               |                    |  |
| 10      | 8 Oct   | 6    | Sensation and Perception 1 | 128 – 142          | Chapter begin – Vision II                                    |
| 11      | 10 Oct  | 6    | Sensation and Perception 2 | 142 – 153          | Vision II – Audition   |
| 12      | 15 Oct  | 7    | Sensation and Perception 3 | 153 – 168          | Audition – end of chapter                                    |
| 13      | 17 Oct  | 7    | States of Consciousness 1  | 174 – 185          | Begin of chapter – Unconscious mind                          |
| 14      | 22 Oct  | 8    | States of Consciousness 2  | 185 – 200          | Unconscious mind – Drugs and consciousness                   |
| 15      | 24 Oct  | 8    | States of Consciousness 3  | 200 – 212          | Drugs – End of chapter                                       |
| 16      | 29 Oct  | 9    | Memory 1                   | 218 - 232          | Beginning – Retrieval  |
| 17      | 31 Oct  | 9    | Memory 2                   | 233 – 246          | Retrieval – Memory Failures                                  |
| 18      | 5 Nov   | 10   | Memory 3                   | 246 - 258          | Memory failures to end                                       |
| 19      | 7 Nov   | 10   | Learning 1                 | 264 - 274          | Classical Conditioning                                       |
| 20      | 12 Nov  | 11   | Learning 2                 | 274 – 291          | Operant Conditioning   |
| 21      | 14 Nov  | 11   | Learning 3                 | 291 – 306          | Observational Learning                                       |
| 22      | 19 Nov  | 12   | Language and Thought 1     | 352 – 363          | Beginning – Language Development and the Brain               |
| 23      | 21 Nov  | 12   | Language and Thought 2     | 363 – 375          | Language development – Decision Making                       |
| 24      | 26 Nov  | 13   | Language and Thought 3     | 375 – 393          | Decision Making - End  |
| 25      | 28 Nov  | 13   | Review Class               |                    |  |

## UNIVERSITY 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 [\[CLICK ON ME TO BE TAKEN TO THE UBC SENATE WEBSITE\]](#).

## WELLNESS RESOURCES

Term is hard for everyone. If you are struggling, we have plenty of resources that you may wish to use. Below appear a number of them that can help you adjust to school and manage the stress that comes with it.

### **The Kaleidoscope:**

[the-kaleidoscope.com](http://the-kaleidoscope.com)

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations.

### **Counselling Services:**

[www.students.ubc.ca/livewell/services/counselling-services](http://www.students.ubc.ca/livewell/services/counselling-services)

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend

group counseling, or to document an illness if you should require academic concession.

### **SpeakEasy:**

[www.ams.ubc.ca/services/speakeasy/](http://www.ams.ubc.ca/services/speakeasy/)

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

### **SHARE:**

[www.vivreshare.org](http://www.vivreshare.org)

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

**UBC Wellness Centre:**

[www.students.ubc.ca/livewell/services/wellness-centre](http://www.students.ubc.ca/livewell/services/wellness-centre)

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

**Access and Diversity:**

[www.students.ubc.ca/about/access](http://www.students.ubc.ca/about/access)

Phone number: 604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

**Student Health Services:**

[www.students.ubc.ca/livewell/services/student-health-service](http://www.students.ubc.ca/livewell/services/student-health-service)

Phone number: 604- 822-7011S

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

**Mood Disorders Clinic UBC:**

[www.ubc-mooddisorders.vch.ca/](http://www.ubc-mooddisorders.vch.ca/)

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

**Mental Health Awareness Club:**

[www.ubcmhac.sites.olt.ubc.ca/](http://www.ubcmhac.sites.olt.ubc.ca/)

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

**Pacific Spirit Addiction Services:**

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential service for youth and young adults up to the age of 24. Services include counseling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

**AMS Food Bank:**

[www.ams.ubc.ca/services/food-bank/](http://www.ams.ubc.ca/services/food-bank/)

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

**UBC Psychology Clinic:**

[www.clinic.psych.ubc.ca](http://www.clinic.psych.ubc.ca)

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

**BC Crisis Center:**

[www.crisiscentre.bc.ca](http://www.crisiscentre.bc.ca)

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

**Distress Line:**

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.



### **Empower Me**

[http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS\\_EmpowerMe\\_EmpowerMe](http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_EmpowerMe_EmpowerMe)

Phone number: 1 884 741 6389

Toll-free and available 24/7. This phone service offers mental health and wellness resources from professional counselling to relationship advice (with a partner or parent). You can also find life coaching, financial planning, and nutritional counselling services here.

### **What Helps What Hurts**

<https://whathelpswhathurts.com/>

Know someone who is depressed, anxious, or suffering from a mood / anxiety disorder but not quite sure how to help them? This website provides resources for you to know what hurts and what helps.