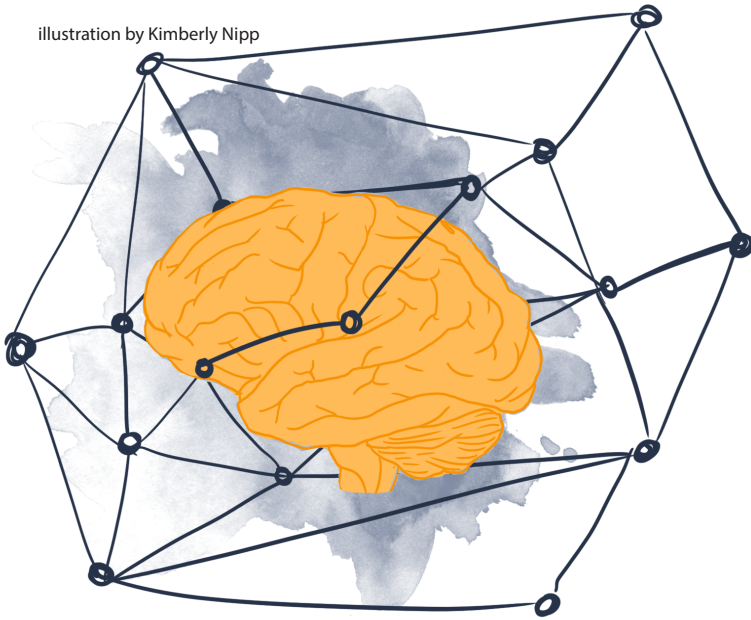illustration by Kimberly Nipp

PSYCHOLOGY 101-99A:
Introduction to Biological and Cognitive Psychology

ABOUT PSYCHOLOGY 101

This psychology course will introduce you to some of the major research areas within the field of psychology: the scientific study of behaviour. The course begins with an overview of psychology and its research methods, and then covers several fundamental topics in psychology such as biological psychology, learning and memory, and conscious states.

This section of PSYC101 is a 3-credit online **distance education course**. It has *asynchronous* components (not live; e.g., prerecorded lectures, online quizzes, and self-assessments), and an optional *synchronous* component (live; i.e., office hours). Because it is a distance education course, the course can be completed entirely asynchronously.

The course uses an open-source text that is supplemented by many video-based lectures and online resources. In addition, the course contains interviews with some leading research psychologists and some custom animations.

There are no prerequisites or corequisites for this course. Note that you cannot receive credit for both PSYC101 and PSYC100.

ACKNOWLEDGMENT

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 their culture, history, and traditions from one generation to the next on this site.

LEARNING GOALS

By the end of this course you should be able to
1. Explain what psychology is and isn't.
2. Describe the history and evolution of the field of psychology and the various theoretical approaches to the study of behaviour.
3. Use effective evidence-based study strategies based on current psychological research.
4. Be able to engage effectively and collaboratively with others in an online learning environment.
5. Be able to manage the knowledge you obtain from the course and apply it in real-world settings.
6. Discuss the ethics of academic misconduct and know how to avoid accusations of academic misconduct.
7. Understand the nature of scientific inquiry.
8. Understand and explain basic research methods currently employed by psychologists.
9. Explain the concept of an 'experiment'; its strengths and its weaknesses.
10. Use and interpret basic descriptive inferential statistics.
11. Recognize, recall, connect, and evaluate psychological concepts and theories from specific subfields (e.g., biological and cognitive psychology).
12. Think critically and creatively about psychological research and media representations of it.

CONTACT INFO AND WEBSITES

Course Email: psyc101de@psych.ubc.ca

* **Please use this email address for all non-confidential communication.**
* In most cases, email messages will be answered within 48 hours on weekdays (not on weekends) during normal working hours.
* We encourage you to use the Canvas discussion forums for your questions, as that allows other students to benefit from your questions and your TAs and peer's responses.
* When you send us an email, the subject line should include the nature of the inquiry (e.g., "Question about the limbic system"); the body of your message should include your full name and student number.
* If you do send us an email that is content related, it should contain no more than one question and you should try to explain your current understanding of the content in the email (which will be affirmed or corrected by Kelly).

Teaching Assistants: Kelly Hrelja
psyc101de@psych.ubc.ca
Online Office Hours: to be announced

Instructor: Steven Barnes
sjb@psych.ubc.ca
Online Office Hours: by appointment

Please only contact Steven directly for any personal issues affecting your performance, academic concessions, or accommodations. Because of the email volume associated with a class of this size, I will be forwarding all other course-related emails directly to Kelly at: psyc101de@psych.ubc.ca. Please take no offence if and when I do so.

Websites: canvas.ubc.ca
We will be using Canvas for this course.

ubc.tapestry-tool.com/psyc101/login
Some of you may choose to use the Tapestry Tool (tapestry-tool.com) in this course.

Canvas. Please note that not all of the content in the course will be visible to you the first time you log into this course on Canvas. **In general, course content is released one week at a time.** The only exception is the readings: You will have access to all the text readings from the beginning of the course.

Another note: Canvas captures data about your course-related activities and provides information that can be used to improve the quality of teaching and learning. In this course, we plan to use analytics data to: (1) view overall class progress; (2) review statistics on course content being accessed to support improvements in the course; and (3) determine whether or not you participated in certain activities (e.g., online office hours--see below).

Tapestry. The Tapestry tool (tapestry-tool.com) was developed by UBC students, staff, and faculty. It allows one to create an interactive representation of course content and map the relationships between various "nodes" of content. It also allows you to contribute content to the course--for use by your peers, Kelly, and me.

YOUR LEARNING COMMUNITY
In this course, you will be assigned to a smaller cohort (your '**learning community**') that will be composed of yourself and 10-20 other students. You will be assigned to your learning community based in part on your preferred time zone (which you can set yourself). You are strongly encouraged to engage directly in the discussion forum that is reserved for your learning community.

You can create study groups with members of your learning community in order to better prepare for the quizzes. Activi-

ties within such study groups might include (but are not limited to): (1) having video-conference-based group study sessions prior to the quizzes using Collaborate Ultra (see below); and (2) the sharing of review questions you might generate in preparation for the quizzes.

EVALUATION

In this course you have significant choice in how you are evaluated. You can either choose to complete the course by being evaluated on your performance on a series of quizzes, or you can explore other methods of assessment.

The course is divided up into 'weeks.' Except for the first week, each week begins on Friday at 12:00 am, and ends on the following Thursday at 11:59 pm (Pacific time).

1. Quizzes (up to 98%):
There will be 7 quizzes during the course: All quizzes are timed and open book. Except for the first quiz, each quiz is worth up to 16% of your final grade.

Quiz 1 (2%)	**Sep 16 11:59 pm - Sep 17 11:59 pm**
Quiz 2 (16%)	**Sep 23 11:59 pm - Sep 24 11:59 pm**
Quiz 3 (16%)	**Oct 7 11:59 pm - Oct 8 11:59 pm**
Quiz 4 (16%)	**Oct 21 11:59 pm - Oct 22 11:59 pm**
Quiz 5 (16%)	**Nov 4 11:59 pm - Nov 5 11:59 pm**
Quiz 6 (16%)	**Nov 18 11:59 pm - Nov 19 11:59 pm**
Quiz 7 (16%)	**Dec 2 11:59 pm - Dec 3 11:59 pm**

Notes on the Quizzes:

• Quizzes are not cumulative and only cover the current and previous weeks materials. The only exception to this is Quiz 2, which covers materials that were also on Quiz 1.

• Quizzes will be open book. However, this does not mean you can collaborate with others in any way, nor share information about the content of the quiz with others. Your work for the quizzes should be your own.

• There will be no makeup quizzes.

• If you receive a concession for missing a quiz, that portion of your course grade will be evenly split amongst the remaining quizzes in the course. If you receive a concession for missing two quizzes, you will be assigned a significant research project to make up for the 32% of your grade associated with those missed quizzes.

• You will not receive a concession for missing a quiz unless you complete this survey within 48 hours of missing the quiz.

• Each quiz will be timed. Please ensure you start the quiz with enough time to complete it within the 24-hour window.

• If you have an accommodation through the Centre for Accessibility for extra time on quizzes and exams, you will

need to inform me before you attempt the first quiz so that we can add additional time for you for all the quizzes.

- It is your responsibility to ensure that you have an adequate internet connection and the proper setup at the time you write a quiz.

- There will be topics covered in the lectures that are not in the text and topics in the text that are not covered in the lectures. You will be responsible for both. That is, all readings and all lecture materials are examinable.

2. Optional Course Project (up to 30%):

You may elect to do a project of one of two types (described below), and on a topic of your choosing that is related to the course materials. If you do elect to do a project, the grade you receive on that project will be worth 30% of your final grade, and the grades you receive on each of the quizzes will be worth the following:

Quiz 1: 2%
Quiz 2: 11%
Quiz 3: 11%
Quiz 4: 11%
Quiz 5: 11%
Quiz 6: 11%
Quiz 7: 11%

Note that your grade on the course project will only be counted if it improves your final grade in the course.

There are three purposes for this course project:

1. To offer you the chance to explore a topic of your choice in greater depth than the lecture and text can offer.

2. To assess your ability to think both critically and creatively.

3. To offer you a chance to explore other ways of expressing your knowledge. That is, to compose a project that is not a traditional written paper.

Project Option 1. The first type of optional project you can choose to do is an essay. For this option, you would compose an essay of 1500-2000 words. Each essay must be your own work. A general rubric for the grading of your essay will be made available on Canvas after the first week of the course.

Project Option 2. The second type of optional project you can choose to do is to create a tapestry (see tapestry-tool.com). A general rubric for the grading of your tapestry will be made available on Canvas after the first week of the course. Tutorial videos and/or walk-through documents will be provided to help you navigate the process of creating a tapestry.

Project Due Dates and Grading. Your grade for the course project is comprised of three items:

Project proposal (5%; submit via Canvas)   **Oct 8 11:59 pm**

Project draft (10%; submit to Canvas)   **Nov 5 11:59 pm**
Final project (85%; submit to Canvas)   **Dec 3 11:59 pm**

Please note that any late submissions will result in -10% per day.

The purpose of the draft is to allow us to give you initial feedback on your work. To that end, if you do not hand in a draft you will not be able to hand in a final version.

TurnItIn. Please note that if you choose Project Option 1, you must submit the final version of your project using a two-step submission procedure:
1. Submit the final version of your project as a Microsoft .doc or .docx file, by 11:59 pm on Dec 3, to Turnitin.com.
• To submit your essay on TurnItIn you will need to go to turnitin.com, create an account if you do not yet have one (see below), select "enroll in a class," enter our Class ID (*26389477*) and Enrollment Key (*alwayscite*).
2. Submit your essay as a Microsoft .doc or .docx file, by 11:59 pm on Dec 3, to Canvas. The copy of your essay that you submit to Canvas must clearly indicate your TurnItIn user id on its first page.

Setting up an account on Turnitin. To submit your paper on Turnitin, you will need to create a unique user profile, consisting of a username (e-mail address) and password. Please note that information submitted to Turnitin is stored in the United States.

If you have concerns about privacy, it is recommended that you remove identifying information, such as your name and student number, from the text of any assignment submitted to Turnitin. In addition, please follow these instructions:
1. Create an anonymous email address using one of the available free services.
2. Go to turnitin.com.
3. At the top right, go to Create Account and select Student.
4. Enter the Class ID (*26389477*) and Enrollment Password (*alwayscite*).
5. Create an alias or pseudonym. Please remember to also submit that alias/pseudonym via Canvas.
6. Please delete any identifying information from the original document prior to uploading it. This includes your name and student number in the document, as well as any metadata or hidden data that might be stored in the document itself. To remove metadata from your Microsoft Word document:
• Windows: You can remove the hidden data by using Microsoft Word's Document Inspector.
• Mac: You can remove the hidden data by clicking on Word > Preferences > Security, then selecting Remove personal information from this file on save.

3. Online Office-Hours Participation and/or Research Participation (up to 2%):
During the course, you must either attend two of our office hours, participate in two research studies, or do one of each for up to 2%.

Online Office Hours (up to 2%). During the course there will be many opportunities for you to interact with other students, and with myself and Kelly. One such opportunity (for course credit) is through online video-based office hours, hosted by me or Kelly via **Collaborate Ultra** (see course menu in Canvas).

These office hours will involve me or Kelly, yourself, and other students. Note that you are welcome to attend these scheduled office hours at any time.

You are expected to bring at least one course-related question with you to the each office hour you attend for marks. These questions can be about course content, or anything Psychology- or Neuroscience-related (e.g., questions about careers in Psychology or Neuroscience).

For each office hour you attend, participation will be graded as follows: 1% for attendance with one question; 0.5% for attendance only (no question posed); 0% for non-attendance.

Research Participation (up to 2%). You have the opportunity to earn up to 2 percentage points towards your grade in the course by participating in studies regularly conducted by the Psychology Department and coordinated through the human subject pool (HSP). This provides you with the opportunity to participate in the research process directly and to contribute to ongoing research activities at UBC. The credits are obtained by signing up for the subject pool at ubc-psych.sona-systems. com. Please register in this online system by the end of the first month of classes.

You can find detailed information about research participation guidelines at https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/ Please note that any inquiries about HSP credits should be directed to HSP and/or the experimenters that you worked with, not to me or Kelly.

As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. More information about this option can be found at https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/. You must submit this assignment via Turnitin (see above): class ID is 26333843, class name is "HSP 2020-21 (Winter Term 1)" and password is "Research".

Credits can be recorded and tracked via the HSP website. If you do not correctly assign your credits to this course, you will not receive credit, so please make sure you have done this correctly. **The last day to earn and assign HSP credits for the course is the final day of classes (i.e., Dec 3).**

COURSE MATERIALS

Required: OpenStax College. Psychology. OpenStax CNX. Oct 31, 2018. cnx.org/contents/4abf04bf-93a0-45c3-9cbc-2cef-d46e68cc@9.30. This text was selected for this course because it is of high quality, it is free and open to use, and is at an appropriate reading level for an introductory psychology course.

This text will be supplemented by many in-course videos and additional external resources that are designed to facilitate your understanding of the course materials. Please note that it is important that you either use the text that is embedded in Canvas, or use version 9.30 of the OpenStax text (see link above).

WITHDRAWAL DATES

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **Sep 21**. If you wish to withdraw with a "W" on your transcript, you must do so on or before **Oct 30**.

GRADING AND ATTENDANCE

Grading. In order to reduce grade inflation and maintain equity across multiple-section courses, all psychology classes are required to comply with departmental norms regarding grade distributions. However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W. According to these adjusted norms, the average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by myself or the department. Grades are not official until they appear on your academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	A	85-89%
A-	80-84%	B+	76-79%
B	72-75%	B-	68-71%
C+	64-67%	C	60-63%
C-	55-59%	D	50-54%
F	0-49%		

Because you are earning a degree at a highly reputable post-secondary institution, the criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the particular grade ranges. These characteristics help put the Psychology Department grading policies into perspective. Please note that adequate performance is in the C range.

A Range: Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B Range: 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.

C-D Range: 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.

F Range: Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Attendance.   During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify me, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with disabilities who have registered with the Centre for Accessibility (see below). The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let me know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations, or similar) are not part of University policy and you should not assume they will be accommodated.

Centre for Accessibility. UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit the website for the Centre for Accessibility   (students.ubc.ca/about-student-services/centre-for-accessibility) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

Early Alert Program.   I participate in the Early Alert program, which helps me support students who are facing difficulties that are interfering with their education, their wellness or both. For answers to frequently asked questions regarding the early alert program, please visit facultystaff.students.ubc.ca/systems-tools/early-alert/information-students.

Credit/D/Fail Grading. This course is eligible for Credit/D/Fail grading. The last day to change between Credit/D/Fail and percentage grading is **Sep 21**.

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.

UNIVERSITY STATEMENT

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamtion, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom).

Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses.

OTHER COURSE POLICIES

Online Conduct. Our class is a place where you should feel safe and respected. It should also be a place that is conducive to learning and intellectual inquiry. Any behaviour on your part that compromises that environment will not be tolerated and you will be removed from this class.

Collaboration Stipulations. Although collaboration is encouraged within this course, all assessments should only be completed by you.

POINTS TO REMEMBER

*   There are 13 weeks and 8 chapters will be covered during the course. Plan your reading and studying accordingly.
*   Productive discussion and debate on the Canvas discussion forums is encouraged.

ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the

University, cancellation of scholarships, or a notation added to the student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether what you are doing is even a borderline case of academic misconduct, please consult with me. For details on pertinent University policies and procedures, please see the UBC Calendar (calendar.ubc.ca/vancouver/?tree=3,54,111,959).

LEARNING & WELLBEING RESOURCES

Wellness resources are available on the Canvas page for the course (click the header image to be taken to a list of wellness resources), and they are also available here: students.ubc.ca/health.

There is a great search tool for wellness resources here: campuslightbox.com

Learning resources are available on this UBC page: students.ubc.ca/enrolment/academic-learning-resources.

Online learning-related resources can be found on this UBC page: keeplearning.ubc.ca

COURSE SCHEDULE

Dates	Topic(s)	Assigned Readings (available on Canvas)	Important Deadlines and Due Dates
Week 1 (Sep 8-17)	Introductions, Course Syllabus, and Course Organization What is Psychology? (Psychology's History: Functionalism vs. Structuralism, Behaviorism, Psychophysics, Modern Approaches; Types of Psychologists)	Course Syllabus OpenStax Psychology: Chapter 1 Introduction; Chapter 1, Sections 1.1 to 1.4	• **Sep 16 11:59 pm - Sep 17 11:59 pm (Pacific): QUIZ 1**
Week 2 (Sep 18-24)	Research Methods Pt. 1 (Nature of Scientific Inquiry, Research Methods of Psychology and Statistics)	OpenStax Psychology: Chapter 2 Introduction; Chapter 2, Sections 2.1, 2.2, 2.4	• **Sep 23 11:59 pm - Sep 24 11:59 pm (Pacific): QUIZ 2**
Week 3 (Sep 25-Oct 1)	Research Methods Pt. 2 (Nature of Scientific Inquiry, Research Methods of Psychology and Statistics)	OpenStax Psychology: Chapter 2, Sections 2.3	
Week 4 (Oct 2-8)	Neuroanatomy, Neural Transmission and the Endocrine System Pt. 1	OpenStax Psychology: Chapter 3 Introduction; Chapter 3, Sections 3.2 to 3.5	• **Oct 7 11:59 pm - Oct 8 11:59 pm (Pacific): QUIZ 3** • **Oct 8 11:59 pm (Pacific): Optional Project Proposal due**
Week 5 (Oct 9-15)	Neuroanatomy, Neural Transmission and the Endocrine System Pt. 2	OpenStax Psychology: Chapter 3, Section 3.2	
Week 6 (Oct 16-22)	Genetics, Evolutionary Psychology, and Behavior	OpenStax Psychology: Chapter 3, Section 3.1	• **Oct 21 11:59 pm - Oct 22 11:59 pm (Pacific): QUIZ 4**
Week 7 (Oct 23-29)	Visual System	OpenStax Psychology: Chapter 5 Introduction; Chapter 5, Sections 5.1 to 5.3	
Week 8 (Oct 30-Nov 5)	Other Sensory Systems, Perception and Attention	OpenStax Psychology: Chapter 5, Sections 5.4 to 5.6	• **Nov 4 11:59 pm - Nov 5 11:59 pm (Pacific): QUIZ 5** • **Nov 5 11:59 pm (Pacific): Optional Project Draft due**
Week 9 (Nov 6-12)	States of Consciousness	OpenStax Psychology: Chapter 4 Introduction; Chapter 4, Sections 4.1 to 4.6	
Week 10 (Nov 13-19)	Learning: Classical Conditioning, Operant Conditioning, and Social Learning.	OpenStax Psychology: Chapter 6 Introduction; Chapter 6, Sections 6.1 to 6.4	• **Nov 18 11:59 pm - Nov 19 11:59 pm (Pacific): QUIZ 6**
Week 11 (Nov 20-26)	Cognition: Memory	OpenStax Psychology: Chapter 8 Introduction; Chapter 8, Sections 8.1 to 8.4	
Week 12 (Nov 27-Dec 3)	Cognition: Thinking and Reasoning	OpenStax Psychology: Chapter 7 Introduction; Chapter 7, Sections 7.1 and 7.3	• **Dec 2 11:59 pm - Dec 3 11:59 pm (Pacific): QUIZ 7** • **Dec 3 11:59 pm (Pacific): Final Version of Optional Project due**