

**COVID-19 Safety & Health:** You are required to wear a non-medical mask at our in-person class meetings, for your own protection and for the safety and comfort of everyone else. At all our class meetings, including the in-person meetings, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19.

According to BC provincial regulations, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs.

If you are sick, it is important that you don't attend the in-person class meetings. If you are sick, please complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>.

If you are staying at home, you won't miss out because participation in class & all graded assignments are available also to students at home, so that you can prioritize your health and still succeed.

# Syllabus

# PSYCH 101/002

## Term 1 2021

### About This Course

Psychology is a science and an academic discipline. Today, this discipline is concerned with *the scientific study of behavior and the mind, and their cognitive and neurobiological bases*. Psychology also has an applied branch, where professionals with training and clinical skills help people cope with life/school/work issues and with mental health concerns.

This course is an introductory level survey of the science of psychology. It focuses on the scientific method, and on research & theorizing on the following broad topics: Attention, consciousness, sensation, perception, learning and memory. PSYCH-102 is a related course that introduces other content areas of scientific psychology, such as personality, emotions and motivation, as well as mental wellness and illness.

### Course Goal & Objectives

The goal of this course is to increase scientific literacy and foster critical thinking about a wide range of topics in psychology. In the pursuit of this goal, the course has 6 specific learning objectives; that is, there are *6 things each student is expected to be able to do* by the end of this course. As a student, you should be able to:

1. Define modern scientific psychology and identify major theoretical perspectives within it.
2. Remember and discuss psychological & neurobiological concepts and theories from specific content areas of psychology (e.g., perception, learning, memory).
3. Recall, interpret and apply findings and phenomena from different content areas of psychology.

Syllabus Content	Page
About This Course	1
Course Goal & Objectives	1
Course/Class Meetings	2
Course Leaders	2
What You Need for this Course	3
What We Expect From You	4
What You Can Expect From Us	5
Learning Appraisals & Due	5
Research Participation	8
Course Activities Overview	9
UBC Policy on Grading &	11
Academic Misconduct	12
Policy on Academic	13
Privacy Considerations	13
Getting the Most out of UBC	14
Health/Wellness Resources	15

4. Critically evaluate and discuss evidence about behavior and the mind that occurs in the context of our daily life.
5. Apply psychological concepts, theories and facts when making predictions about the self, others, and events that may occur in the context of daily life.
6. Communicate psychology research, findings and concepts more effectively in spoken and written form.

## Course/Class Meetings

Class meetings are held every Mondays, Wednesdays and Fridays, from 9:00 to 9:50 am. All Monday meetings will be online on Zoom, and all Zoom meetings will be recorded. The link for the Zoom class meetings is on the course website. The Wednesday and Friday meetings will be in-person, in CIRS 1250. All in-person meetings are livestreamed & recorded, with the livestream recordings available here (click this link to join the livestream and to access recordings):

<https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=27e0e5b7-7056-4ea0-aeab-ad8d011ffbcf>

## Course Leaders

The task of the course leaders is to facilitate learning & to help students achieve the course objectives. As course leaders, we answer questions, help you understand course materials and requirements, and make you to think in new ways about human behavior, as well as about the mind and the brain/nervous system. The course leaders also are responsible for preparing and delivering lectures and other course activities, such as demos, quizzes and tests, and we are the keeper of records.

The instructor for this course is Professor Peter Graf.



Office phone: 604.822.6635

Office location: CIRS 4352

Office hours: We meet online on Zoom, @ GrafPsych101OfficeHours (the Zoom meeting link is on the course web), from 1:00 to 2:00 pm on Fridays. If this schedule does not work for you, please make an appointment with me. Note: If I am still alone on Zoom 15 minutes into a meeting, I will end the meeting.

Email: [pgraf@psych.ubc.ca](mailto:pgraf@psych.ubc.ca). Please include PSYCH 101 in the subject line of your email to ensure it does not land in the email trash folder.

Please use email sparingly and thoughtfully.

- The answer to your question already might be in your class notes, in this syllabus, or it might have been addressed on Piazza or on the Q&A forum.
- If you have a question that is likely to be relevant to other students, please post it on Pizza – the course content discussion forum, or post it on the Course Q & A Forum on CANVAS.
- Use email for personal/private/confidential matters.

The teaching assistants (TAs) for this course are:



**Grayson Mullen:** I'm a first year MA student in the Brain, Attention & Reality Lab, and I work on research related to time perception, virtual reality and vision. I'm from California, around the San Francisco Bay Area, and I'm looking forward to exploring BC!

My office hours are Mondays from 1:30 - 2:30 pm, on Zoom @ GraysonPsych101OfficeHour (the Zoom meeting link is on the course home page).

Email: [grayson.mullen@ubc.ca](mailto:grayson.mullen@ubc.ca). Please include PSYC101 in the subject line.



**Yunru Ma:** I'm Yunru, a first-year MA student, working with Dr. Kiley Hamlin at the Center for Infant Cognition. I work primarily with babies of 0- to 3-year-old and I'm interested in the development of social and moral cognition.

My office hours are Wednesdays, 1-2 pm, on Zoom @ YunruPsych101OfficeHour (link on Canvas).

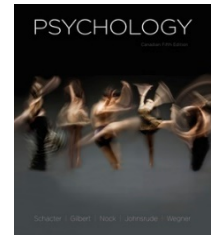
Email is [yuma@psych.ubc.ca](mailto:yuma@psych.ubc.ca). Please include PSYC101 in the subject line.

## What You Need for this Course

We will use the following resources to pursue the course objectives:

1. A highly-readable text by Schacter, D.L., Gilbert, D.T., Wegner, D.M., Nock, M.K. & Johnsrude, I. (2020), called *Psychology: 5<sup>th</sup> Canadian Edition*.

We are using an edition of the text which has been *customized for UBC* & which has been *bundled with* a sophisticated online learning platform called *LaunchPad*. This customized edition with LaunchPad is available only via the UBC Bookstore (i.e. not on Amazon, not via a hand-me down from a friend).



The text with LaunchPad access is available in 4 different versions; choose the one that best meets your needs:

**Version 1:** Online only access (for 1 term): ISBN 9781319397227 LaunchPad & Schacter et al 5e Cdn (with Chapters for Psych 101)

**Version 3:** Online access (for 24 months): ISBN 9781319406035 LaunchPad & Schacter et al. 5e Cdn (with Chapters for Psych 101 & 102)

**Version 2:** Online access (for 1 term) & loose-leaf printed copy: ISBN 9781319396992 LaunchPad & Schacter et al. 5e Cdn (with Chapters for Psych 101)

**Version 4:** Online access (24 months) & loose-leaf printed copy: ISBN 9781319397050 LaunchPad & Schacter et al. 5e Cdn (with Chapters for Psych 101 & 102)

Please keep the receipt from your text/LaunchPad purchase; you need it for creating/validating your online LaunchPad account.

2. We use a learning platform called LaunchPad. This platform provides access to the online version of the course text, and to several tools for learning such as videos, quizzes, flash cards, as well as to something called *LearningCurve assignments* and *chapter quizzes*.

For every topic covered in the course, readings from the text, LearningCurve assignments & a quiz are used to make you read and reflect critically on the topic and to help you remember.

The course web (URL: [canvas.ubc.ca](http://canvas.ubc.ca)) includes a link to LaunchPad. To get there, click on *Modules*, then click *LaunchPad*.

Use the link below for instructions on how to create a LaunchPad account:

<https://macmillan.force.com/macmillanlearning/s/article/Students-Register-for-LaunchPad-Writer-s-Help-2-0-courses-via-your-school-s-LMS-Part-1>

The course web also includes instructions for creating, accessing and validating your LaunchPad account. To access the instructions, please click the web link in the section on student resources called *Introduction to LaunchPad*.

For an introduction and overview of Launchpad, click this link: <https://www.youtube.com/watch?v=e6ABKKJs2CE> or this link: <https://www.youtube.com/watch?v=vAH5Lo1haRM>

Note: You can use LaunchPad for free for the first 2 weeks of classes, but after that, a subscription (i.e. the subscription you get with the course text) is required for access.

---

If you have **technical issues** with Canvas or Launchpad, help is available via these routes.

1. UBC LearningTechnology Hub: <https://it.ubc.ca/got-question-about-it-products-and-support>; if your request is specific to Launchpad access, use this link: <https://lthub.ubc.ca/publisher-content-help/>.
2. If you have specific problems with Launchpad, click the help link on the LaunchPad homepage, or go to this site: <https://macmillan.force.com/macmillanlearning/s/>,
3. or chat with a LaunchPad publisher representative here: <https://macmillan.force.com/macmillanlearning/s/chat-with-us>

3. The website, available @ [canvas.ubc.ca](http://canvas.ubc.ca), is an important learning resource. Use your CWL (campus wide login) to connect. The course web is where you will find everything you need for the course, the most up-to-date copy of this syllabus, videos and pdfs of slides used in lectures, instructions for assignments, announcements, links for LaunchPad, Piazza, iClicker, as well as a record of grades. Go to this website early in the course 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 questions, for making suggestions, etc.

4. iClicker Cloud is a tool for in-class polling, quizzing, tracking engagement and participation, etc. UBC has a site license for iClicker Cloud & every student has access to it for free. You need an iClicker app for this course because questions/polls will be included in many class meetings & your responses to them will count toward your course grade.



The iClicker app can be used whether you attend class in-person or online via livestreaming or Zoom.

To create an iClicker account, go to this site: <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

5. Piazza, my favorite learning resource, is an online forum for discussing course content issues, asking questions, practicing question-answering skills, honing peer teaching skills, connecting with other students, commiserating with other students, etc. For every lecture, we will post a few items (questions, observations, suggestions, etc.) on Piazza, and they are intended for you check your understanding of the lecture topic, and to practice your question answering skills.

For issues/questions that you have about the content of this course, turn to Piazza rather than the instructor or TAs because your issues/questions are likely to be of interest also to other students, and/or other students may have the answer you seek.

One of us – the course leaders -- will be on Piazza at least once or twice each day, in order to guide discussions, clarify questions and answers, correct misinformation, ask questions, etc. And your class peers will be on Piazza with their questions, and with their answers and observations.

Piazza provides detailed data about the number of postings/contributions viewed by each student, the number of questions asked by each student, the number of questions answered by each student, etc. These data are used for your class participation grade.

You need an account on Piazza. To create an account associated with the correct class, please use this link: [piazza.com/ubc.ca/winterterm12021/psyc1010022021w1](https://piazza.com/ubc.ca/winterterm12021/psyc1010022021w1). You may be asked for this access code: **WeArePsych101/002**

Once you have created an account, you can go to Piazza at any time by clicking the Piazza link on the course website.

## What We Expect From You

**Participation in Class Meetings and on Piazza:** Learning is an activity, and therefore in all class meetings and on Piazza, participate to the max -- let your voice be heard, share your ideas, practice critical reading & listening, exploit all Q&A opportunities. .... make the best of class meetings. Piazza and the office hours are for testing/clarifying your understanding of concepts from the lectures and text.

**Attendance:** Come to every class, always prepared to participate, with an open and critical mind. For every class, have the iClicker app ready, as well as materials for making notes.

Class attendance is important for many things. Class meeting give structure to your day/week work schedule, and each meeting will remind you where you ought to be in your understanding of psychology and progress through the semester.

**Respectful Conduct:** At all times, we expect that you treat with respect your classmates, instructor and teaching assistants, whether in class, on the online chat during class, or on-line on Piazza or in the course Q&A forum.

**Academic Integrity:** Here is a statement about academic integrity, adapted from Laurie McNeill, Professor of Teaching, Department of English/First-Year Programs, UBC-V: *We – me, the teaching assistants, the Department of Psychology, UBC and the scholarly community at large – share an understanding about ethical ways of creating knowledge. A core practice of this shared value, academic integrity, is that we acknowledge the contributions of others in our own work. It also means that we don't buy or copy papers or exams, or have someone else write or edit them for us. And we don't falsify data or sources, or hand-in the same work in more than one course.*

Every students is expected to meet the UBC academic integrity standard. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and typically does result in a grade of zero for the assignment. All cases of cheating are reported to the Department of Psychology and to the Faculty Associate Dean, Academic.

Please review UBC's expectations on academic integrity, in the UBC Calendar under the heading *Academic Honesty, Academic Misconduct, and Disciplinary Measures*, and check out the *UBC Student Declaration and Responsibility*. We also recommend you visit the *UBC Chapman Learning Commons* where you find an article called *Understanding Academic Integrity*, as well as an excellent Resource Guides on how to cite sources, media, data, etc.

**On-Time Completion of LaunchPad Activities:** You are required to complete a few "Learning Curve" activities and one quiz in connection with each chapter of the text. These activities are open book, not time limited, can be repeated up to three times, but must be completed by the due date specified on LaunchPad, as well as in the Schedule of Course Activities included later in this document. If you attempt a quiz more than once, we will use only the highest score you have achieved. The purpose of all LaunchPad activities is to encourage you to read each chapter ahead of the date when we begin course activities related to the chapter topic, and to reinforce your learning immediately after we have covered each topic.

**Policy on late LaunchPad activities:** All LaunchPad activities are due on the date/time specified on LaunchPad and in the Schedule of Course Activities. The graded versions of the quizzes are no longer be available on LaunchPad after their due date/time. A grade of zero (0) is recorded for every LaunchPad activity that has not been completed by the due date/time.

**On-Time Submission of Writing Assignments & of Peer Evaluations of Writing Assignments:** Critical reading, writing and evaluating the written work of others are important objectives of this course. In the pursuit of this objective, you will be completing two brief writing assignments: One is called *Breaking PsychNews* and the other is called *News-From-the Front*. In addition, you also will evaluate/assess/score/grade and provide critical, constructive comments on the writing assignments of some of your classmates/peers. A detailed description of and instructions for the writing assignments is provided on the course web.

**Policy on late submission of writing assignments:** Because we are using peer assessment for grading, any writing assignment not submitted by the due date WILL NOT & CAN NOT BE INCLUDED in the peer evaluation cycle. For this reason, if you fail to submit a writing assignment by the due date, you will automatically forfeit any course grades that are available for the evaluation component.

For late submissions of writing assignment, a 10% deduction is made for every 24-hour period past the due date/time.

**Policy on late peer reviews:** Late completions of peer evaluations on writing assignments are not accepted and are assigned a grade of zero (0).

**NOTE:** Every writing or peer review assignment can be submitted early.

**Policy on re-grading:** If, after receiving a grade & feedback on one of your writing assignments, you are convinced that your work was graded unfairly by your peers, you may choose to have this work re-graded by emailing such a request to the instructor or TAs within 1 week of the grades being released.

Note: Re-grading an assignment may result in a grade increase or decrease, and a re-grade is final.

**Presence at Midterm Test:** Your presence (online on CANVAS) at the mid-term– scheduled for Friday October 15 -- is required. If you are unable to complete the mid-term on October 15 for a valid reason, notify the course instructor immediately in order to make alternative arrangements. Alternate arrangements are made only for valid & properly documented exceptional cases. There are no make-ups for the mid-term. A grade of zero is assigned for an unexcused missed midterm.

**Presence at Final Exam:** Your presence at the Final Examination in December 2021 (exact date to be determined by the Faculty of Arts) is mandatory. If you absolutely must miss the final examination for a valid reason, 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 Support; <https://www.arts.ubc.ca/student-support/>).

## 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 smart use of us, for example, by asking questions & testing your understanding in class sessions, online and during office hours.

**Slides & Lecture PDFs & Video Recordings:** Video recordings and ppt presentations & lectures/class-meetings will be available AFTER class on the course website or on Zoom. For copyright reasons, the posted pdfs may be different from those used in class. Please note: Lecture pdfs are not summaries of everything discussed in the lectures.

**Feedback/Grades:** We will endeavor to provide you with feedback on all learning assignments (e.g., mid-term test, final examination, Piazza posts, etc.) 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 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 together address issues immediately.

*Please note that failing to give concessions to 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 UBC standards and regulations, and to apply them fairly and in a consistent manner to all students.*

*{Before you request a concession, ask whether we would be able to give this same concession to all students in the course. If the answer is NO, don't bother asking.}*

**Equity, Inclusion, Diversity & Respect.** The class meetings and the course discussion platforms are places for learning and lively, rigorous intellectual inquiry and debate. They also are places where everyone should feel included and respected -- regardless of race, ethnicity, gender identity, gender expression, sexual orientation, political or religious affiliations, ability, age, social status, etc. All students are encouraged to "speak up" and participate during and between class meetings. And, when expressing yourself, always do so in a manner that respects other class members.

Some course content introduces topics that may be perceived as controversial or sensitive. When talking about such topics, it is especially important for us all to express ourselves in a thoughtful, nonjudgmental, and socially responsible manner.

Of course, people aren't perfect and slip-ups are possible (e.g., someone might say or write something that is perceived as insensitive by someone else). It is important also to respond to such slip-ups in a responsible manner. If something is expressed by someone -- whether it's by the instructor, a TA, a fellow student, or an author of one of the assigned course readings -- that you perceive to violate our goals for equity and inclusion and diversity and universal respect, we encourage you to bring it to our attention in whatever way is most comfortable to you. (You may speak to us, or communicate anonymously -- for instance by asking a third party to relay a message to us.) By doing so, you will be doing a good deed by helping to educate other people and by promoting an inclusive educational environment.

## Learning Appraisals with Due Dates

Learning Appraisals aka Graded Course Activities	Grade Values	Due Dates
Part 1: <i>Breaking PsychNews</i> – Submission	3%	September 24 2021
Part 2: <i>Breaking PsychNews</i> – Peer Reviews	2%	October 1 2021
Part 1: <i>News-From-the-Front</i> -- Submission	12%	November 8 2021
Part 2: <i>News-From-the-Front</i> – Peer Reviews	4%	November 24 2021
In-class/online mid-term test, focused on materials covered up to the date of the test (~ 40 MC questions & 8-10 short answer [SA] questions)	25%	Friday October 15 2021
Clicker-accuracy: 4% for correct on 80%+ items; 3.5% for correct on 70%; 3% for correct on 60%; 2.5% for correct on 50%; 2% for correct on 40%; 1.5% for correct on 30% of items.	3%	Ongoing throughout the term
Clicker-participation: One (1) participation point for every class with responses to > 75% of all clicker items. At the end of year, 3% are allocated as follows: 3% for students earning 4/5 of all available participation points; 2.5% for earning 3/5 of participation points; 2% for earning 2/5 of participation points; 1.5% for earning 1/5 of participation points; and 1% for earning 1/10 of all participation points.	3%	Ongoing throughout the term
Piazza points for meaningful contributions: 5% for >50 contributions; 4% >40 contributions; 3% for >30 contributions; 2.5% for >25 contributions; 2% for >20 contributions; 1.5% for > 15 contributions; 1% for > 10 contributions; .5% for > 5 contributions. Note: <b>A maximum of 10 contributions made in the last 2 weeks of classes will count for grades.</b>	5%	Ongoing throughout the term
LaunchPad work: 4% for the LearningCurve activities (completion score if ~50 % correct) & 4% for chapter quizzes (average of best scores).	8%	Ongoing throughout the term
Cumulative final examination with ~ 60 MC questions & ~15 SA questions.	33%	During the examination period: December 11 & 22 2021
Research experience component	2%	December 7 2021
Total points available for course work	100%	
Bonus points for optional research participation	3%	December 7 2020

**iClicker & Piazza:** For maximum benefit from this course, you need to actively engage with every part of it, come prepared to class and office hours with issues/questions that occurred when 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 the course count for 3% of your grade, and your correct responses to in-class clicker questions count for 3% of your course grade.

Your engagement in course related discussions outside of class meetings counts for 5% of your course grade, awarded for making meaningful, thoughtful and constructive contributions on Piazza. **Note: A Piazza posting that asks for information already included in this syllabus or announced in class does not count as a meaningful contribution.**

**LaunchPad activities, Mid-term, and Final Examination:** The LaunchPad activities – which count for 8% of your grade -- will make you familiar with each topic covered in the course, prepare you for class activities, and help you ascertain your mastery of the materials covered in each chapter, etc.

The mid-term will be delivered online on CANVAS at the same time as the regularly scheduled class, on Friday October 15 2021. The final examination is a 2-hour event, and is scheduled by the Faculty of Arts between December 7 and 22, 2021. The method of delivering the final examination – in-person or online -- is not yet determined.

**NOTE: Do not make any travel or vacation arrangements before you know the date of the final examination. Being away is not accepted as a reason for missing the examination.**

The mid-term test and the final examination will consist of a combination of Multiple-Choice [MC] and Short-Answer [SA] questions, based on materials covered in the text, in the lectures and in class-activities. The final examination is cumulative.

The SA items on the mid-term test and final exam usually create more anxiety than the 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 included on the mid-term test or on the final examination will be closely similar to or direct duplicates of questions asked in class or on Piazza. Therefore, pay attention in class, take careful notes, and above all, participate in class activities and on Piazza by generating responses/answers to all questions/items. Practice makes perfect!

**Writing Assignments & Peer Evaluations of Writing Assignments:** The documents, available on the course web, one called *Breaking PsychNews*, and the other called *News-From-the-Front*, give detailed specifications for these two course components.

The writing assignments are an opportunity for you apply course materials to everyday life situations, events and experiences, and to develop and polish your research skills and your written communication skills.

The best method for learning to read critically and to write effectively is to evaluate and provide critical, constructive feedback on the written work of peers. For this reason, you will be reviewing/assessing/evaluating/commenting on the writing assignments of your peers. Immediately after the due date for submitting each writing assignment, each will be allocated to 6 peers (i.e., randomly selected from among all students in the course) for evaluation/assessment and for critical, constructive feedback (i.e., a comment which identifies a specific weak, confusing, unclear aspect in the writing, and which recommends at least one way in which this shortcoming could be corrected).

Peer Evaluations must be completed by the due dates. Failure to complete peer evaluations by the due date will result in a grade of zero for this course component.

The validity of the grades & the quality of the critical constructive comments written by each student/peer assessor will be graded by the TAs and instructor.

The final grade awarded to each writing assignment is *the median of the grades assigned by the peer evaluators*. Research shows that grades derived in this manner are of the same or higher quality than grades assigned by a TA or by an instructor (see Cho, Schunn & Wilson, 2006 [Read the article; you will find it on the course web, in *Psychology News / Articles*]). More importantly, by using peer evaluators, the author of each submission will not only receive a grade on his/her work, but also will receive the written comments from several peers. Finally, by being a peer evaluator, each student has the opportunity to compare his/her own work to their peers.

**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 3 bonus 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.

# Course Activities Schedule

I will announce in class and on the course web site if/when any changes are made to this schedule.

Notes on the schedule: *Chapters* listed are from the course text; the *LearningCurve activities* & *on-line chapter quizzes* are on LaunchPad, & *End of Today* means 11:59 PM PT

Day	Date	Lecture Topic	Tasks, Assignments/Tests, Readings & Due Dates
Mon	Sep 6		<b>Labor Day: UBC is closed</b>
Wed	Sep 8	Introductions & Course Overview	Tasks for this week: Check-out the course web on CANVAS, study the syllabus, get the textbook & read the text preface called "A Practical Guide to Study Skills", download the iClicker Cloud App, create a Piazza account & use it to befriend a few classmates & visit and bookmark this site: <a href="https://keeplearning.ubc.ca/">https://keeplearning.ubc.ca/</a>
Fri	Sep 10		
Sun	Sep 12		
Mon	Sep 13	Evolution of Psychology	Task due End of Today: Read Chapter 1 & complete the assigned LearningCurve activities
Wed	Sep 15		
Fri	Sep 17		Task due End of Today: Chapter 1 on-line quiz
Sun	Sep 19		
Mon	Sep 20	Research Methods & Statistics	Task due End of Today: Read Chapter 2 & complete assigned LearningCurve activities
Wed	Sep 22		
Fri	Sep 24		<b>SUBMIT PSYCHNEWS</b>
Sun	Sep 26		
Mon	Sep 27		
Wed	Sep 29		
Fri	Oct 01		Task due End of Today: Chapter 2 on-line quiz <b>COMPLETE REVIEWS OF PSYCHNEWS</b>
Sun	Oct 03		
Mon	Oct 04	Neuroscience & Behavior	Task due End of Today: Read Chapter 3 & complete assigned LearningCurve activities
Wed	Oct 06		
Fri	Oct 08		
Sun	Oct 10		
Mon	Oct 11		<b>Thanksgiving Day: UBC is closed</b>
Wed	Oct 13		Task due End of Today: Chapter 3 on-line quiz
Fri	Oct 15		<b>In-Class Midterm Test</b>
Sun	Oct 17		
Mon	Oct 18	Sensation & Perception	Task due End of Today: Read Chapter 4 & complete assigned LearningCurve activities
Wed	Oct 20		
Fri	Oct 22		
Sun	Oct 24		



Mon	Oct 25		Task due End of Today: Chapter 4 on-line quiz
Wed	Oct 27	Attention & Consciousness	Task due End of Today: Read Chapter 5 & complete associated LearningCurve activities
Fri	Oct 29		
Sun	Oct 31		
Mon	Nov 01		
Wed	Nov 03		Task due End of Today: Chapter 5 on-line quiz
Fri	Nov 05	Memory	Task due End of Today: Read Chapter 6 & complete associated LearningCurve activities
Sun	Nov 07		
Mon	Nov 08		
Wed	Nov 10		
Thu	Nov 11		
Fri	Nov 12		
Sun	Nov 14		
Mon	Nov 15		
Wed	Nov 17		
Fri	Nov 19		
Sun	Nov 21		
Mon	Nov 22		Task due End of Today: Chapter 6 on-line quiz
Wed	Nov 24	Learning	Task due End of Today: Read Chapter 7 & complete associated LearningCurve activities <i>COMPLETE REVIEWS OF NEWS-FROM-THE-FRONT REPORTS</i>
Fri	Nov 26		
Sun	Nov 28		
Mon	Nov 29		
Wed	Dec 01		
Fri	Dec 03		Task due End of Today: Chapter 7 on-line quiz
Sun	Dec 05		
Mon	Dec 06		Course Wrap-up & Review
Tue	Dec 07		<b>Last Day of Classes</b> <i>Last day for Earning Research Participation Credits</i>

**Final Examination:** The final examination date is set by the UBC registrar's office.

UBC FINAL EXAMINATION PERIOD: December 11 to 22 2021.

## 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 come from universities just like ours! To introduce you, in a more hands-on and interactive way, to cutting-edge research in psychology, you are required to complete a research experience component (REC). This REC is worth 2% of your course grade, 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 research experience component by spending two hours participating in psychology studies -- worth 1% point for every 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://ubc-psych.sona-systems.com/>. 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 you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool closes, and you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class. For information on the HSP check here: <https://psych.ubc.ca/hsp>.

### 2. Alternative assignment: 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 one (1) research participation credit for each article summary that meets the following requirements.

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 (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- 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 summary should be approximately 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 (<https://ubc-psych.sona-systems.com/>) and create an account before submitting your article summaries, because all credits are registered via the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes**.

You are to submit your article and your summary to turnitin.com. 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 31445496**, **class name is HSP 2021-2022 (Fall Term 1)**, and **password is Research**. See [www.turnitin.com](http://www.turnitin.com), and click on the "Support" 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 action may be taken at a departmental or university level.

### Research Participation Bonus Points.

You may earn up to 3% extra credit or bonus points that will be added to your final grade. These extra credit points can be earned by doing up to three additional hours of participation in the HSP (or summarizing another three additional journal articles for the library option) as described above as the research experience component of the course.

*Participating in a 1-hour research project, or completing one of the alternative assignments, earns you 1 point = 1% increase in your course grade. 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.*

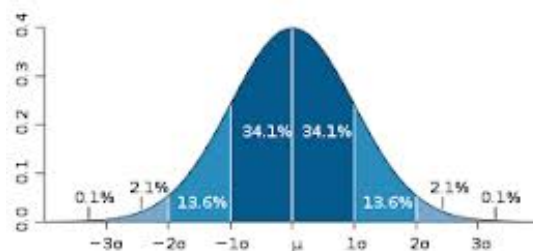
## UBC Policy on Grading & Scaling

UBC courses are graded on a percentage basis; 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			

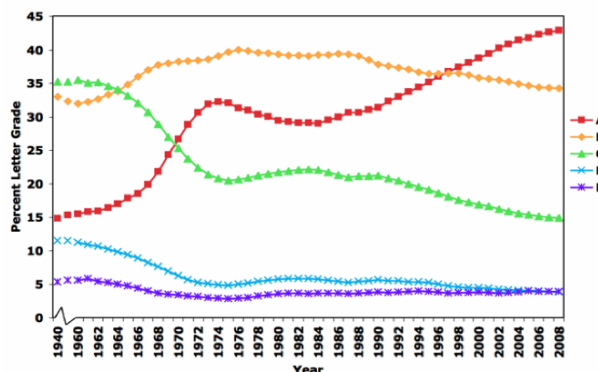
**Grading Criteria:** The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

**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, departmental 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.



Peer graded work often requires scaling because students tend to give inflated grades. Assume that some scaling of peer graded work will occur.

**Grade Inflation Policy:** 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 of 69%, 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.



If necessary, any assignment may be scaled to achieve the desired class mean & standard deviation.

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

## Academic Misconduct

*I would prefer to fail with honor than to win by cheating*  
~ Sophocles

All work you submit for grades in this course must be in compliance with the UBC statement on academic integrity. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and such cases are reported to the Department of Psychology, and to the Faculty of Arts Associate Dean, Academic.

Make sure you understand UBC's expectations on academic integrity: see the UBC Calendar entries on [Academic Honesty](#), [Academic Misconduct](#), and [Disciplinary Measures](#), and check out the [Student Declaration and Responsibility](#).

Use these links/resources to help you meet expectations; check out [Understand Academic Integrity](#) from the Chapman Learning Commons and their page of [Resource Guides](#) (how to cite sources, media, data, etc.).

If we suspect that a submission is not original work, we will submit it for examination by TurnItIn. TurnItIn is -- among other things -- a plagiarism-identification service, and UBC subscribes to this service. When we submit something written to this service, it checks its originality, and thereby helps avoid and prevent plagiarism.

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 the 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 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 is likely to uncover 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 will reveal 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://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>) and *UBC writing center* (<http://cstudies.ubc.ca/writing/index.html>) offer online guides for preventing unintentional plagiarism. Please make use of these resources.

## Policy on Academic Concessions

**What is an academic concession?** A student whose academic performance is affected by injury, family or personal affliction, or illness may request and be given an academic concession, meaning a deferral or substitution of an assignment, a mid-term test or examination, or of other work which is due during the term.

The UBC Senate has approved an Academic Concession Policy which outlines the grounds on which students can ask for academic concessions and what forms such concessions can take:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

Here is a link to an Ubyyssey article on the concession policy: <https://www.ubyssey.ca/archive/?q=concessions>

If you miss marked coursework for the first time and the course is still in-progress, immediately submit a Student Self-Declaration (<https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf>) to the instructor so that your in-term concession case can be evaluated.

If this is not the first time you have requested a concession or classes are over, fill out Arts Academic Advising's online academic concession form <https://www.arts.ubc.ca/student-support/academic-support/academic-advising/> immediately, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concessions, and then contact the course instructor if or where appropriate.

## Privacy Considerations

This course makes use of three tools/apps – Piazza, and iClicker Cloud – and they store data on servers located outside Canada. When you access such a site, you will be required to create an account. UBC cannot guarantee security of your private details on servers outside of Canada. Please exercise caution whenever providing personal information. You may wish to use a pseudonym to protect your privacy if you have concerns.

Please feel free to contact us at UBC ([lt.hub@ubc.ca](mailto:lt.hub@ubc.ca)) or *the Piazza* or *iClicker Reef* support team if you have any questions.

If you want to learn more about UBC's Privacy policy, click this link:

[https://wiki.ubc.ca/Documentation:Student\\_Privacy\\_and\\_Consent\\_Guidelines](https://wiki.ubc.ca/Documentation:Student_Privacy_and_Consent_Guidelines)

## Getting the Most 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 (~ 10 hours per week). Take careful notes, read actively, come prepared for class meetings, 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:

- I highly recommend <https://keeplearning.ubc.ca/>
- Skylight (<http://sclt.science.ubc.ca/resources>)
- Getting better grades at UBC and coaching (<https://students.ubc.ca/enrolment/better-grades>)
- The UBC Centre for Teaching, Learning and Technology (<http://ctl.ubc.ca/resources/learning/>)

- The Carl Wieman Science Education Initiative ([www.cwsei.ubc.ca](http://www.cwsei.ubc.ca))
- For advice from senior Science students, check out an account published by Ashley Welsh ([http://www.cwsei.ubc.ca/resources/student\\_guidance.htm](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, the UBC learning commons enhances the experience of all UBC students.

Take charge of your own learning, and take full advantage of all of the support available to you.

Physical or Other Learning Disabilities/Challenges: The UBC Center for Accessibility provide leadership in examining policies, processes, and programs through the lens of diversity. Contact them; the Centre provides support and programming initiatives designed to remove barriers for students with disabilities and facilitates disability related accommodations for members of the UBC Vancouver community.

We work with students, staff, and faculty to build a community for all (<https://students.ubc.ca/about-student-services/access-diversity/>)

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 (<https://students.ubc.ca/about-student-services/access-diversity/>) or visit Brock Hall room 1203, 1874 East Mall, Phone: 604.822.5844.

## Withdrawing From a 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 (<http://students.ubc.ca/enrolment/courses/academic-planning/advising>). If you wish to withdraw from the course, consult the UBC Academic Calendar for relevant dates: <http://www.calendar.ubc.ca/vancouver/>

## Health/Wellness & Related Resources

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. Relevant information and policies can be found here: <https://senate.ubc.ca/policies-resources-support-student-success>.

### Here is a list of specific useful resources:

You may at some point find yourself struggling to manage your health (mental or physical) while in school. Below is a list of health-related resources on and off campus that you may wish to utilize.

Access and Diversity: Access and Diversity provides accommodations for UBC students living with physical or mental disabilities. Website: <https://students.ubc.ca/about-student-services/access-diversity/> Phone Number: 604-822-5844

BC Crisis Center: Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. Website: <https://crisiscentre.bc.ca/>

Distress Line: 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.

Counselling Services at UBC: 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 counselling, or to document an illness if you should require academic concession. Website: [students.ubc.ca/livewell/services/counselling-services](https://students.ubc.ca/livewell/services/counselling-services) Phone Number: 604-822-3811

The Kaleidoscope: 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. Food and drink are provided. Website: [the-kaleidoscope.com](https://the-kaleidoscope.com)

Live Well, Learn Well: The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing. Website: <https://wellbeing.ubc.ca/>

Mental Health Awareness Club: A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community. Website: <https://blogs.ubc.ca/ubcmhac/>

Mood Disorders Clinic UBC: A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder. Website: [http://www.vch.ca/Locations-Services/result?res\\_id=1276](http://www.vch.ca/Locations-Services/result?res_id=1276)

Pacific Spirit Addiction Services: A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series. Phone Number: 604-267-3970

Psychology Clinic at UBC: Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees. Website: [clinic.psych.ubc.ca](https://clinic.psych.ubc.ca)

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

Student Health Services at UBC: 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. Website: [students.ubc.ca/livewell/services/student-health-service](https://students.ubc.ca/livewell/services/student-health-service) | Phone Number: 604- 822-7011

Wellness Centre at UBC: Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: <https://students.ubc.ca/health>