

ACKNOWLEDGEMENT

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.

COVID-19 PANDEMIC UPDATES

At the time of preparing this syllabus, UBC has announced an interim period of online teaching from Jan 10 – Feb 7th, due to the impact of the Omicron COVID-19 variant. During this window, our 101-009 schedule will be delivered as a combination of synchronous and pre-recorded (asynchronous) classes, as listed in the *Course Schedule* on the last page of this document.

Aside from the beginning of term, Psyc 101-009 is designated an in-person class. Nevertheless, I am aware that the pandemic may exert many effects on students' ability to attend every class, and a number of features of this course are designed with this in mind. For the duration of term, all classes – including in-person classes and synchronous zoom classes -- will be recorded and available for students to watch until the end of term. The Midterm tests and Final exam will be online quizzes within Canvas, delivered as open book tests without proctoring software, but configured with a number of features to maintain academic integrity. For the weekly textbook quizzes, students need only submit 20 of 25 set quizzes to allow for in-term concessions. This course is designed with the flexibility to accommodate any extension (or subsequent return) to online teaching. After 7 Feb, I have continued to schedule roughly one in three classes as pre-recorded asynchronous classes. The course assessment will include graded Discussion Threads in place of in-class 'clicker' credits. I will hold online office hours over Zoom (note office hours will not be recorded).

Assuming a return to in-person teaching from 7 Feb, it is still important to note that as a class, we have a duty of care to protect each other, our families, and communities. **If you are sick, it is important that you stay home.** As your instructor, I assure you that I will do the same. Complete a self-assessment for COVID-19 symptoms daily: <https://bc.thrive.health/covid19/en>. This class has been designed to provide flexibility so that you can prioritize your health and still succeed in this course.

The Campus Return Plan is available at <https://covid19.ubc.ca/campus-return-plan/> and student FAQs at <https://covid19.ubc.ca/information-for-students/>

You are required to wear a non-medical mask during in-person classes, for your own protection and the safety and comfort of everyone else in the class. 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. Further, according to the provincial mandate, masks are required in all indoor public spaces, which includes entering and exiting the classroom. If you forget or lose your mask, there will be masks available for students from the Instructor and/or at prominent locations in the CIRS building.

There may be students who have medical accommodations for not wearing a mask. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the Center for Accessibility (Vancouver campus), who will then communicate with me as the

Instructor. I will expect all other students to be masked, and given that this is a 'lunchtime' class, out of respect for your fellow students I would ask you to refrain from eating during in-person classes. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Introduction to Biological and Cognitive Psychology	PSYC 101 – 009	3

The classroom is in CIRS on West Mall, room 1250. Classes are scheduled for Mondays, Wednesdays and Fridays at 12 noon – 1pm. As an in-person class, Psyc 101-009 will combine a traditional lecturing format, with active Q&A and discussion, alongside the material and weekly quizzes from our textbook, Schacter's Psychology (Canadian 5th Edition with LaunchPad). In-person classes will be video captured (but not live streamed) and available in Canvas for students to watch subsequently. From the start of term until 7th Feb, classes will be provided remotely, with two pre-recorded classes per week and one synchronous class over Zoom. After 7 Feb, roughly one in three classes (often but not always the Wednesday class) are scheduled as pre-recorded asynchronous classes to create more flexibility. See the S and P notation in the Course Schedule (last page) for complete listing.

PREREQUISITES AND COREQUISITES

none

CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
Luke Clark	luke.clark@psych.ubc.ca	CIRS building on West Mall, 4 th floor - room 4342B	Mondays 2-3pm over Zoom within Canvas

Welcome to Psyc 101! This will be the seventh time I have taught this course at UBC, and it promises to be another interesting term with a likely mixture of in-person and online teaching. I look forward to meeting you all, and although this is a large class I am sure I'll get to know many of you, whether this is through in-person discussions, synchronous online classes, or my office hours. I was teaching 101 in Winter 2 in the 2019-2020 year as the pandemic struck, and I have taught my 300 level course as both a fully virtual course, and last term as an in-person course with online content, so I feel like I have a bit of experience now with these new ways of teaching. Nevertheless, I still expect to hit a few bumps along the way, and I would encourage us all to approach teaching and learning with compassion, flexibility, and respect for others.

I'm a Professor in the Department of Psychology at UBC and I'm also the Director of the Centre for Gambling Research (cgr.psych.ubc.ca). I went to University in the UK and I was the first person from my family to go to University. When I'm not thinking about psychology or gambling research, I have two kids, I enjoy hiking and camping in the summer, skiing in the winter, I play squash and I like old movies

and crime novels. I'm on twitter (personal: @LukeClark01 and gambling-related: @CGR_UBC) and I find twitter to be a great resource for keeping up to date with new developments and controversies in psychology.

OTHER INSTRUCTIONAL STAFF

The TAs for this course are Marta Kolbuszewska (email mkolbuszewska@psych.ubc.ca) and Titania Dixon-Luinenburg (email tdixonlu@psych.ubc.ca). Marta is a Master's student in the Sexuality and Well Being Lab. Titania is a Master's student in Clinical Psychology, working on the relationship between borderline personality disorder and suicidal desire. Titania will offer online office hours on Thursday 1 – 2 pm via Zoom or in-person upon request.

You may contact the TA or the Instructor in person or by email. In correspondence, please feel free to refer to me as 'Dr Clark' or 'Prof Clark'. Please be judicious in your use of email: if you have more than 2 questions, your best option is to attend office hours.

Note: if you need to send me a direct message, including any urgent correspondence about personal matters, please send me a direct email (to luke.clark@psych.ubc.ca) rather than sending a message within Canvas. The reply functionality in Canvas is limited and I can often reply faster if you email me directly.

DIVERSITY, EQUITY AND INCLUSION

As your instructor, I will work to create a learning environment that welcomes, listens to, and respects students of all identities, inclusive of race, gender, sexuality, age, or ability. As a recent immigrant to Canada from the United Kingdom, I am committed to educating myself about the historic and ongoing impacts of marginalization and colonization in Canada. I am mindful of my position as a cisgender white man and the privilege this has afforded me throughout my education and academic career. If you feel that any class content is inappropriate or makes you feel uncomfortable, I would encourage you to talk to me or one of the TAs. If you feel that your performance in this class is being impacted by circumstances from outside of class, please talk to me or the TA.

Like much of academia, research in the psychological sciences is historically built on a small subset of privileged voices. This year, I will be reviewing the textbook content carefully in order to promote diversity and amplify traditionally marginalized voices, but nevertheless, it is likely that much of the material that we discuss in class will have been authored by white men. Ongoing progress in psychology demands the integration a more diverse set of experiences. I will create a discussion thread to receive any suggestions you may have on material for next year's course that reflects these goals.

COURSE DESCRIPTION

Psychology is the scientific study of the mind and behaviour. This course will serve as an introduction to the *cognitive* and *biological* aspects of psychology. To this end, we will cover a number of topics, including the formation of psychology as a discipline, an introduction to research methods in psychology and neuroscience, and an overview of some of the major fields in psychology, including perception,

learning and memory, language, consciousness, and what we commonly call ‘thinking’ (e.g. solving problems, making difficult decisions). We will consider human psychology as well as the insights that can be gained from research in non-human species. The course will include introductory material on the scientific process of studying the mind and brain, including the challenges of studying behaviour, working with data, and research ethics in human participants. Where possible, we will consider the impact of culture and identity on cognition, as well as highlight diversity with academia in psychological sciences.

LEARNING ACTIVITIES

The course will follow a traditional lecture-based format supported by the textbook (see Learning Materials below). I will make slide handouts available before each class that can be downloaded from Canvas. I encourage students to take notes during class, whether attending in person or viewing the material online, and also to take *brief* notes when reading the textbook (e.g. key concepts, useful examples). I encourage class participation by asking and answering questions, as well as using the Canvas Discussion threads. I will offer online office hours over Zoom in Canvas.

For our in-person classes, I have arranged for these classes to be video captured, and those recordings will be posted in Modules the afternoon after each class, for students who cannot attend in person. Those recordings will only be circulated within Canvas, for use by students enrolled in this class; students are not permitted to share recordings outside of Canvas. Be mindful that students asking or answering questions in class, or in synchronous online classes, may be identifiable in these recordings.

The purpose of class is to cover core material in the *Course Schedule* (see last page in this document). Classes will cover concepts and examples from the textbook, but the Instructor(s) may also refer to other (non-textbook) material to reinforce important points or provide alternative examples. The purpose of the textbook is to help you to *prepare* for class, and to further extend your knowledge of material covered in class. The exam questions on the Midterms and Final exam will examine material covered in class – including textbook material that has been discussed in class.

The textbook is paired with an online platform called Launchpad, which we will be using for weekly quizzes throughout the course, due on Fridays (at 1 minute to midnight!). In reviewing the *Course Schedule*, I would recommend you take note of the dates on which the Launchpad quizzes are due, as well as the dates of the Midterms and the pre-recorded classes. The purpose of these quizzes is to familiarize you with relevant material from the textbook ahead of those classes, so that you are best prepared to engage with that material during class, including asking and answering questions.

LEARNING MATERIALS

The textbook for this class will be:

Schacter DL, Gilbert DT, Nock MK, Johnsrude I, Wegner DM (2020) *Psychology* (Canadian 5th edition + Launchpad). New York: Macmillan.

Please note that there are special instructions for accessing your course materials for Psyc 101-009:

The textbook is paired with an online platform called LaunchPad, which we will be using for weekly quizzes called LearningCurves. Launchpad has been integrated into Canvas for this course, and *in order*

to use Launchpad through Canvas, you MUST purchase your course materials either at the UBC Bookstore or within the course site in Canvas. Purchases from other retailers (ie. Amazon, Discount Textbooks, etc.) are not able to be verified through the course site, and you will not be able to access the Launchpad content, which comprises 10% of your course grade.

You have two options of purchasing your course materials for this course:

- 1) Purchase either the physical or digital product in-store or online at the UBC Bookstore – for these purchases you MUST keep your receipt in order to verify the purchase on the course site.
- 2) Log into Canvas and follow the link to purchase the required materials (*Please note, you can only purchase the digital product through this option). The link will be posted in a class announcement on 10 Jan or by clicking on any of the assigned LearningCurve quizzes in Modules.

If you purchase in-store or online from the bookstore, you will need to log into the course site and click on the 'Redeem Your Purchase Receipt Number' option in order to verify your purchase and gain access to the online materials.

There are two versions of a loose-leaf textbook in the UBC Bookstore:

- 1) For only the 101 chapters, there is a looseleaf textbook (price \$48 from summer 2021), which includes access to Launchpad & the digital copy of the textbook.
Short Title: Willo Vol 1 Looseleaf Schacter Cdn 5e with Launchpad ISBN-13: 9781319396992.
- 2) If you also expect to take Psyc 102 (or are taking 101 and 102 together this term), there is a looseleaf version of the full textbook (price \$80 from summer 2021), which includes a longer 24 month access period to Launchpad:
Short Title: Willo full book Schacter Cdn 5e with Launchpad 24M ISBN-13: 9781319397050.

Alternatively, you can obtain access codes to the digital-only versions at the UBC Bookstore for either 4 month access (ISBN 9781319397227) or 24 month access (ISBN 9781319406035) (the latter option is recommended if you expect to take Psyc 102 in the future). Finally, there is a 14-day free trial access to Launchpad, if you need to begin the quizzes (in week 1) before you have purchased the textbook. I recognize that textbooks are a costly part of a University education, and for any students experiencing financial hardship, please drop me a direct email and I will do what I can to help.

LaunchPad can be accessed in Canvas, through Modules or Assignments. The publisher has provided a FAQ document on accessing Launchpad through Canvas, which is accessible [here](#). Note that Chrome and Firefox are the recommended browsers. As well as the quizzes, Launchpad includes a full online copy of your textbook, plus a number of other useful tools including videos and revision aids. Each week, you will be assigned usually 3 'LearningCurve' quizzes on the relevant chapter in the textbook. These quizzes comprise 10% of your overall grade, and LaunchPad access is therefore mandatory for this course. The quizzes are designed to be adaptive: if you have read and understood the textbook material, they should be quick to complete, but if you attempt the quizzes without knowing the material, they will take you much longer. You will be awarded one credit for completing each Launchpad quiz; the quizzes are only scored as passed (or not). The other tools in LaunchPad are an excellent way to supplement your weekly studying and prepare for the exams - I strongly encourage you to make use of these online resources throughout the term.

You may see opportunities to purchase second hand copies of the textbook. Earlier editions, and Non-Canadian editions of the textbook cannot be verified as appropriate for the course, and will not include Launchpad access.

If you have any issues with Launchpad access, please first consult the FAQ guide on Canvas. If your problem is not resolved, decide whether the problem is with Canvas access to Launchpad (in which case, UBC support via **the LT Hub**: lthub.ubc.ca) or with Launchpad itself (in which case <http://support.bfwpub.com/supportform/form.php?View=contact>

Canvas

All course materials will be available via Canvas www.canvas.ubc.ca. There is a student's guide to Canvas on the 101 home page, plus a Canvas guide for Psychology students at bit.ly/UBCPsychCanvas which you may find useful. Class slides will be uploaded to Canvas, typically the morning of class. In-person classes will be video captured and those links will be added to Modules, typically the afternoon of class (I will provide students with the direct link to the Panopto folder in case I forget to do this in a timely manner or if I am in meetings through the afternoon). I will use Canvas to make regular announcements about the course. The Midterms and Final Exam will be online quizzes delivered through Canvas. Our textbook material and weekly LearningCurve quizzes are integrated with Canvas (see previous section). I encourage the use of the Discussion Threads in Canvas, as it is very often the case that many students share the same confusion or misunderstanding about a topic. There is a graded Discussion Thread (in small groups) for discussing core material relevant to the course, and there are a number of other Discussion Threads for Q&A about course structure, exams and so on.

Following UBC policy of an interim period of online teaching from 10 Jan – 7 Feb 2022, classes for that period will be delivered through Canvas, as a combination of synchronous classes in the Zoom tab, and pre-recorded (asynchronous) classes that will be uploaded to Modules. For the time being, the Monday classes are scheduled as the synchronous classes, and I will use these classes strategically to allow time for Q&A on the previous pre-recorded classes, and also for live demonstrations or exercises. Synchronous classes will also be recorded in Zoom. Pre-recorded classes will be released on Canvas the morning of class.

After 7 Feb, and assuming a return to in-person teaching, I have still scheduled roughly 1 in 3 classes as pre-recorded classes. As well as creating some flexibility in our schedule, I will use these classes strategically to cover theory and core content, in order to create more space for discussion during our in-person classes. Students are welcome to use the CIRS classroom at the allocated time as a quiet space to watch these classes, e.g. if you have in-person classes on campus that day. With ongoing uncertainty around the COVID-19 pandemic (and the possibility that I may fall sick as your Instructor), we have the flexibility to shift other course content online if necessary.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Apply scientific methods to the investigation of human nature, behaviour, and mental processes. This will include research design, understanding the major techniques that are used in psychology, and interpretation of psychological data and graphs.
- Display knowledge about the *organization of the nervous system* at multiple levels, from transmission at the level of single neurons to how complex mental functions arise from networks

comprising multiple brain regions. In particular, students will understand how specific brain structures e.g. hippocampus, visual cortex, are linked to psychological processes.

- Display knowledge about the *psychological processes* and *mental representations* that underlie complex mental functions including perception (with a focus on vision), learning and memory, language, consciousness, and other aspects of ‘thinking’ including problem solving, judgment and decision-making.
- Apply psychological research to everyday life and real-world behaviour, as well as understand the effects of brain injury and processes relevant to some forms of mental illness.

ASSESSMENTS OF LEARNING

Evaluation:

- | | | |
|---------------------------------|-----|--|
| • Midterm 1 | 25% | (assessing the first third of the course) |
| • Midterm 2 | 25% | (assessing the middle third of the course) |
| • Final exam | 25% | (assessing the final third of the course) |
| • Participation Credit | 13% | (graded Discussion Threads in Canvas) |
| • LearningCurve weekly quizzes | 10% | (submitted through Launchpad in Canvas) |
| • Research Experience Component | 2% | (through the Psychology HSP system) |

Under [UBC's academic concession policy](#), students may seek academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds. **If you are feeling ill on the day of a Midterm**, please submit a [Student Self Declaration Form](#) to the instructor (Prof Clark) so that your in-term concession case can be evaluated (note, please do not send medical documentation). The Instructor will decide whether it is possible to a) offer a make-up test, or b) exempt that mark from the overall grade calculation (in which case, the overall course grade will be calculated by re-weighting the available components using the same ratios listed above). Psyc 101 is a very large class and in previous years using pen-and-paper midterms, it was not viable to offer any make-up tests; that may still prove to be the case this year.

If this is not the first time you have requested concession within the course, you will need to fill out the Arts Advising's [academic concession form](#) and submit to Arts Advising, and they will evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty webpage on academic concessions](#), and then contact me where appropriate.

If you are feeling ill at the time of the Final exam, you must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam at a later date.

Midterms and Final test (25% each of course grade):

The two midterms are scheduled as 50 minute tests (i.e. the length of a regular class), and will consist of multiple choice questions. Both midterms are non-cumulative; for example, Midterm 2 will test the classes between Midterms 1 and 2. The class before each midterm will be a revision / discussion class, in which no new examinable material will be introduced.

The Midterms will be delivered as online quizzes in Canvas, given the likelihood of a large number of concession requests if the tests were to be held in-person. Therefore, taking the Midterm will require a

stable internet connection to access and submit the test. Students are welcome to sit the test, using their own device, in the CIRS classroom at the scheduled time; the Instructor or a TA will be present to invigilate. This course will not make use of webcams (e.g. Proctorio) or other invigilation software; there is no requirement in this course to own or use a webcam or microphone. In this sense, the Midterms will be 'open book' tests: students may consult their notes, the textbook or a browser. That said, the timing of the midterms will allow little time for such consultation and this is by design. I recommend that students prepare for the Midterms in much the same way as they would prepare for an in-classroom test. Importantly, students must not communicate with other students during the exams (or communicate afterwards with any students yet to write the test): any evidence of such communication will be actively pursued as academic misconduct. A number of further steps will be taken to maintain academic integrity on the exams and these will be communicated in further announcements via Canvas.

Midterm questions will test your understanding of topics that were covered in class, including the textbook material that was covered in class. Given the open book format, I will select questions that test conceptual understanding rather than the 'rote learning' of materials from the slides or textbook. For revision purposes, and depending on the quality of your class notes, concepts are often explained more thoroughly in the textbook, and for revision, I recommend that students treat the class slides as the core 'curriculum', but refer regularly to corresponding parts of the textbook for greater depth.

The Final will include multiple choice questions similar to the midterms, as well as a short answer section comprising 'fill-in-the-blank' style questions that we will practice in class around the time of Midterm 2. The Final exam will also be delivered as an online exam in Canvas, as a 1 hour, open-book exam, testing only the final third of the course (i.e. non-cumulative).

Discussion Threads (Participation Credit, 13% of course grade):

Participation Credit is available for contributing posts on course content in our graded Discussion Threads in Canvas. 13 marks (13% course grade) are available for contributing posts. These posts can be on 1) links to news articles, research papers, podcasts or online videos (YouTube etc) relevant to the psychological concepts we are discussing in class, 2) thoughtful commentary on a post by another student, posted as a threaded reply, such as noting another interesting point from their article, a reference to some further research on the topic, or alternative/critical perspective. Substantive posts or comments will be awarded 1 mark each. Comments need not be lengthy, 2-3 lines is perfectly acceptable, but students should be mindful of standard guidelines around plagiarism. For the graded threads, students will be randomly assigned to small groups of ~20 students each, and three separate threads will be available over the term: **10 Jan – 10 Feb (5 marks), 14 Feb – 17 Mar (4 marks), 21 Mar – 8 Apr (4 marks)**. These forums will be moderated regularly by the teaching team; students are reminded to be respectful of other students' beliefs and opinions, and that abusive language will not be tolerated under any circumstances.

LearningCurve quizzes (10% of course grade):

The LearningCurve exercises on Launchpad are online tests that reward you for doing your readings. They emphasize which sections you need to review and which sections you know. The deadlines are shown in the lecture schedule; this term they are all due on Fridays by midnight. You will receive email reminders one day before each deadline. The Learning Curves become unavailable for credit after their deadline, and I cannot re-open a quiz for individual students. To receive the full 10% grade, you need to

complete **20** of the 25 quizzes before the deadlines. This gives you the opportunity to drop any 5 LearningCurves over the course of the term and still receive the full grade. If you join the course late, or if you are ill during term, this uses up some of your 5 'drop-able' LearningCurves. This is a large class and most students will encounter at least a couple of weeks where they cannot make a LearningCurve deadline, ***please do not contact me to discuss this***, this is why you need only submit 20 of the 25. For students who submit fewer than 20 LearningCurves, each one will be marked at 0.5%.

Research Experience Component (REC) (2% of course grade):

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

Participate in the Psychology Department Human Subjects Pool: You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>.

If you prefer, you can earn these same extra credits by completing a *library-writing project*, in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions. The TurnItIn IDs are listed below in Learning Analytics.

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

Any REC credits you earn will first be applied to the course requirement of 2%. Any additional credits will be applied to extra credit. For extra credit, one percentage point is assigned to your final grade for each hour of participation. Partial credits will be rounded down (i.e., 1.5 hours extra credit hours = 1% extra credit). HSP credits can be recorded and tracked via the HSP sona website.

Course grading:

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. **However, in light of the pressures imposed by COVID-19 and the return to in-person teaching, those departmental norms have been adjusted upwards by 5% for 2021W.** According to these adjusted norms, the average grade in 100- and 200-level Psychology classes may range from 68 for a weak class, to 70 for an average class, and 72 for an exceptionally strong 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 an instructor or the department. Grades are not official until they appear on a student's 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 80-100%, B 68-79%, C 55-67%, D 50-54%, F <50%

LEARNING ANALYTICS

This course will be using Canvas. Canvas records student activity (e.g. engagement with Discussion Threads, quiz submission times) and this information may be used by the Instructor to form an impression of a student's engagement with the course. These behavioural analytics can also reveal some instances of cheating.

Synchronous online classes and office hours will be over Zoom in Canvas. For the Library Option of the Research Experience Component, students should upload their text reports to TurnItIn (see <https://lthub.ubc.ca/guides/turnitin/> for instructions on registration). The class ID is 33005051, class name is "HSP 2021-2022 (Spring)" and password is "Research". Note that TurnItIn data is hosted in the USA, so your submitted file does NOT need to contain any identifying information (e.g. name or student ID), and you may use an anonymous/non UBC email when you set up your account.

LEARNING RESOURCES

The Department of Psychology teaching office is situated in the main Kenny building on West Mall, and offers appointments during office hours.

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](#).

OTHER COURSE POLICIES

Please mute your cell phones during class. Laptops are permitted but use of social media, Youtube etc during class is obviously discouraged.

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. Relevant to this course, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. Second, the Department subscribes to TurnItIn, a service designed to detect plagiarism. If a student has any questions as to whether or not their work is even a borderline case of plagiarism or academic misconduct, they are advised to consult the instructor.

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 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 a student's transcript.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor, for use in this course by students currently enrolled in PSYC 101-009. **DO NOT share materials provided for you to use in this course.** We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is *unacceptable* to copy and paste sentences from course materials (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and the intellectual property of the authors of the set readings, and follow copyright law.

Students are permitted to record classes – please confirm this with the Instructor at the start of term.

Version 1.2, dated 24 Jan 2022 – Course Schedule only updated to v2.1 on 9 Feb

COURSE SCHEDULE

#	Date	Day	Topic		Chap	Learning Curve
1	10 Jan	M	Orientation	S		
2	12 Jan	W	Evolution of Psychological Science	P	1	3 due: 1a, 1b, 1c
3	14 Jan	F		P		
4	17 Jan	M	Methods in Psychology	S	2	3 due: 2a, 2b, 2c
5	19 Jan	W		P		
6	21 Jan	F		P		
7	24 Jan	M	Neuroscience & Behaviour	S	3	3 due: 3a, 3b, 3c
8	26 Jan	W		P		
9	28 Jan	F		P		
10	31 Jan	M		S		
11	2 Feb	W	Investigating the Mind	P	3	
12	4 Feb	F		P		
13	7 Feb	M		i		
	9 Feb	W	Review class	i		
	11 Feb	F	MIDTERM 1	C		
14	14 Feb	M	Sensation & Perception	i	4	4 due: 4a, 4b, 4c, 4d
15	16 Feb	W		P		
16	18 Feb	F		i		
	21 Feb	M	NO LECTURE – READING WEEK			
	23 Feb	W	NO LECTURE – READING WEEK			
	25 Feb	F	NO LECTURE – READING WEEK			
17	28 Feb	M	Sensation & Perception, cont.	i		
18	2 Mar	W	Learning	P	7	3 due: 7a, 7b, 7c
19	4 Mar	F		i		
20	7 Mar	M		i		
21	9 Mar	W	Memory	P	6	3 due: 6a, 6b, 6c
22	11 Mar	F		i		
23	14 Mar	M		i		
	16 Mar	W	Review class	i		
	18 Mar	F	MIDTERM 2	C		
24	21 Mar	M	Language & Thought	i	9	3 due: 6d, 9a, 9b
25	23 Mar	W		P		
26	25 Mar	F		P		
27	28 Mar	M		i		
28	30 Mar	W		i		
29	1 Apr	F	Consciousness	i	5	3 due: 5a, 5b, 5c
30	4 Apr	M		i		
31	6 Apr	W		i		
	8 Apr	F		i		
	TBC		FINAL EXAMINATION	C		

From Jan 10 – Feb 7th, UBC has reverted to online teaching. For these classes, S = Synchronous class over Zoom; P = pre-recorded (asynchronous) class posted to Canvas. **The Midterms and Final will be Canvas quizzes at the regular class time; these can be taken from home.** i = “in person”. Note that Synchronous classes and in person classes will also be video captured and available to watch later

For any changes to this schedule, students will be informed via Canvas Announcements.