

PSYC102 (Section 008)
Introduction to Developmental, Social, Personality, and Clinical Psychology
Tuesdays, Thursday 2:00pm-3:30pm*
CIRS 1250

Online:

<https://ubc.zoom.us/j/63474964282?pwd=VDQ4Qm9pcHhndTdZck1SMUwzeWJNd>

Prof:

Dr. Azim Shariff (shariff@psych.ubc.ca; though best to use the course email address, see below)

Drop-in office hours: Tue & Thur 3:30 to 4:30pm (immediately after class)

While online: On the class call

Once in-person: CIRS 4344A (just upstairs on the fourth floor)

Teaching Assistants:

Adri Khalis Abdul Karim (adrikhalis@psych.ubc.ca)

Office hours: Mondays 12:30pm-1:30pm and Thursdays 11.30am - 12.30pm

While online: <https://ubc.zoom.us/j/63385977592?pwd=SVBaYXY4QTkrZlo3WW1zYUxaWllQT09>

Once in-person: Kenny 1807

Sarvenaz Oloomi (sarvenaz.ooloomi@ubc.ca)

Office hours: Mondays 1:30-2:30 PM and Thursdays 5:30-6:30 PM

Always online: <https://ubc.zoom.us/j/68369811303?pwd=OXpoYXljdYt4MkZwQms5Nm1sVGtldz09>

Course email address: ubcpsyc102@gmail.com

(Send questions or issues related to the course here. It will be manned by the Professor and the TAs, and someone will get back to you within 48 hours)

0 Our Unique Situation

The uncertainties of the pandemic require us to be a little flexible this term. As you all know, we're starting off online, but will hopefully transition back to in-person classes at some point in term. How long that takes, and if it happens at all, is anyone's guess. If we are lucky enough to do so, we will switch some aspects of the course around. This makes the syllabus a little less "set in stone" than I would prefer, but I will try to tell you in advance exactly how things will change should we make that transition.

1 Rules, Tips and Learning Objectives for Class

1.2 Textbook: Instead of a traditional physical text (which can be costly), we'll be a free online textbook from the Noba Project. This textbook has been specially curated for our course, and is available here: <http://noba.to/akq3u7ve>, as well as on the canvas site. You can read it online or download a PDF for free. For environmental reasons, there is no longer a direct option to order a print version from Noba themselves, but you can, of course, print out the PDF version.

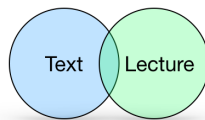
1.3 For when we go back in-person: Top Hat: Also free will be Top Hat's student engagement software. It will allow us to keep track of attendance (see section 2.1) and

also do real-time in-class questions. Don't worry about this right now, but when the time comes, you'll need to do this:

1. Go to <https://tophat.com/>
2. Click on Login if you have an existing account or Sign-up > Student sign-up
3. When you are met with the join code field, enter **607676**
4. Make your account, MAKING SURE THAT YOUR NAME AND STUDENT NUMBER MATCHES WHAT YOU HAVE ON CANVAS

1.4 Lectures.

Lecture attendance is critical for learning all the material from the course. Lectures will aim to convey the interest and importance of the topic. We will not just be regurgitating the textbook in class, but instead exploring certain highlights from different perspectives in order to explore new themes and engage with the real-world relevance of certain topics. Indeed, don't expect there to be much redundant overlap between lectures and the textbook—each makes up its own component of the class and each is independently represented on the tests.



1.4.1: When we are online: While we are online, the lecture format will be as follows:

- I will post a video lecture by 10am on class day. There will be somewhere between 30 and 60 minutes of lecture material per class, and I may split it into two smaller chunks. You should watch that at any time up until 3pm on class day
- We will then all meet together on zoom at 3pm for 30 minutes, during which we'll do a Q&A based on the lecture
- On test days, however, we will meet at the normal scheduled 2pm

1.4.2: When we are in person: If we get lucky enough to return to in-person classes, we will scrap the video lectures, and move to live interactive ones. The lecture slides will still be posted on Canvas after the lecture, but they are not by themselves adequate replacements. So, if you do miss a class, be sure to get class notes from a classmate to supplement the downloaded slides.

You are welcome to use a laptop to take notes and to use Top Hat (which can also be used via smartphone), but note that the research shows that taking notes by hands is actually better for learning. If you do bring laptop, please don't surf the web or chat online – you'll not only miss out on the class yourself, but you'll end up unfairly distracting the people behind you as well. If you find yourself distracted by someone else's online behavior, spit gum in their hair.

1.5 Cheating. Folks – cheating (and academic misconduct more generally) is bad. Here's why:

1. It's dishonest, and dishonesty accumulates and weakens you as a person. Every time you do something dishonest like this, it creates a deeper hole that you'll ultimately want to dig yourself out of.
2. It's cheating your fellow classmates. Since the class grades gets scaled to a set average, any unfair *unearned* advantage you claim comes at the expense of someone else's fairly earned accomplishment. We'll talk more about this in our morality lecture, but basically, each of you should be pissed at those who cheat because they are cheating you.

3. You're missing the point of a college education—which is much more about genuine learning, self-mastery, and building your character, than it is about your grade on a midterm that will matter little in the grand scheme of your life.

4. If you do it and I catch you, there is [a whole official process with UBC](#), which you should look into yourself with if you are thinking about cheating. The process is not something you want to get involved with.

So, for your own workload, for your classmates, and for your own character, make the choice not to engage in misconduct. Familiarize yourself with UBC's policies on academic dishonesty:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>

Okay. End sermon.

- 1.6 Students with special needs** – Our university is committed to equal opportunity in education for all students. If you have a documented disability that affects your learning in the classroom or your performance on tests or exams, please contact Access & Diversity in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, www.students.ubc.ca/access

Students who need extra time for their midterms or need to take them elsewhere (when we're in person) should contact both Access & Diversity and me by the end of next week (so by our Jan 20th class, as we have our first midterm on Jan 27th!)

For when we are in person:

If English is not your native language, and you think you may need to use a dictionary for in-class tests, please have your dictionary checked by me or one of the TAs prior to the test. Electronic dictionaries are not permitted. Also, you may consider collecting audio recordings of the lectures so that you can go over parts you may have missed at your own pace. Feel free to record things, but please keep them for your own use (so, don't post me on youtube).

If you are an athlete and will be competing during one of the midterms, please let me know well in advance and provide me the contact information for your team's academic advisor.

- 1.7 Learning Objectives** – The class serves as an introduction to the concepts of social, personality, evolutionary, health, abnormal, and positive psychology. The aim is to (a) kindle interest and provide a foundation for future study in one or more of these areas, and, even if students don't pursue future psychological study, (b) provide psychological knowledge that can be applied to other scholarship and the understanding of one's self and others. By the end of the course, students should be able to (a) understand and interpret the methodologies used in psychological research, (b) recall and describe basic knowledge of psychology's history, the core missions of social, personality, evolutionary, health, abnormal, and positive psychology and key findings within these areas, and (c) apply these concepts to their own lives.

2 Grades

Attendance	10%	See section 2.1
Pre-Class Questionnaires	5%	See section 2.2
Discussion Board Questions	2%	See section 2.3
Cognitive Bias Reflection Paper	15%	See section 2.4
Midterm 1	16%	See section 2.5
Midterm 2 (cumulative)	16%	See section 2.5
Midterm 3 (cumulative)	16%	See section 2.5
Final Exam (very cumulative)	18%	See section 2.5
Research Required Participation	2%	See section 3

Bonus for Research Participation	3%	See section 4
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F	D	C-	C	C+	B-	B	B+	A-	A	A+
<49.5	49.5-	54.5-	59.5-	63.5-	67.5-	71.5-	75.5-	79.5-	84.5-	>89.5
Inadequate	Adequate				Good			Exceptional		

The class average will fall within this range (68-72%). This is a regulation for all 100 and 200 level psychology classes during the online era of the pandemic. The aim is to (a) keep things synched between different sections of the same class, and (b) resist grade inflation, which renders grades rather meaningless, and devalues a college degree. Professors are required to scale grades up or down to conform to this average. That means your final posted grade could appear a bit different from what you calculate your grade to be based on the term assignments 🤔.

2.1 Attendance (10%): Attendance is critical to make sure you get as much out of the course as possible. While we are online, I will measure it using the records from the zoom call. When we are in person, attendance will be measured by Top Hat check-ins (see 1.3, above). You may not check-in for someone else using their Top Hat account (obviously). To get the full attendance points, you'll need to attend at least 18 of the 19 lecture classes (not including the intro class). That way you can still miss one (due to unforeseen circumstances) and get full points. Once you miss more than one, though, the points start dropping off.

18-19 lectures:	10% (out of 10%)
15-17 lectures:	7%
12-14 lectures:	5%
9-11 lectures:	3%
5-8 lectures:	1%
0-4 lectures:	0%

2.2 Pre-Class Questionnaires: Throughout the semester, I will have you complete some short questionnaires online that we will look at in a subsequent class. For each, you will need to complete the questionnaire and enter your results.

Complete all 4:	5% (out of 5%)
2-3:	3%
1:	1%
0:	0%

Details for each questionnaire are here:

2.2.1 Mate Preferences Questionnaire:

A. Find the “Mate Preferences Questionnaire” on Canvas, and complete it. No wrong answers.

Due **9:59pm** on **Wed, January 12th**. *That’s soon!*

2.2.2 Personality Quiz:

A. First, go here: <https://www.truity.com/test/big-five-personality-test> and complete the personality test (no need to create an account, click “just show me my results” once you’ve answered all the items).

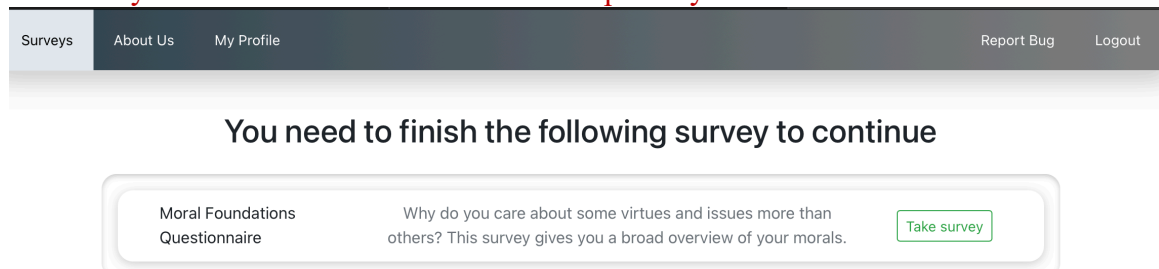
B. Then enter your results in the “Personality Quiz” on Canvas.

Due 11:59pm on **Monday, January 31st**.

2.2.3 Moral Foundations Questionnaire:

A. First go here www.yourmorals.org, register and complete some demographics (it’s all free, though a bit of a pain).

B. Then you’ll be asked to complete the Moral Foundations Questionnaire. **Make sure you take a screenshot or download a pdf of your results:**



C. Do one other survey of your choice on that site (you’ll see a long list of them once you complete the Moral Foundations Questionnaire). **Again, be sure to record your results.**

D. Finally, enter your results in the “Moral Foundations Quiz” on Canvas.

Due 11:59pm on **Friday, February 18th**.

2.2.4 VIA Character Strengths Quiz:

A. First, go here: <https://www.viacharacter.org/www/Character-Strengths-Survey> and complete the VIA character strengths test (again you’ll need to register—it’s free).

B. Then enter your results in the “VIA Character Strengths Quiz” on Canvas.

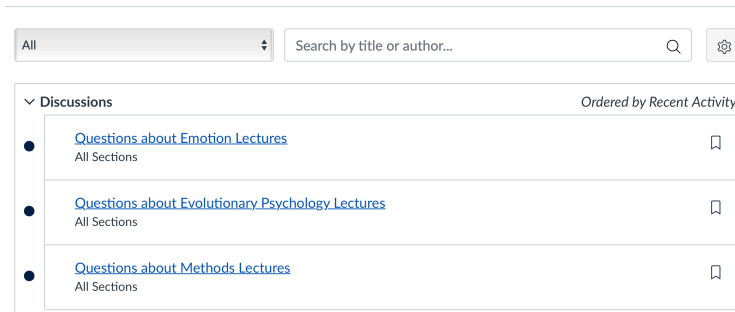
Due 11:59pm on **Monday, March 28th**.

2.3 Discussion Board Questions (worth 2% of your grade)

One of the things I’m trying to make sure we maintain when online, is the interactive discussions that happen in class. This can be some of the most fun collective engagements with the material. My hope is that we can capture some of that during

our Q&A sessions on zoom. To get those moving, I want to have a bank of discussion questions that came up for people while watching the lecture videos. These can be things that people found confusing and want clarified, or things they found interesting and want expanded, or things they found provocative and want further explored. Each student will be asked to add (at least) one Discussion Question during the first half of the term, and one during the second (assuming we are still online). These can be for any of the lectures during that half of term, and should be put in the relevant discussion thread in the Canvas discussion boards.

J21W2 > Discussions



You are of course welcome and encouraged to post more, but so long as you have one decent one in each half of the term, you'll get these 2 points.

2.4 The Cognitive Bias Reflection Paper (worth 15% of your grade)

We are all vulnerable to a common set of cognitive errors and biases. We'll learn about many of these in our two classes on Judgment and Decision Making (classes 14-15). Once we do, I want you to reflect on the errors that you make in your day-to-day life over the span of several days. For this 1-page paper,

- I want you to identify **5 different** cognitive errors or biases that you have caught yourself falling for over the past week.
- **Four** of them can be from those we talked about in the two lectures.
- **One** will need to be taken from a list that I will give you. For this one, you will need to find an academic paper from a scientific journal (such as *Cognition* or *Journal of Personality and Social Psychology*) about the cognitive bias or error, and learn about it yourself. We'll talk about how to do this. Be sure to cite the paper!
- For each of these, I want you to:
 - describe the cognitive bias/error,
 - describe how you found yourself falling for it
 - explain how falling for the bias can negatively (or positively) affect your life
- This should be no more than 1 page, and should be submitted on its Canvas assignment page

Due 11:59pm on **Thursday, March 31st**.

2.5 Midterms and Final Exam (collectively worth 66%): There will be three midterms and a final exam, each comprised entirely of multiple-choice questions. All tests will be cumulative (covering all prior material from the class). Yes, this is a lot. Yes, it is necessary. Research shows that frequent testing (and studying) really improves learning. And cumulative testing even more so.

Midterms will be during the regular start time of the class—2pm—on Jan 27, Feb 15, and Mar 22. The time and date of the final will be announced around mid-term.

3 Research Experience Component (REC)

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 (in fact, I'll talk about some throughout the class). 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:

3.1 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 each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://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 is closed. At that point, 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. Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/files/2015/01/Info-for-Participants-2015.docx>

3.2 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 "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2000 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. Your credit is assigned using 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 March 31st**. You are to submit your article (as a pdf) and your summary (as a doc, docx or pdf) on Canvas.

4 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 as the research experience component of the course.

5 Class and exam schedule

Watch the lecture video *before* class, and do the homework and readings *after* class

Date		Topic	Homework
Jan 11	1	Intro, Methods I, Syllabus	Read Syllabus • Mate Preferences Questionnaire (Section 2.2.1)
Jan 13	2	Methods II	Noba Readings A
Jan 18	3	Evolutionary Psychology I	Noba Readings B
Jan 20	4	Evolutionary Psychology II	
Jan 25	5	Emotion	Noba Readings C
Jan 27	M	MIDTERM 1	• Personality Quiz (Section 2.2.2)
Feb 1	6	Individual Differences I: <i>Intelligence & IQ</i>	Optional: Ezra Klein—Sam Harris Podcast Debate (starts at 2:51): https://www.stitcher.com/podcast/vox/the-ezra-klein-show/e/54022896
Feb 3	7	Individual Differences II: <i>Personality</i>	
Feb 8	8	Developmental I: <i>Kids</i>	Noba Readings D
Feb 10	9	Developmental II: <i>Teens</i>	
Feb 15	M	MIDTERM 2	• Moral Foundations Quiz (2.2.3)
Feb 17	X	Professor at conference – NO CLASS	
Feb 22	X	SPRING BREAK – NO CLASSES	
Feb 24	X		
Mar 1	10	Morality	Noba Readings E
Mar 3	11	Social Psychology I	
Mar 8	12	Social Psychology II	
Mar 10	13	Social Psychology III	
Mar 15	14	Judgment & Decision Making I: <i>Tools for Thinking</i>	Noba Readings G
Mar 17	15	Judgment & Decision Making II:	• Cognitive Bias Reflection Paper (Section 2.3)
Mar 22	M	MIDTERM 3	
Mar 24	16	Buffer/Open Class (topic to be decided by you)	• VIA Character Strengths Quiz (Section 2.2.4)
Mar 29	17	Psychological Disorders I	Noba Readings H
Mar 31	18	Psychological Disorders II	Noba Readings I
Apr 5	19	Positive Psychology I: <i>The Bright Side</i>	Noba Readings J
Apr 7	20	Positive Psychology II: <i>The Bright Side</i>	
FINAL EXAM: Date/time/place to be announced			

5.2 Important: Missed Test Policy: Tests will only be given on test days. If you have a varsity-sports or illness-related reason why you cannot make one of the midterms, you will have the opportunity to write a replacement midterm on the next test day (e.g. if you miss test #1 on Jan 27th, you will write a makeup version immediately after you write test #2 on Feb 15th). For a number of reasons, this is the fairest way to do things. **The final exam, however, can only be offered at its scheduled time during the exam period, so there can't be any makeups for the exam.**

6 Where to get help

6.1 Help with the course material: Students often ask how to improve their test scores. One simple answer is that you want to make sure you fully understand the concepts we've discussed in class and readings—making sure that nothing is still fuzzy. So here are four ways you can get clarity on something you're not fully understand:

6.1.1: Ask in class. If you're unclear on it, I can assure you that at least five other students are unclear on it as well. You'll be doing them a favour by asking it in the online Q&A sessions, or raising your hand in the in-person lecture and asking me.

6.1.2: Bring it up in a canvas discussion. Your TAs and I will be manning the discussion boards, so if speaking up in front of 369 students is a bit intimidating at first, try posting your question. Also, if you know the answer to someone's posted question, feel free to post that too.

6.1.3: Come to office hours. Mine or your TAs. Typically, my office hours end up being taken up by people going over their tests, but we'll always try to make time for questions.

6.1.4: Email the course address (ubcpsyc102@gmail.com). I've left this one last because it is actually the least useful for the class as a whole, since any answer will only go back to you and no other students will benefit. You're free to do it, but we may ask if we can move the question and our answer over to one of the discussion boards, where other students can also read them! Of course, this email address is an ideal place to ask about administrative issues...

6.2 Help with administrative issues with the course: If you have an administrative issue (missed a test, can get TopHat to work, etc.), there are a few ways you can get help:

6.2.1: Email the course address (ubcpsyc102@gmail.com) for general course issues. One of your TAs will get back to you soon!

6.2.2: SONA: If you're having trouble with your SONA account for the REC, then you're better off, first reading the instructions and FAQ at

<https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool>

And failing that, emailing the SONA administrator at hspresearch@psych.ubc.ca

6.2.3: For high-level course administration issues (e.g. late withdrawal from classes, switching sections, applying for academic concession) **contact Arts Advising:**

Information on doing so is here: <https://students.arts.ubc.ca/advising/contact-us/>

6.3 Help with mental health and wellness issues: Navigating your coursework is hard enough in the best of states. Doing so when dealing with mental or physical health issues, or other adverse circumstances like being the victim of sexual violence, is extremely challenging. Doing so during a pandemic that has limited social supports makes things harder still. Though they do tend to sometimes get pushed to their limits, UBC does have several resources to help you with such struggles. You can read about the university resources available, as well as those available from the larger community here: <https://students.ubc.ca/health>

Please take care of yourselves

