

**University of British Columbia**

**PSYC371-002:**

**Behavioural Neuroscience II**

**Winter 2022 (2021W2)**

Welcome! This semester once again finds us in a precarious position for learning. As such, this course is designed to balance three very different considerations: 1) giving you an awesome, engaging course full of useful information; 2) providing flexibility to students so that you can feel as supported and safe as possible, and also able to study on your own terms; 3) satisfying the mandates on course design and implementation that have been issued (or may be issued to me in the future) by the university. This course will be an imperfect blend of these three priorities, but I can promise you that I will try very hard to emphasize points 1 & 2 while making point 3 as non-disruptive as possible. Your success in the course is paramount to me.

**So here's the quick and easy version of the course:** For the first ~~two~~ four weeks, all material and classes will be online, with recorded (asynchronous) audio lectures that you can “attend” on your own time, and optional (synchronous) Q&A sessions held once a week on Zoom.

For all classes after ~~January 23<sup>rd</sup>~~ February 6<sup>th</sup>, lectures will be held on campus, in class. For much, but not all, of this material, I will still have pre-recorded audio lectures that I can provide as a courtesy (thanks to a previous online section of the course).

Should provincial guidelines change and we do not return to campus, or we have to leave campus mid-semester, we will adopt the same format that we're using for the first two weeks of the course: a professionally recorded audio lecture, and optional Q&A for content questions.

For course assessments, you will have three exams. **As of the writing of this syllabus, I have not finalized the exam format**, i.e. whether it is on campus or online. On campus comes with easier exams and fewer opportunities for transgression but a higher risk of COVID-19 exposure; off campus provides a safer writing space but harder exams and more issues with transgression. Before finalizing my decision, I would like to get feedback from you students, so expect a Canvas query on this very soon; I also encourage you to discuss it with me during Q&A and office hours (email will be less useful, considering the timeliness).

I'm so glad to have you in the course! It's a really fun one.

**As for what you'll be learning:** Comprised of about 80 billion neurons, with each cell connected to thousands of other neurons, the human brain is a staggeringly complex biological mechanism with nearly infinite routes through which neural signals can flow. Compared to the cells of other organs, which may be replaced over time, the very same brain cells are present with you from your earliest experiences to your death. Your brain is responsible for what you call your "self": all your preferences, perceptions, memories, dreams, ambitions, desires, goals, emotions, and unique inferences are housed within the "pile of pudding" that accounts for a mere 2-3% of your body. And humans take great advantage of this organ, whether it's creating works of art, lifelong friendships, space stations, or just appreciating the beauty of a sunset over the Pacific.

This second half of the Behavioural Neuroscience foundation, PSYC371, is in many respects about applying the fundamentals you have learned in PSYC370. This includes studying the neurobiological basis of many motivated behaviours, including motor control, hunger and eating, drugs, and addiction. It also means that we'll be studying the effect of hormones on our nervous system and behaviour, and complicated cognitive topics such as attention, consciousness, sleep, emotions, and decision making. Ultimately, these lectures will be inherently interesting in and of themselves, but also lay the foundation for future specialized courses related to these topics.

**Instructor:** **Dr. Jay Hosking, Department of Psychology**  
**[jayhosking@psych.ubc.ca](mailto:jayhosking@psych.ubc.ca)**

I respond to emails seven days a week, but please bear in mind that my email volume is very high. When contacting me, please use your UBC email, and please note which course you are in, i.e. PSYC371.

**TA:** **Andre Zamani, [azamani@psych.ubc.ca](mailto:azamani@psych.ubc.ca)**

**Website:** **Canvas: <https://canvas.ubc.ca>**

Links to all lectures, slides, and additional readings will be posted here. Messages and announcements will also come through Canvas. Please let me know if you're having any issues with the website!

**Lectures:** Until ~~January 23<sup>rd</sup>~~ February 6<sup>th</sup>:

Asynchronously delivered online via audio files plus slides, via Canvas

~~January 24<sup>th</sup>~~ February 7<sup>th</sup> onward:

On campus **Tues/Thurs 9:30-10:50am, Buchanan A room 202**

Low-quality audio files plus slides will also be posted via Canvas

**Office hours:** Held virtually; book via **<https://jayhosking.youcanbook.me>**

**TA office hours:** Please email Andre for availability!

**Textbook:** **Breedlove and Watson's *Behavioural Neuroscience*, Ninth Edition.** *Recommended, not required.* The previous edition is also perfectly fine. Many other textbooks also likely fine (just check with me).

## Grades breakdown:

Syllabus quiz:	2%
Pop science article:	8%
Exam 1 (midterm):	30%
Exam 2 (midterm):	30%
Exam 3 (final):	30%
Total:	100%
Bonus research participation:	3%

## By the end of this course you will be able to:

- Explain and critically evaluate current topics and research in the field of behavioural neuroscience
- Describe the application of basic neuroscientific processes to motivation and cognition
- Link many systems-level brain circuits to changes in behaviour, cognition, etc.
- Explain how the link between human brain and psychology can be investigated using animal models and other biopsychological tools
- Evaluate the relative strengths and legitimacy of evidence related to behavioural neuroscience
- Appreciate the highly interconnected and integrative nature of brain, mind, and behaviour

## Note on the possibility of course policy changes:

Please bear in mind that this course's policies are shaped by university mandates, which in themselves are shaped by provincial Public Health orders. If the current circumstances change, our policies may need to be adapted mid-semester. If this is the case, please just know that I will try, wherever and however possible, to prioritize your safety and success in this course .

## Note on the on-campus lectures:

Please exercise respect and responsibility in our on-campus lectures, adhering to institutional policies. Please perform a daily health self-assessment before coming to campus (you can find it at <https://bc.thrive.health/>). Please wear a mask to class, unless there is a valid reason you cannot; the mask may be medical or non-medical, but it must cover your mouth and nose. Please don't bring food to class, but drinks are fine, and you can temporarily adjust your mask to drink. If you're sick, please do not attend the live lectures, and use the pre-recorded lectures instead. Please be kind, courteous, gracious, and patient with your peers; many students have legitimate concerns with the return to campus; some students may have health conditions, like a chronic cough, that can be misconstrued as symptoms of COVID-19; and some students may be exempt from wearing a mask for legitimate medical reasons for which they are accommodated. In short, please give your fellow students the benefit of the doubt, and know that I'm monitoring accommodations for symptoms, mask-wearing, etc. Please understand that if I am sick or have symptoms of sickness, I will not be lecturing that day on campus, and you will need to rely on the recorded lectures unless I specify otherwise. In sum, let's take care of each other and be good to one another.

**Note: whom should you book office hours with?**

Please book office hours with your awesome TA if:

- You would like to review one of your exams. When reviewing your exam, you are not allowed to take notes on, or photos of, the exam.
- You would like to discuss content from the course readings and/or study strategies.
- You would like to discuss psychology more generally.

Please book office hours with Dr. Hosking if:

- You have an issue with course performance or progress.
- You would like to discuss psychology and neuroscience more generally.

**Please note that questions about lecture content should be handled during live lectures, during optional Q&A, on our discussion forum, or during the pre-exam review sessions (time permitting), not during office hours.**

**Note on booking office hours with Dr. Hosking:**

All office hours are held online, via Zoom. Please do not use email to book office hours with me. Instead, I have created a website for all office hours booking:

<https://jayhosking.youcanbook.me>. The site will show all of my available office hours, as well as show a Zoom link for you to join. Please refrain from using office hours to ask course content-related questions—these are better handled in class, or during Q&A, or on the class discussion forum, or during pre-exam review sessions (time permitting)—and leave office hours for personal/individual matters, like your own progress in the course. Finally, please do not book me for multiple timeslots in a given week; there are many students that need help, virtually all issues can be handled within the allotted time, and I will cancel any multiple bookings.

**Note on the course discussion forum**

We will be using Piazza for student-led forum discussion this semester. While your amazing TA and I will be checking Piazza as time permits, Piazza is especially useful because it leverages your biggest asset in the class: your fellow students. You are amazing and exceptional individuals, and I encourage you to interact with your classmates to work on course content, get reminded on course administration, talk about interesting tangents, etc.

**Note on email:**

Please bear in mind that we instructors get a lot of email and, if possible, would prefer to spend all our preparation time on making the lectures as useful, fun, and interesting to you as possible. Thus, please keep emails to administrative concerns (e.g. problems with the course website) if you can. For course-related content, please post it in the discussion forum on our course website, or ask during in-class lectures or Q&A, or during the pre-exam review session (if time permits them). Finally, please use good email etiquette when contacting me—see lecture notes for more details.

**Note on attendance:**

Attendance is a critical predictor of success in this course. (In fact, it's a strong correlate of success for courses in general.) In this course, material that is taught in class will often be different from, or supplement, the readings. Moreover, lecture slides are designed to provide a framework for the lecture and any discussions. **In other words, the important part of the lecture is not what is on the slides, but rather the lecture itself. If you try to rely solely on the slides for studying, you will not be successful, as much of the critical information is not explicitly written.** It is therefore essential that you listen to the lectures, either in class or via the recordings I've posted.

**Note on readings:**

PSYC371 has no single required textbook reading. In preparing my lectures, I will be drawing from a number of primary and textbook sources. Moreover, textbook costs can be prohibitively high, and a number of textbook options are excellent (described below). Furthermore, all tested materials will be drawn from lecture, and not from textbook readings. Altogether, this means that a textbook is recommended but not required.

As for *which* textbook to get, I'd recommend a recent edition of the Breedlove & Watson textbook *Behavioral Neuroscience*, or Bear's *Neuroscience*, or Pinel & Barnes' *Biopsychology*. The chapter listings in the schedule below are for Breedlove & Watson, so please choose the relevant chapters accordingly if you use another textbook.

**Material that is in a textbook but not in lecture will not be tested.**

**Course Schedule (Tentative)**

Week	Dates	Topic	Relevant reading
1	Jan 10 <sup>th</sup> -16 <sup>th</sup>	Course orientation	This syllabus
2	Jan 17 <sup>th</sup> -23 <sup>rd</sup>	Motor control	Chapter 11
3	Jan 24 <sup>th</sup> -30 <sup>th</sup>	Addiction and reward	Chapter 4
4	Jan 31 <sup>st</sup> -Feb 6 <sup>th</sup>	Hunger and eating	Chapter 13
5	Feb 7 <sup>th</sup> -13 <sup>th</sup>	<b>EXAM 1 (Feb 10<sup>th</sup> 9:30-10:50am)</b>	
6	Feb 14 <sup>th</sup> -20 <sup>th</sup>	The endocrine system	Chapter 5/12
7	Feb 21 <sup>st</sup> -27 <sup>th</sup>	<b>READING WEEK - NO CLASS</b>	
8	Feb 28 <sup>th</sup> -Mar 6 <sup>th</sup>	Emotions, stress, executive function	Chapter 15
9	Mar 7 <sup>th</sup> -13 <sup>th</sup>	Sleep	Chapter 14
10	Mar 14 <sup>th</sup> -20 <sup>th</sup>	<b>EXAM 2 (March 17<sup>th</sup> 9:30-10:50am)</b>	
11	Mar 21 <sup>st</sup> -27 <sup>th</sup>	Attention	Chapter 18
12	Mar 28 <sup>th</sup> -Apr 3 <sup>rd</sup>	Consciousness	Chapter 18
13	Apr 4 <sup>th</sup> -8 <sup>th</sup>	Psychological disorders	Chapter 16
Exams	Apr 12 <sup>th</sup> -27 <sup>th</sup>	<b>EXAM 3 (DATE/TIME TBD)</b>	

# Evaluation

## 1. Exams (90%):

There will be three exams, with two midterm exams written during the class time, and the “final” exam written during the exam period at a time designated by UBC administration (you *must* be able to write at any time during the exam period).

**Midterm Exam 1 (30%)      Thursday February 10<sup>th</sup> 9:30-10:50am**

**Midterm Exam 2 (30%)      Tuesday March 17<sup>th</sup> 9:30-10:50am**

**“Final” Exam 3 (30%)      April 12<sup>th</sup>-27<sup>th</sup> (date & time TBD)**

### Notes on the exams:

- **Exam format (i.e. on-campus or online) will be announced at a later date, once I have gathered feedback from you via the student survey.** Detailed exam policies will be outlined via Announcements on Canvas.
- The exams are not cumulative, but later material in the course might build upon the earlier material.
- **Only materials from lecture will be tested.**
- If you are sick, do not come to the exam. Instead, contact me about accommodations.
- Please empower yourself by reading about UBC’s academic concessions policies at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.
- Specifically, if you must miss a midterm exam due to acute illness that will spontaneously resolve (e.g. the ‘flu), you do not need to supply me (or any of your other instructors) with a medical note. Note that this policy does not apply to final exams (for final exams, see below).
- If your unavoidable hardship is not an acute illness that will spontaneously resolve, then you may have to present me with evidence of such hardship, BUT please don’t send personal materials until I request them.
- In any case, you must contact me within 48 hours of the exam if you need accommodation for that exam. **If at all possible, please contact me about accommodations before the exam, not after.**
- Students who plan to be absent for work responsibilities, varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated, and must discuss their commitments with me by January 21<sup>st</sup> if they wish to be considered for accommodation.
- Being accommodated for missing the midterm exam is at my sole discretion.
- If you miss a midterm exam, you must write a make-up exam within one week of the original exam date. The nature of this make-up exam will be related to whether we move exams online or whether they remain on-campus; more on this soon.
- Missing the final exam requires you to contact your faculty advising (e.g. Arts Advising, Science Advising), likely provide them documentation, and obtain a Standing Deferred (SD) status. You will then write the make-up final exam in the summer of 2022. I do not recommend this.
- All exams will include multiple-choice and short-answer questions.
- Exam grades will be posted on Canvas.
- You are strongly encouraged to review your exam with your TAs.
- Grade adjustments are very uncommon but if a dispute between TAs and student occurs for grading, Jay will regrade that component of your exam—this can result in the

same grade, an increase, or a decrease, depending on Jay's judgement of your answer. Any grading disputes must be handled within 2 weeks of exam grades being released.

## **2. Syllabus quiz (2%):**

This quiz exists primarily to reduce student anxieties about how to approach complications that may arise during the semester, and provide clear information on whom to contact and how. The quiz will be posted on Canvas and **must be completed by Wednesday, January 19<sup>th</sup> at 11:59pm**. Considering it's simply a quiz of the policies listed in this syllabus document and the introductory slides, there will be no extensions for the quiz deadline. If you do not write the quiz, you do not receive the marks.

## **3. Pop science article (8%):**

This assignment exists to satisfy three important principles of your academic careers: 1) You're not just becoming neuroscientists, but also science communicators, ambassadors who can make sense of complicated topics for your non-neuroscience friends and family; 2) Mastery and deep understanding don't arise simply from studying the minutiae, but also linking these details to the bigger picture; 3) There are more ways to demonstrate your learning than simply exams.

For this assignment, I will give you a small selection of papers to choose from. Some of these will be primary papers, and some will be review papers. You will read one of these papers, and then write a "pop science" article about it. (I would encourage you to check neurosciencenews.com for a taste of what pop science might read like.) Effective science communication requires identifying the underlying question that the paper is trying to address, the evidence the researchers accrued, and the implications of this evidence. In short, you need to hierarchically link the "bigger picture" to the details, and you need to be clear, concise, and effective in your communication.

**Your article will be no longer than 500 words. Grading is based on 35% content, 35% critical thinking, and 30% "pizazz" (organization, flow, creativity, lateral thinking, eloquence, etc.).**

**Your article is due April 3<sup>rd</sup> by 11:59pm. Due to the end-of-semester timing being very tight, the brevity of the assignment, and the time you have allotted to work on the project, there are no deadline extensions.** You must upload an electronic copy (.doc or .docx) to TurnItIn (see below).

**TurnItIn instructions.** To submit your paper on TurnItIn, you will need to go to [turnitin.com](https://turnitin.com), create an account (see below) if you do not yet have one, select "enrol in a class", enter our Class ID (33074574) and our Enrolment Key (behave), and submit your paper as a Microsoft .doc or .docx file.

**Setting up an account on TurnItIn.** To submit your paper, you'll need to create a unique user profile, consisting of a username (email address) and a password. Please note that the information submitted to TurnItIn is stored in the United States.

If you have any concerns about privacy and TurnItIn, it is recommended that you remove identifying information, such as your name and student number, from the text of your project submitted to TurnItIn. In addition, please follow these instructions:

1. Create an anonymous email address using one of the available free services.
2. Go to [turnitin.com](https://turnitin.com).

3. Create an account and select “student” for your account type.
4. Enter the Class ID (33074574) and Enrolment Key (behave).
5. Create an alias or pseudonym. Please remember to email that alias/pseudonym to your TA.
6. Please delete any identifying information from the original document prior to uploading it. This includes your name and student number in the document, as well as any metadata or hidden data that might be stored in the document itself. To remove metadata from your Microsoft Word document: Use Word’s Document Inspector in Windows, or Word > Preferences > Security > “Remove personal information” in MacOS.

**Late policy.** Late submission of the optional project will result in a penalty of 10% per day of the week; in other words, your due date is 11:59pm on a Sunday, and if you submit at 12:01am on Monday (i.e. two minutes late), you will lose 10%.

#### **4. Research participation (up to 3% bonus):**

You may earn up to 3 extra percentage points on your overall final grade (across the two semesters) by participating in studies regularly conducted by the Psychology Department and coordinated through the human subject pool (HSP). This provides you with the opportunity to observe the research process directly and to contribute to ongoing research activities at UBC. The extra credits are obtained by signing up for the subject pool at [ubc-psych.sona-systems.com](http://ubc-psych.sona-systems.com), or by completing library writing projects (please see the HSP website). If you plan to earn extra credit through research participation, please register in this online system as soon as possible, as the participation window closes (you can find more details at [psych.ubc.ca/undergraduate/human-subject-pool](http://psych.ubc.ca/undergraduate/human-subject-pool)).

### **Grading**

In order to reduce grade inflation and maintain equity across course sections, all psychology courses are required to comply with departmental norms for grade distributions. According to departmental norms, the mean grade in a 300-level class is 75% for a good class, 73% for an average class, and 71% for a weak class (with a standard deviation of 14%). Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the instructors or the department.

Grades are not official until they appear on your transcript. You will receive both a percent and a letter grade for this course. At UBC, your course percentage is converted to a letter grade according to the following key:

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



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

**Please note that adequate performance is in the C range.**

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

**B Range:** Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

**C-D Range:** Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

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

### **UBC's statement about the University's values and 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 and cultural 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 here: <https://senate.ubc.ca/policiesresources-support-student-success>*

### **UBC's statement on potentially sensitive topics while studying abroad**

*During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad for any part of this course, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>*

## Academic integrity and avoiding misconduct

The following is taken, with some modifications, from materials given to me by UBC's Dr. Catherine Rawn, speaking for the Department of Psychology and the Faculty of Arts:

*In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing our own and others' contributions in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. But academic integrity goes well beyond formal citation. Welcome to the academic community. You are expected to act honestly and ethically in all your academic activities, just like the rest of us.*

*Make sure you understand UBC's definitions of [academic misconduct](#), [consequences](#), and expectation that students must clarify how [academic honesty](#) applies for a given assignment. Please ask if you're not sure. (While you're checking out the calendar, you might want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)*

**What does academic integrity look like in this course?** *If at any time you are unsure if a certain type of assistance is authorized, please ask. If you have a need that is unmet by existing course materials, course structure, and/or our learning community members, please ask. In the meantime, here are some guiding principles for what academic integrity looks like:*

**Do your own work.** *All individual work that you submit should be completed by you and submitted by you. All assessments, large and small, are designed to help you learn the material. It is unacceptable to use an editor (paid or unpaid) without my permission to revise, correct, or alter your work, because your submission is no longer your own work. It is unacceptable to buy/sell/swap/share assignment questions or answers on any platform. It is unacceptable to misrepresent your identity by using someone else to complete any portion of a course (e.g., comment on a discussion board, complete a quiz question). It is unacceptable to help someone else cheat.*

**Avoid collusion.** *Collusion is a form of academic integrity violation that involves working too closely together without authorization, such that the resulting submitted work gains unfair advantage over other students because is a measurement of the group/pair/others' understanding rather than the individual understanding (definition adapted from [OpenLearn](#)). For example, collusion on a test includes working together to write answers or answering someone else's question in a WhatsApp chat. See more examples of collusion [here](#). There are no assignments in this course that are the product of group collaboration, so please do not collaborate on any quizzes, exams, or projects. Preparing to individually complete an assignment or test by studying together (e.g., discussing concepts, quizzing each other and giving feedback on each others' answers) doesn't count as collusion.*

**Can I work with a classmate to co-create study notes?** *Yes, you can create your own original collaborative notes.*

**Can I use my notes as a study aid while writing the exam?** *The format of the exams has yet to be determined, and full details will be coming soon. But in short, if exams are on campus, they will be closed-book exams and you can't use study aids. If we end up writing exams*

online, we may adopt an open-book format, but full details of this will be provided in the Announcements. Hang tight.

**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 and the enormous efforts that went into making this class. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by myself or the TAs are for use in this course by students currently enrolled in this course. It is unacceptable to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, GoogleDocs). Please respect our intellectual property.

**Acknowledge others' ideas.** Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic work. Citing sources in both formal and informal ways will be essential, and appropriate, depending on the assignment.

**Learn to avoid unintentional plagiarism.** Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism, which can be challenging when first learning to paraphrase. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft.

## Other Course Policies

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

The university accommodates students with disabilities who have registered with the Centre for Accessibility office (see below). The university also accommodates students whose religious obligations conflict with attendance or scheduled exams. **Please let me know in advance, by January 21<sup>st</sup> if possible, if you will require any accommodation on these grounds.** Other absences (e.g. varsity athletics, family obligations, or similar) are not part of the university policy and you should not assume they will be accommodated. Please discuss these with me by January 21<sup>st</sup>.

**The Centre for Accessibility (previously Access & Diversity).** UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit the website for the Centre for Accessibility (<https://students.ubc.ca/about/access>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

**Classroom conduct.** Our classroom is a place where you should feel safe and respected. It should also be a place that is conducive to learning and intellectual inquiry. Any behaviour on your part that compromises that environment will not be tolerated and you will be asked to leave.

**Points to remember!:**

- Productive classroom discussion and debate are encouraged.
- You are responsible for all readings and lecture materials.
- Lecture slides will be available on Canvas. However, the core material is within the lecture itself, not the slides, so be sure to attend the lecture in one form or the other.
- Lecture slides will be posted on Canvas in advance. This is done as a courtesy, and occasionally might be delayed.

**Wellness Resources**

Below is a list of resources you may want to use if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general. I recognize that this year will be particularly challenging for some of us, and I will be operating from a position of generosity, flexibility, and kindness.

**The Kaleidoscope:**

*the-kaleidoscope.com*

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

**Counselling Services:**

*students.ubc.ca/livewell/services/counselling-services*

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

**SpeakEasy:**

*ams.ubc.ca/services/speakeasy/*

Phone number: 604-822-9246

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

**SHARE:**

*www.vivreshare.org*

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

**UBC Wellness Centre:**

*students.ubc.ca/livewell/services/wellness-centre*

Phone number: 604-822-8450

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

**Access and Diversity:**

*students.ubc.ca/about/access*

Phone number: 604-822-5844

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

**Student Health Services:**

*students.ubc.ca/livewell/services/student-health-service*

Phone number: 604- 822-7011

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

**Mood Disorders Clinic UBC:**

*ubc-mooddisorders.vch.ca/*

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

**Live Well, Learn Well:**

[students.ubc.ca/livewelllearnwell](https://students.ubc.ca/livewelllearnwell)

The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

**Mental Health Awareness Club:**

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

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

**Pacific Spirit Addiction Services:**

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1      Phone number: 604-267-3970

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

**AMS Food Bank:**

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

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

**UBC Psychology Clinic:**

[clinic.psych.ubc.ca](https://clinic.psych.ubc.ca)

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

**BC Crisis Center:**

[crisiscentre.bc.ca](https://crisiscentre.bc.ca)

Phone number: 604-872-3311

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

**Distress Line:**

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

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