



Psyc101-003 Course Syllabus

Introduction to Biological & Cognitive Psychology

M-W-F 10-10:50am IBLC 182 & Zoom (ID: 670 4951 0632; Passcode: 604822)

Instructor: Dr. Eva Zysk, PhD, PGCHE, SFHEA



evazysk@psych.ubc.ca

I have been enthusiastically teaching psychology for 9 years in the UK and Canada. I play indoor and beach volleyball, travel and hike when I can, love animals, and enjoy good humour and relatable memes. My research involves OCD contamination fears and virtual reality treatment of public speaking fears and social anxiety. My pedagogical interests include student transitions and wholistic success.

Eva's Drop-In Office Hours:

My OH are of "everyone-welcome" style. This means you're encouraged to attend, ask questions, discuss the content, or just listen to the Q&A (and my assessment tips). You can pop in & out of my OHs as you please.

OHs Date, Time, Location: Wednesdays 1-2pm on Zoom
OHs Meeting ID: 662 6630 8910; Passcode: 604822

Teaching Assistant: Adri Khalis

adrikhalis@psych.ubc.ca



TA Drop-in Office Hours:

Mondays 2-2:30pm
on Zoom
ID: 633 8597 7592
Passcode: 604822
[OH updates on Canvas]

About your TA: Adri is a PhD student in Clinical Psychology, who studies how social media intersects with psychopathology.

He is friendly and helpful so please do reach out if you need extra help in this course!

Course Description

This fascinating and exciting 3-credit course will introduce you to some of the major research areas within the field of psychology: the scientific study of the brain, the mind, and behaviour. The course begins with an **overview of psychology**, its **history**, and its **scientific approaches** and **research methods**, and then covers several fundamental topics including: **biopsychology**, **sensation & perception**, **consciousness**, **memory**, **learning**, **language**, **thinking**, and more! Lectures will involve us covering relevant information, gaining critical skills, and engaging in in-person and virtual interactivity; you will also get plenty of examples of how these psychological principles play a role in our day-to-day lives, and get ideas for some life hacks.

Learning Objectives:

By the end of this course you should be able to:

1. Define modern psychology and identify its major perspectives.
2. Recognize, connect, and evaluate psychological concepts and theories from specific subfields (e.g., biological and cognitive).
3. Apply psychological principles to daily life.
4. Differentiate between commonly-used research methods in psychology, including experimental and correlational designs.
5. Design a basic research study with appropriate controls.
6. Use and interpret basic descriptive statistics and graphs.
7. Critically evaluate information that you encounter in your daily life, and draw informed conclusions.
8. Use empirical research articles to develop arguments.
9. Demonstrate effective study skills (and acknowledge some psychological principles behind them).

Course Structure: This term, our class will use a blended structure to help accommodate and bring in flexibility for students, to help reduce exposure, and to help bring you a smooth and low-stress experience should classes have to move online. Online learning can be fun too!

NB: On days we hold our class online, you will have reserved access to IBLC 182, and you are very welcome to use that space in groups or individually.



Canvas: On Canvas you'll find course information; lecture materials; additional resources; assessment info; our Q&A forum (Piazza); mini-quizzes; your grades; and other useful materials.

Ensure to set up your announcement alerts so you don't miss important information:

Accounts → Notifications → Announcements → "Notify me right away".

➤ *Did you know you can also download the Canvas App?*

Required Course Materials: Schacter 5th Canadian Edition Custom Package Full Text with 24 months of Launchpad access (for Psyc101 & Psyc102). E-textbook is just fine (and cheaper, and better for our planet). In addition, there may be other assigned readings, videos, blogs, etc. throughout the term (but not too many). Academic papers can be found through the [UBC Library](#).

→ Please keep the receipt from your text purchase; you will need this receipt for creating/validating your LaunchPad account.

→ If you purchase your text elsewhere, or if you have a different edition of the text, you will not be able to access Launchpad.

Class Preparation: For most classes, unless otherwise instructed, there will be no pre-reading; i.e. you will not need to read the associated chapter before the class. However, I strongly urge you to look over the notes from the previous class, however briefly. It is recommended to bring an electronic device to each class as there will usually be some embedded virtual interactivity. Aim to also bring your name plate to each in-person class.

- **Eva's preparation pre-class:** I usually love chatting and answering questions before & after class. However, this year I will need to set up the slides and streaming technology before each class, so I will unfortunately need to ask you to refrain from asking questions pre-lecture unless it looks like I'm done setting up. You're welcome to email me about anything urgent.



Interactivity: Activities throughout the term will involve in-person and virtual interactive learning, so be prepared to get involved, learn from one another, and to have fun doing so! Pedagogical research shows active participation predicts better course grades, so high levels of engagement are valued and highly encouraged (not to mention count for points; details below).

Online Class: Typically once a week (Mondays and sometimes other days, see Class Plan) we will hold our lecture virtually. Sometimes this may be live, and you will access the class via Zoom (ID: 670 4951 0632; Passcode: 604822). Other times the lecture will be pre-recorded, and you will find this recording by the start of the scheduled session on Canvas under Modules. For pre-recorded lectures, the associated Engagement Activity will be worth double the participation points.



Attendance: I hope you can attend most classes in person, but it's okay if you cannot. Engagement Activities available after each class will ensure you are keeping up with the course.

Engagement Activities (EAs): There will be a brief EA following each lecture to help you keep focused during class, to help you reflect on the material and pull out some key concepts, and for you to test your own comprehension. Pedagogical research shows that if students know they will be "tested" on some material, it increases attention and retention - so I'm just being nice to you ☺! Each EA will be due just before the next class. They will typically take 3-10 minutes (super brief!) but budget about 15 minutes JIC (and don't spend any longer than that). Don't worry if you are unable to complete all of the EAs; there is built-in leeway and you can still get 100% for EA participation even if you miss a few. EAs count for participation (i.e. completion & evidence of effort) rather than correctness, but if you have low scores or incomplete written responses over a few EAs the TA or I may check in with you. You are welcome to work with your Learning Community (LC) or a classmate, or are otherwise encouraged to check answers to any questions you may have gotten stuck on with your LC. If your LC is stuck, you're welcome to post your question to Canvas (state your LC number). Note that there will be some EAs that will necessitate collaborating with peers.

Learning Community (LC): A Learning Community, comprised of ~6 students, is designed to provide you with peer support. LC peers are encouraged to interact, socialize, work together on the course material, check answers to EAs, perhaps watch pre-recorded lectures together, check in with and support one another. Some activities will require you to work with peers so being part of a LC will be helpful. The better impression you make at the start, the more options you may find you have when it comes to choosing partners for assessed activities.

- To communicate, perhaps try MS Teams: you can send direct messages; make video/audio calls; share files which automatically get saved to your UBC One Drive; and collaborate on documents in real time (similarly to Google Docs/Sheets but more secure). You can set up a Microsoft account by following instructions on page 2 of the [MS Teams Student Guide](#).
- If there is a reason you feel you need to switch out of your LC, please contact me and I will place you into another group.



Class Notes: I will make my slides available for review purposes 0-2 days after each session. You will see in this version of the lecture notes I will add tips, communication boxes, for e.g. elaborating on concepts the class may have been confused about, and other ways to help you understand and remember the information, be they pedagogically sound or outright absurd but fun. However, do ensure you add your own notes from each session; do not entirely rely on the uploaded notes alone.

- If you spend even just 10 minutes looking over these slides before the following class (or even while you wait for class to start), you will likely see improvement in your retention (why? Tune in for w10s1).

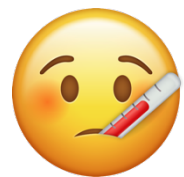
Questions & Piazza: *Perhaps you are interested in learning more about a topic? Maybe you are confused because I didn't explain something well? Perhaps you would like more examples? Possibly you are making connections with other courses or in your own life? Or maybe you are lost and don't know where to start?* Whatever your question and whatever the reason, questions are encouraged. It is likely you are not the only one with that question. Since we want all students to benefit from our answers, we will be using **Piazza** as our class Q&A & discussion forum. Here you will receive efficient help. We highly encourage students to answer questions they know the answers to (don't worry, we can correct these if they're not fully accurate, or can endorse good answers). For top engagement points, students should aim to regularly be active on Piazza through helping provide answers, taking part in occasional discussions, and in following along with the relevant posts (NB: you are *not* expected to read all the posts). [Sign up](#) to Piazza on Canvas with your preferred first name, surname, and your (ideally [UBC](#)) email address.



- By default, Piazza will send you constant updates. Change the settings by clicking on the cog symbol in the purple bar on the top right, then select "Account/Email Settings". You can completely unsubscribe from receiving email updates, but don't forget to check Piazza regularly!

TAs and I are eager to support your learning so do drop by our virtual OHs and chat about all things psychology-related (or just listen in)! You will not be asked to turn on your video nor speak if you choose not to; for e.g., you can instead use the chat function to ask us questions – although of course it is nice for us to see your faces and chat with you whenever you feel comfortable. We don't care if you're in bed in your PJs. If you have a private or personal matter, please contact us by email, or we can book a time to speak privately.

Health Concerns / Personal matters: If you are experiencing psychological or physical ill-health, please arrange for an appointment with your personal GP, or you can assess UBC's [Student Health Services](#). Please don't hesitate to reach out to me if you are in need and there are any barriers preventing you from assessing any resources. Also, please contact me if there is a way I can help accommodate any of your needs in this course. If you require an extension or have missed a midterm, in the first instance you should aim to contact your Faculty Academic Advising office, and supply any evidence of your circumstances that you may have. They will liaise with me with regards to a new assignment deadline or alternate time to sit the referral midterm. Please see the final page of the syllabus for further details.



Assessments

How will we know if the learning objectives have been met?



Assessment Style	Brief Overview	Deadline / Date	Percent of Grade
Assignment 1	Design a Study (group of 2-3)	Oct 6 th @ 5pm	8%
Midterm 1	Chapters 1-3 (~50 mins)	Oct 18 th 10-10:50am* (online)	15%**
Assignment 2	Choice of: Short Essay (solo) <u>OR</u> Virtual Group Debate video (6 ppl)	Choice of deadline: Nov 5 th 9am (.5/15 bonus) <u>OR</u> Nov 8 th 5pm (no bonus)	15%
Midterm 2	Chapters 4-6 (~50 mins)	Nov 15 th 10-10:50am* (online)	15%**
LaunchPad Quizzes	Best 5 of 9 quiz scores	Throughout term (usually at least 3 days after ending each chapter)	5%
Course Engagement	Participation & engagement in course (e.g. syllabus quiz, EAs, Piazza)	Regular engagement throughout term	15% (+2% bonus)
Research Experience Component (REC)	Either (a) Research participation or (b) Library Project	(a) ~ end of November (b) ~ mid-November (See HSP website for deadlines)	2% (+1% bonus)
Final Exam	All material covered. Up to 2.5 hours	Exam period: December 11 th -22 nd	25%**

* Please email Eva by Sept 15th if you have a scheduling conflict

** If you perform better on the final exam than one midterm, your lowest midterm grade will be worth only 10% while your final exam weighting will increase to 30% ☺

Assignments: Further details about each assignment will be given in a lecture (see Class Plan) and the assessment specifications will then be posted on Canvas. Lateness penalty: 10% per day for first 4 business days, after which point, the assignment will not be accepted. Plan ahead in case of any technological issues.

Exams: Midterms will be comprised of multiple-choice items and possibly 1-2 written-response. Midterm 2 is non-cumulative. Details will be given in advance of the midterm. I will provide you with a textbook reading guide to help you focus your revision efforts.

LaunchPad Quizzes: These brief assigned quizzes are based on the Schacter textbook and are due after the end of each chapter we cover. Complete at least 5 of the 9 quizzes, but if you do more, I will take your top 5 scores!

LaunchPad Learning Curve Practice Quizzes: These adaptive smart-quizzes are programmed to assess your current knowledge and help you determine where to focus your study efforts. They are formative and optional.

Class engagement: Your engagement with this course will be evaluated primarily on completion of EAs, making regular and meaningful Piazza contributions, and scores on/completion of other infrequent homework task and quizzes (e.g. syllabus quiz: counts for correctness points). Unless otherwise specified, EA points will normally be awarded for effort rather than correctness. Other contributions may be noted on a strength-based (rather than deficit-based) model, e.g. active participation in lectures, leadership, standing out in an area, etc.

REC Credits: See info below.

Final Exam: Exam details will be released in November by the UBC Exams Office. You will need to ensure you are available for the set date as there will be no alternative date for the exam this term. The final exam is cumulative, but with an emphasis on material since Midterm 2. I will release details about the exam (including whether it will be in-person or online) in November. It will likely be entirely MCQ.

➔ *For information on scaling, illness & make-up assessments, re-marking, extensions, and missed exams, please see the final section of the syllabus.*

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! 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 conducted by the Psychology department. This REC will be worth 2% of your grade in the class and you are free to choose between the two options detailed below (or mix & match for a total of 2 credits):

(a) Human Subject Pool: Most students will choose to earn their research experience component by participating in psychology studies (worth 1 credit for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you register in the system by the end of the first month of classes you will have the opportunity to earn your first ½ credit with a brief online survey that will increase your eligibility for more interesting studies. This year many studies will be available online. The HSP closes on the last day of classes; you are strongly urged to participate in and confirm your credits long before then. *Ensure you assign your credits to the correct class.* Further instruction on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

(b) The Library Option: As an alternative to participation in psychology subject pool research, 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 of a research article from the peer reviewed journal *Psychological Science*. You will receive 1 research participation credit for each article summary that meets the requirements listed online:

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. If you have any technical questions, these should be directed to hspresearch@psych.ubc.ca.

Extra Credit (Optional):



You may earn up to **1% extra credit** that will be added to your final grade (after any scaling) by doing up to 1 additional hour of study participation in the HSP (or summarizing another additional journal article for the library option) as described above.

You may additionally earn up to **2% extra credits** for going above and beyond engaging with this course. This means I will allow a maximum score of 17/15 for Engagement this year. Various engagement methods will be noted.

Thus, the maximum total grade in this course is 103%. Yay!!

COVID-19 Safety and Illness Plan

Masks:

- Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus. Please show your respect for the health and well-being of our class members and all of our loved ones by wearing a mask over your mouth and nose for every in-person encounter this term, and staying home if you have any symptoms of possible illness. Let's do everything we can as a community to stop the spread of this virus.
 - o 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](#). Students that are approved for this accommodation in accordance with [Policy LR7](#) will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, these students are welcome in the class, and may choose to sit in less crowded areas.
- If you need to, you may drink in the class, but please avoid sipping to reduce the number of times you are unmasked. Unless you have prior arrangements, eating is not permitted during lectures.
- The Ministry guidelines state that instructors and other presenters do not need to wear a mask if they can maintain a distance of two metres from students while teaching.

Social Distancing & Social Contact Limitation:

- For everyone's safety and to avoid clustering of students in/outside the classroom, I will not be taking questions before and after live lectures. Students may ask questions during the lecture, attend my virtual Office Hours, post on Piazza at any time, or, for any personal questions, may email me directly. Our classes will be quite full of material but wherever there may be time at the end of the lecture, I will be very happy to answer questions then too.
- Seating recommendation: Wherever possible, it will be preferable for students to sit in roughly the same area each class.
- Learning communities will assist in creating small groups to reduce exposure. You can also/instead connect virtually.

Illness:

- If you are feeling ill, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms [here](#).
- If you miss class because of illness:
 - o Make a connection early in the term to your LC. You can help each other by sharing notes.
 - o If you don't yet know anyone in the class, post on our Piazza forum to connect with other students.
 - o Consult the class resources on Canvas.
 - o Attend the instructor and/or TA virtual office hours to ask questions.
 - o If you are concerned that you will miss a key activity due to illness, contact me to discuss.
- If you are feeling ill at the time of a final exam, do not attend the 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.
- If I feel unwell, I will not come to class. I will make every reasonable and timely attempt to communicate plans for class (by Canvas announcement). I may ask you to do an activity or read something in place of class time. Our classroom will still be available for you as a study space in this time. If I am well enough to teach, but am taking precautions to avoid infecting others, I may hold the class online.

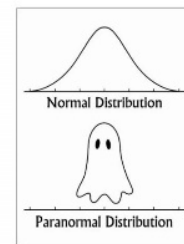
Further Important Course Details (the fine print... please do read!!):

Class Plan: Due to the current pandemic, things may change over the course of the term. I have designed flexibility into our class plan. I hope that students can also be flexible in return.

Lecture recordings: Our in-person classes will be live-streamed, and may often be video- and audio-recorded to provide as much accessibility as possible. Please note that while it will primarily be the instructor and slides which are being recorded, students may appear and be heard in the recordings. These recordings will only be used for the current class and will not be accessible to anyone outside our class. Please maintain peer and instructor confidentiality and do not share these recordings. Note that since the instructor will primarily be recorded, it may be difficult to hear dialog between students and the instructor in live-streams/recordings. Students not physically present in class may not be able to participate in some activities and will not have the opportunity to ask the instructor questions in real time, but can ask questions on Piazza and in Office Hours.

Psychology Department's Policy on Grade Distributions & Scaling: "In order to reduce grade inflation and maintain equity across multiple course sections, Psychology courses are required to comply with departmental norms regarding grade distributions. The mean grade in a 100/200-level class is 67 for a "good" class, 65 for an "average" class, and 63 for a "weak" class ($SD = 14$). Scaling will be used in order to comply with these norms; grades may be scaled up or down as necessary by instructors or the department. Irrespective of scaling, resulting marks always depend on students' mastery of course material relative to their peers."

→ Eva's note: Don't worry about this, though. I can explain in my OHs how it can work to your advantage in many ways just ask me. Also, in the case that teaching has to shift to fully online, the department is likely to apply some flexibility.



Make-Up Assessments: Students unable to meet a deadline or sit an exam due to a serious medical problem, court appearance, or death in immediate family will be given the opportunity to make up the assessment if their request is approved by their advising office. It is strongly recommended students contact their advisor as soon as they are able with evidence of the circumstance preventing their ability to make a deadline or sit an exam. Please note that UBC Health Services will not provide letters. In some cases, for first occurrences of an acute illness likely to be quickly resolved without seeing a health professional, students may directly apply to the instructor with a self-declaration form. Further information and policies can be found in the [UBC Calendar](#).

Remarking Appeals: If you have what you perceive to be an error in marking on any assessment or exam written-response, you may apply in email to the Instructor within two days the work was handed back for a re-marking of your entire assessment/written response section. Your request must detail why you believe the assessment/exam question be re-marked. If your request is approved, your work will be independently re-marked and the latter grade (whether lower or higher than the original) will be retained.

Joining Class from 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/staying abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [this link](#) 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 a substitute course. For further information and support, please visit [this link](#).

Copyright: All materials of this course (course handouts, lecture slides, assessments, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students must request and receive verbal or written permission for any copies/recordings. *Translation: do not share any materials outside our course without my agreement.* The instructor can grant permission, even post-hoc – just ask!

Academic Integrity: Cheating, plagiarism, collusion and other forms of academic misconduct are serious concerns and will not be tolerated by the University. This includes but is not limited to: dishonest or attempted dishonest conduct at tests (e.g., unauthorized use of books, notes, or other aids, communicating with others for purposes of obtaining information, copying from the work of others, and purposefully exposing or conveying information to other students taking the test) or class quiz (although note that for most EAs you will be welcome to collaborate), changing test answers once tests are marked, and handing in papers with sections prepared by others, etc. Please review UBC's Calendar entries on [Academic Honesty](#), [Academic Misconduct](#), and [Disciplinary Measures](#), and check out the [Student Declaration & Responsibility](#). The Department uses software that can reliably detect cheating on assignments and exams, including multiple-choice exams through response patterns. You will be required to submit written work to TurnItIn, a service designed to detect plagiarism. Evidence of cheating or plagiarism may result in a zero credit for the work in question and a report to the department head, a failing grade for the course, suspension from the University, cancellation of scholarships, and/or a notation added to a student's university transcript. All graded work in this course, unless otherwise specified, is to be original and own work and must be referenced fully and appropriately. Please consult the [APA guide](#) for information about how to cite all sources (Harvard Style & MLA styles are also accepted in this class). You may also find bookmarking this [Learning Commons page](#) useful. If you have any questions as to whether or not your practice could be considered even a borderline case of academic misconduct, please consult your TA in advance of your submission. If you've made it to this point in the syllabus, well done. After you have read this document in full, please add to the Funnies folder on Piazza as a 'follow-up discussion' to Note @12 your favourite student-themed meme, comic or joke to demonstrate your thoroughness & engagement, and importantly, sense of humour.

University Values & 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 mental health, drug abuse, and 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.



Territory Acknowledgement: UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.