



PSYCHOLOGY 101-003: Intro to Biological and Cognitive Psychology

Fall 2022

ABOUT PSYC 101

This psychology 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 and its research methods, and then covers several fundamental topics in psychology (e.g. biological psychology, learning and memory, consciousness, and language).

SCHEDULE: Mon Wed Fri 10-11am
IBLC 182

YOUR INSTRUCTIONAL TEAM



Instructor
Dr. Mark Lam (*he/him*)
mlam@psych.ubc.ca
Drop-in Office Hours via Zoom
Wed 1-2pm
Or email to book an appointment

Teaching Assistant

William Jettinghoff (*he/him*)
will.jettinghoff@psych.ubc.ca
Office hours in Kenny 2202
Mondays 1-2pm or email to
book an appointment



Additional information on contacting us can be found here on Canvas.

Notes: (1) Office hours might change; please check the Canvas course website for updates; (2) Emails will be answered on weekdays during normal working hours. Please limit emailed questions to ones that can be answered briefly. For more complex questions, please come to one of our office hours or contact one of us to schedule an appointment.

LEARNING GOALS

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

1. Define modern psychology and identify the major perspectives within it.
2. Recognize, recall, connect, and evaluate psychological concepts and theories from specific subfields (e.g., biological and cognitive psychology).
3. Critically evaluate new evidence about behaviour that you encounter in your daily life.
4. Understand, describe, and differentiate between commonly used research methods in Psychology, including experimental and correlational designs.
5. Use effective evidence-based study strategies based on current psychological research.
6. Read and summarize a psychology research article.

LEARNING ASSESSMENTS

As everyone's circumstances and preferences are different, we've provided four different assessment options to choose from. The default option (Option 1) includes a number of smaller components to keep students engaged throughout the term, and to reduce the pressure of major exams and assignments. The remaining options (2, 3 & 4) reduce the number of overall assignments, and increase the weight of the midterm and final exams. **Students do not have to inform the instructor of their choice.** At the end of the term we will calculate all four options and use the option that benefits you the most (ie. an optional component will only be included in your final course grade if it increases your grade).

LEARNING ASSESSMENTS (cont)

Assessments	Option 1 (default)	Option 2	Option 3	Option 4	Deadline(s)
1. Engagement via iClicker	4	4	4	4	During classes
2. Assignment 1: Research in the Media	5	5	5	5	Oct 23 rd
3. Assignment 2: Article Summary (optional)	10	10	0	0	Dec 4 th
4. InQuizitive Quizzes (optional)	4	0	4	0	Sundays throughout the term
5. Research Experience Component	2 (+3)	2 (+3)	2 (+3)	2 (+3)	Dec 7 th
6. Exams					
Midterm 1	15	16	17	18	Oct 3 rd
Midterm 2	15	16	17	18	Oct 28 th
Midterm 3	15	16	17	18	Nov 28 th
Final (cumulative)	30	31	34	35	Dec. 11 th – 22 nd
Total	100%	100%	100%	100%	

1. Engagement via iClicker (4%)

Active participation and engagement will promote better comprehension and retention of the material you are learning. During class, I will post multiple choice, true or false, and/or short answer questions for you to answer via iClicker Cloud, using your laptop or mobile device. This allows both you and I to gauge your understanding of the concepts being taught and provides you with practice answering questions in preparation for exams. For each class, students will receive 1 mark for answering 75% of the questions, and 1 mark for answering at least 1 question correctly (max 2 points per class). Not to worry if you miss a few days, you can still receive 100% (details to be provided in class).

2. Assignment 1: Research in the Media (5%):

Students will be provided with a media article which summarizes the findings from a psychological research paper, and asked to critique this report by locating and comparing it to the primary source. The goal of this assignment is for students to gain experience locating, reading, and understanding an empirical research article in Psychology, and considering how such research is portrayed in the media.

3. Assignment 2: Article Summary & Reflection (optional – 10%)

This assignment aims to further familiarize students with reading journal articles in psychology. Students will be asked to summarize a psychology article on learning and memory and reflect upon how its findings might be applied to their own study habits.

**** No Questions Asked** assignment extensions:** Life happens! In the spirit of flexibility, we offer two 4-day extensions on the assessments (2 & 3) above. If for whatever reason you are unable to meet the deadline for an assignment, please complete a "[No Questions Asked 4-day Extension Request](#)" form. Please note that your request must be made before the deadline or within four days following the deadline. If you require an additional extension (ie need more than 4 days extra) or have used both extension requests, please contact Dr. Lam. Depending on the situation, you may be asked to contact your faculty advising office (e.g. Arts Advising) to request a concession.

4. InQuizitive Online Quizzes (optional – 4%)

These short, low-stakes quizzes will help students stay on schedule with their readings and assess their understanding of important course concepts. Students answer as many questions as necessary to reach mastery (ie. 100%). Quizzes are available until 11:59pm PST on Sundays. Only the top 7 of 8 scores will be counted (i.e. you can miss one without penalty!). If you choose not to complete this optional component, the 4% will be distributed between your exams (see page 2).

5. Research Experience Component (2% required, 3% additional bonus):

Psychology is an active and exciting scientific discipline. Many of the research designs that you will learn about in this course are utilized by researchers in our own Psychology department! As part of this course, you will be asked to complete the Research Experience Component (REC) as an opportunity for you to participate in research and relate your experiences to key concepts learned in class. This REC will be worth 2% of your grade, with the option to complete an additional 3% as bonus. Students are free to complete either or both of the following options for REC:

i. Participate in the Psychology Department Human Subjects Pool. Most students will choose to earn their REC by participating in psychology studies (worth 1% for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can create an account, locate 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 time slot, 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 instructions on how to use the HSP online system can be found at [here](#) in the document entitled "HSP Participant Information - 2022."

ii. 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 a research article from the peer reviewed journal *Psychological Science*. You will receive 1% for each article summary. Summaries must be submitted to Turnitin.com by the last day of class. Please note that you are not permitted to summarize any articles related to the assignments in this course. Further instructions on the Library Option can be found at [here](#) in the document entitled "HSP Participant Information 2022."

6. Exams (75-89%):

There will be four exams in this course: three non-cumulative midterm exams will be written during scheduled class time, and a cumulative final will be written during the exam period at a time designated by the Registrar's Office (you must be available to write at any time during the December exam period, including evenings and weekends. DO NOT MAKE TRAVEL ARRANGEMENTS UNTIL THE EXAM SCHEDULE HAS BEEN RELEASED!!). The value of each exam will depend on which optional components of the course you choose to complete (see Assessments on page 2).

Notes on the Exams:

- There will be no makeup midterm examinations. If you miss a midterm exam, please contact me as soon as possible to discuss the situation. The final exam will be reweighted to account for a missed midterm only for students with an approved absence.
- If the final exam is missed, you must contact Arts Advising as soon as possible to request academic concessions which would allow you to write a make-up exam at a later date. They will probably require medical or other documentation. Please refer to the UBC Calendar for details of '[academic concession](#).'
- There will be topics covered in class that are not in the readings and topics in the readings that are not covered in class. You will be responsible for both. **That is, all readings and all class materials are examinable.**
- Exams may be composed of multiple-choice, fill-in-the-blanks and short-answer questions.
- Note that the instruction on all multiple-choice questions will be to "select the single best response."
- Once exams have been marked, grades will be available on Canvas.
- Exams are to be completed individually.
- You are strongly encouraged to review your exam with your teaching assistant. Most requests for grade adjustments can be settled directly with your teaching assistant. In cases of a dispute that cannot be satisfactorily resolved, please complete the "Request to Review Grading" form found [here](#).

COURSE MATERIALS

Required: Gross, J. J., Schmader, T., Martin Hard, B. & Anderson, A.K. (2020). Interactive Psychology: People in Perspective. 1st Canadian Edition. This text was selected for this course because it is of high quality, and is at an appropriate reading level for a first-year student.

Please note: Lectures and exams are based upon the 1st Canadian Edition. Information presented in American editions may differ significantly. See Canvas for purchase options.

Access to Norton's InQuizitive quizzes is included with your textbook purchase. Instructions will be posted to Canvas on how to access these materials. InQuizitive quizzes are an optional but recommended graded component of this course.

Financial Hardship: If you are experiencing serious financial hardship and are unable to purchase the textbook, please email me to discuss the situation.

COURSE POLICIES

Grading. Your grade for each exam and assignment will be posted on Canvas.

The Department of Psychology reserves the right to **scale** grades in order to maintain equity among sections and conformity to departmental norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the department. Grades are not official until they appear on a student's academic record. With regards to this policy, the Department of Psychology has adopted the following target grade distributions in 100- and 200-level courses, and reserves the right to adjust final grades in this course if the distribution deviates substantially from the target.

Class Performance	Mean	Standard Deviation
Strong Class	72%	13%
Average Class	70%	13%
Weak Class	68%	13%

ADDITIONAL NOTES

Withdrawal Dates

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **Sept 19st**. ****Please note that you must be enrolled in all courses within a stream to remain eligible for CAP.** If you are considering dropping a course, please contact the Program Assistants at arts.fyp@ubc.ca.

Grade Bumps

When computing final grades, the instructor carefully analyzes every single student to determine whether a grade bump is deserved. Bumps may be awarded for consistent performance at a major grade boundary or for marked improvement from the midterms to the final (10%+ at minimum). Bumps are not guaranteed and are ***not*** awarded for non-academic reasons (i.e., student is graduating and/or involved in sports or other extracurricular activities). **Please DO NOT send the instructor an email asking for a grade bump.**

Diversity & Inclusion

Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)

Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

ETHICAL & RESPONSIBLE CONDUCT

Statement on Academic Integrity

In the Department of Psychology, and with the UBC and the scholarly community at large, we share an understanding of the ethical ways in which knowledge is produced. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. It also means that we produce our own contributions that add to the scholarly conversation. We don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course. Because it is so important that research be done ethically, we expect students to meet these expectations. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in receiving a minimum grade of zero for the assignment, and these cases will be reported to the Department Head, and the Faculty of Arts Associate Dean, Academic. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to the student's transcript. See the UBC Calendar entries on "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)," and check out the [Student Declaration and Responsibility](#). See "[Tips for Avoiding Plagiarism](#)" from the Chapman Learning Commons, and bookmark the OWL website for how to use APA citation style.

Avoiding Plagiarism

Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

Sharing Course Materials

Please DO NOT share materials provided to you in this course. This includes exam questions and answers, assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you. Please do not post any materials on file-sharing websites (e.g., CourseHero, GoogleDrive), or copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow copyright law.

SUPPORTING EACH OTHER: TEACHING & LEARNING DURING COVID-19

While we're back in the classroom, learning and teaching in person, COVID-19 can still impact each of us in so many different ways. Given this, our hope is that we will support one another with compassion as we navigate the semester together.

COVID Safety: For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool to make it harder for COVID-19 to find a new host. Please wear a non-medical mask during our class meetings, for your own protection, and the safety and comfort of everyone else in the class. If you have not yet had a chance to get vaccinated against COVID-19, vaccines are available to you, free (see <https://covid19.ubc.ca/> for more information). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. You are an important part of the UBC community. Please arrange to get vaccinated if you have not already done so.

Student well-being (both mental and physical) is critical to, and should take priority over work in this course. Learning during COVID may be particularly more challenging given a student's learning environment and responsibilities (e.g. self-care, family responsibilities, work, etc.). If you find yourself struggling to balance these priorities with the demands of this class, please discuss the situation with myself or your Teaching Assistant.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action—which may include discussions with your faculty's advising office.

If you're sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, other). If you think you might have COVID symptoms and/or have tested positive for COVID and/or are required to quarantine: You can do a self-assessment for COVID symptoms here:
<https://bc.thrive.health/covid19/en>

Do not come to class if you are sick, have COVID symptoms, have recently tested positive for COVID, or are required to quarantine. This precaution will help reduce risk and keep everyone safer. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still be able to succeed (see pages 2).

Remember that:

- Some assessments are completely optional
- Only the top 7 of 8 InQuizitive scores are used to calculate your InQuizitive grade
- We offer two 4-Day-No-Questions-Asked extensions for assignments

If you do miss class because of illness:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. We will post all the slides, readings, & lecture recordings each class day.
- Use the discussion forum for help
- Come to office hours (they're online, so you can join from anywhere).
- See the marking scheme for reassurance about what flexibility you have.

If you are sick on a midterm exam day, please email the instructor as soon as you are confident you should not come to the scheduled exam. We would strongly prefer that you contact us to make an alternate arrangement than for you to come to the exam while you are ill. If you do show up for an exam and you are clearly ill, we will make alternate arrangements with you. It is much better for you to email ahead of time and not attend (see page 3 for the missed exam policy).

If you are sick on a final exam day, do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Advising as soon as possible. Students who are granted deferred standing write the final exam/assignment at a later date. (see page 3 for the missed exam policy)

If I (the instructor) am sick: I will do my best to stay well, but if I am ill, develop COVID symptoms, or test positive for COVID, then I will not come to class. If that happens, here's what you can expect:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may have an online session or two. If this happens, you will receive an email and an announcement in Canvas telling you how to join the online lecture. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.
- If I am not well enough to teach, class will be cancelled, and I may or may not create a recorded lecture to replace the cancelled class (depending on the severity of my condition). Again, I will communicate this via email and Canvas announcement.

Despite our best intentions, please be patient with us if there are a few bumps along the way (e.g. a cancelled class, delays in grading assignments, technical challenges, etc). We too have lives beyond this course, with other responsibilities for our work, our families, and our own self-care. We thank you in advance for *your* understanding and compassion.

WELLNESS RESOURCES

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

Student Health Services:

<https://students.ubc.ca/health/student-health-service>

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.

Counselling Services:

<https://students.ubc.ca/health/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.

Centre for Accessibility (Access & Diversity):

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

604-822-5844

CFA provides accommodations for students living with physical or mental disabilities.

BC Crisis Center:

<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.

UBC Sexual Violence Prevention & Reporting Office

<https://svpro.ubc.ca/>

604-822-1588

A safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without consent. All gender identities, expressions and sexualities are welcome.

SASC

<https://www.ams.ubc.ca/student-services/sasc/>

604-822-2101

The AMS Sexual Assault Support Centre is here to educate, support, and empower people of all genders who have experienced sexual violence as well as their friends and family.

SpeakEasy:

<https://www.ams.ubc.ca/student-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.

UBC Wellness Centre:

<https://students.ubc.ca/health/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.

Mood Disorders Clinic UBC:

<http://ubc-mooddisorders.vch.ca/>

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

Health & Wellbeing:

<https://students.ubc.ca/health>

This website is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club:

<http://blogs.ubc.ca/ubcmhac/>

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 Community Health Centre:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential services for youth and young adults up to the age of 24. Services include Adult Counselling, access to an Addiction Physician - including usage of a methadone maintenance program - and a Drug Education Series.

AMS Food Bank:

<https://www.ams.ubc.ca/student-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:

<https://clinic.psych.ubc.ca/>

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

The Kaleidoscope: <http://the-kaleidoscope.com/>

A confidential peer-run mental health support group that takes place on campus 2-3 times 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.

Course Schedule

Any changes will be announced in class and posted on the Canvas website.

Week (dates)	Assigned Readings	Reminders	Deadline Sundays
1 Sept 7, 9	THIS SYLLABUS!!!	Register for iClicker	
2 Sept 12,14,16	Ch1: Psychology & Science	Sign up for HSP studies	InQuizitive Quiz (optional)
3 Sept 19,21,23	Ch2: Research methods		
4 Sept 26,28 (No class on 30th)	Ch2: continued Ch3: Neuroanatomy		InQuizitive Quiz (optional)
5 Oct 3,5,7	Ch3: continued	Midterm 1 Monday October 3 rd Chapters 1 & 2	
6 Oct 12,14 (No class on 10th)	Ch3: continued		InQuizitive Quiz (optional)
7 Oct 17,19,21	Ch4: Sensation & Perception		Assignment 1 (Oct 23) InQuizitive Quiz (optional)
8 Oct 24,26,28	Ch6: Learning	Midterm 2 Friday October 28 th Chapters 3 & 4	
9 Oct 31 Nov 2,4	Ch6: continued Ch5: Consciousness		InQuizitive Quiz (optional)
10 Nov 7 (No class on 9-11)	Ch5: continued		
11 Nov 14,16,18	Ch5: continued		InQuizitive Quiz (optional)
12 Nov 21, 23,25	Ch7: Memory		InQuizitive Quiz (optional)
13 Nov 28,30 Dec 2	Ch8: Language, Thinking & Reasoning	Midterm 3 Monday Nov 28 th Chapters 5 & 6	Assignment 2 (optional) (Dec 4th)
14 Dec 5,7	Ch8: continued	Dec 7 th : Last day for REC (HSP & Library options)	InQuizitive Quiz (optional)