

Psychology 101-006: Introduction to Biological and Cognitive Psychology

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E-mail: psyc101@psych.ubc.ca

Office Hours: Booked online, see below

Office: N/A

Web: canvas.ubc.ca

Class Hours: Mon/Wed/Fri 13:00-14:00

Class Room: CIRS 1250

Course Description

This course will introduce you to psychology: the scientific study of behaviour. Throughout this course, we will survey the history of psychology, its research methods, the fundamentals of several topics in psychology including: neuroscience, sensory systems, learning and memory, consciousness, and language. Learning these fundamental topics will provide you a strong foundation in psychology, and much more. Content in this course has direct implications for understanding the behaviour of yourself and everyone around you.

Course Objectives

After completing this course, you will be able to:

- Explain what psychology is and is not.
- Describe the evolution of the field of psychology.
- Understand the nature of scientific inquiry.
- Describe and evaluate theories and research on sensation, perception, consciousness, language, learning, memory, and thinking.
- Define the major divisions and perspectives of modern psychology.
- Understand basic research methods currently used in psychology.
- Explain what an experiment is and apply it to psychology.
- Understand the basics and purpose of inferential statistics.

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 their culture, history, and traditions from one generation to the next on this site.

Instructors

Shayden Schofield-Lewis, Department of Psychology (Behavioural Neuroscience)

Mikey Jose, Faculty of Medicine (Neuroscience)

Johanna Mickelson, Faculty of Education (Counselling Psychology)

This section of PSYC101 is unique in that it will be taught equally between three graduate students. The division of each instructor's content is marked by an examination. Please use the common course email for all administrative enquiries at psyc101@psych.ubc.ca

Teaching Assistants

Eloise West

E-mail: ewest@psych.ubc.ca | Office hours: By appointment.

Chantelle Cocquyt

E-mail: ccocquyt@psych.ubc.ca | Office hours: By appointment.

Course Details

Required Materials

Schacter, Daniel, Daniel Gilbert, Matthew Nock, and Ingrid Johnsrude (2023). *Psychology*. Canadian Sixth Edition. ISBN: 978-1-319-46982-5.

You must purchase a new copy of this textbook, either in physical or digital format, directly from the UBC Bookstore or via Canvas, as it is custom-made for UBC. A new copy is required to access Achieve Learning Curve, which is a component of the course and will contribute to your participation grade. Textbook chapters should be read prior to that week's lectures.

Grading Breakdown

Assessment	Weight
Midterm 1	28%
Midterm 2	28%
Final Exam	32%
Learning curve	4%
iClicker participation	4%
Syllabus quiz	2%
Mandatory research participation	2%
Total	100%
Bonus research participation	3%

Lectures and Attendance

Lectures will be held in-person and on campus. Attendance is expected, and it is a critical predictor of success in this course. There will not be lecture recordings. If you miss a class due to illness or otherwise, it is your responsibility to contact a fellow student to find out what you have missed.

Office Hours

Office hours are designed to provide you a space to review exams/discuss study strategies, explore topics in psychology or neuroscience more generally, and discuss/review class concepts. For course content-related questions, prioritize Piazza first prior to reaching out to your TAs. If your questions persist after these options, you can book a meeting time with your instructors to clarify any confusion. For questions or concerns about your individual status in the course, please reach out directly to your instructor. TA office hours can be booked directly with your TAs. Instructor office hours will be held online via Zoom and can be booked via this link: <https://psyc101.youcanbook.me/>. Please only book one session at a time to allow all students an opportunity to access office hours.

Piazza

We will be using Piazza as a discussion forum this semester. Piazza is useful because it allows you to anonymously collaborate with your fellow students. I encourage you to interact with your classmates to work on course content, get reminded on course administration, talk about interesting extracurricular psychology topics, etc. Please note that we will be checking and responding on Piazza, but only as time permits. Think of Piazza as a student-centred discussion bolstered by the instructor.

Evaluation of Learning

Exams (88%)

General Exam Information

There will be three exams: two midterms written during class time and one final exam written during the examination period designated by UBC administration. You must be prepared to write the final exam at any time during the exam period, including weekends. Exams held on campus will take place in our usual classroom, and you must attend at the designated time. If you have arrangements with the Centre for Accessibility (CfA), they will be honored, but you must register your exam time with the CfA in advance, as this process is not automatic. Exams will consist of a combination of multiple-choice and short-answer questions. You must bring your UBC student ID card to the exam as proof of identification. If you do not have one, please obtain it prior to the exam date. Neither midterm exam is cumulative, but the final exam will include a cumulative component. All content discussed in lectures and the assigned textbook chapters is examinable. Exams are closed-book. No notes or references are permitted during the exam. Failure to comply constitutes Academic Misconduct and will result in consequences. You will not be permitted to write any exam if: You are more than 30 minutes late, or Another student has already submitted their exam. Midterm exam grades will be posted on Canvas. Please read UBC's academic concession policies. This document details what supports are available to you should you experience a

hardship during the term. Students who plan to be absent for work responsibilities, varsity athletics, family obligations, or other commitments must discuss their commitments with us within the first two weeks of class to be considered for alternative arrangements. TAs will hold midterm exam review sessions after grades are returned. The exam must be returned at the end of the session. You may not take notes or photos of the exam.

Missing Exams and Alternative Arrangements

If you are sick or otherwise unable to attend an exam, please do not come to the exam. Instead, contact us as soon as possible to discuss alternative arrangements. You must contact us by 11:59 PM PST on the day of the missed exam to be considered for alternative arrangements. If you miss an exam and do not contact us by the deadline or fail to attend any alternative exam date arranged, you will receive a grade of 0 for that exam. Alternative arrangements for midterm exams are at the discretion of the instructor. If you miss the final exam, you must contact your faculty advising office to discuss the absence and obtain a Standing Deferred (SD). The advising office will then schedule a make-up exam, typically during the following year. Grading disputes are uncommon but should first be handled with the TA. If a resolution cannot be reached, inform your TA to contact the instructor, who will then regrade that component of the exam. Note that this can result in your grade increasing or decreasing. All grade disputes must be submitted within one week of the TA-led midterm review session held after the midterm grades are posted.

Participation (10%)

Learning curve (4%)

Reviewing course content outside of classes is imperative toward effective learning. The Achieve platform is built within the framework of your textbook, and will be used as an out-of-class supplementary tool to assess student progress. Completion of assigned Achieve readings, quizzes, and/or activities are required to obtain this portion of your grade.

iClicker (4%)

We will be integrating the iClicker platform in every class to promote an interactive learning environment (multiple choice questions, short answers, live experiments/demos, etc.). Completing 80% of iClicker questions throughout the term will result in a 100% mark for this portion of your total grade (4% overall). Correct answers do not matter for iClicker participation.

Research Participation (2%):

The text below is provided by the Human Subject Pool team:

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

Participate in the Psychology Department Human Subjects Pool (HSP)

Most students will choose to earn their research experience component by spending two hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first 1/2 hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. **I strongly urge you to participate in and confirm your credits long before the last week of class** since many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course. Further instruction on how to use the HSP online system can be found [here](#) in the document entitled "Subject Pool Information for Participants."

The Library Option

As an alternative to participating in research, you may also complete "The Library Option" as detailed on the [HSP website](#) in page 4 of the document entitled "HSP Participant Information".

Extra HSP Credit (3% bonus):

You may earn up to 3% extra credit that will be added to your final grade. These extra credit points can be earned by doing up to three additional hours of study participation in the HSP as described above as the research experience component of the course. There is no library option for this optional bonus.

Syllabus Quiz (2%):

To reinforce understanding of course logistics, there will be a syllabus quiz available on Canvas. The quiz must be completed by Friday, September 20th at 23:59 in order to receive marks. You will have 3 quiz attempts to obtain these marks.

Course Policies

Grade Scaling

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some

flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. Further information on letter grades is available on the [UBC Academic Calendar](#).

E-mail Policy

As instructors and graduate students, we tend to have a high volume of e-mails. We would prefer to devote our available time to making our lectures fun, up-to-date, and interesting to you. To this end, please post course content questions to the Piazza discussion forum and only email the instructors with administrative concerns (problems with the course website or a critical emergency affecting the course). When drafting an email, please use the appropriate etiquette (if you are unsure what that means, see [here](#)). Canvas messages are not an appropriate mode of communication.

Accessibility

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](#) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

The university accommodates students with disabilities who have registered with the Centre for Accessibility office (see above). The university also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know within the first two weeks of class 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 us by the add-drop deadline.

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us as soon as possible, as well as your Faculty Academic Advising Office. Please refer to the [UBC Calendar](#) for a definition of academic concession and its purpose.

Statement on Equity, Diversity, and Inclusion

Adapted from materials supplied by Psychology's Equity, Diversity, and Inclusion (EDI) committee: 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 affiliation, religious affiliation, ability, health, and age.

As is the nature of psychology courses, the lecture materials, textbook, instructor, or other students may sometimes raise sensitive and/or controversial topics. In these circumstances, we must keep discussion respectful and productive. 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. If you encounter any issues with the inclusivity of our class, please get in touch with either the instructors or the TA.

You can also learn more about our diversity initiatives in the Department of Psychology by visiting the [Psychology EDI website](#).

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding [academic integrity](#). At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. 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 the Teaching Team or in the textbook are for use in this course by students currently enrolled. It is unacceptable to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Docs). It is unacceptable to 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](#).

Violations of academic integrity (i.e., [misconduct](#)) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will

result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department.

As a member of the academic community, it is your responsibility to understand these concepts. Misconduct will be penalized to the fullest extent available.

This text was adapted from the UBC Academic Integrity office.

Statement on AI tools

Artificial intelligence (AI) tools, such as ChatGPT and Google Gemini, have become an integral part of society. It is imperative that responsible and appropriate use of AI tools are discussed in the context of your learning journey. Using AI tools to complete any course requirements is strictly prohibited. With this said, utilizing AI as a supplementary tool to your learning is encouraged. Examples of fair AI use cases are: generating exam study questions, working through conceptual understanding of course ideas, expanding on class learning by exploring extensions of lectures, etc. It is important to note that, by nature of the algorithms that AI tools employ, not all information provided by these tools are accurate or informed by empirical evidence. Course materials (textbook, slides, lectures) will always be the most relevant sources of information for the scope of this course.

Policies and Resources to Support Student Success

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, spiritual 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](#).

Class Schedule

Week	Date	Lecturer	Topic	Chapter	Exam
1	Sept 2 - 8	Shayden	Intro & History of Psych.	1	
2	Sept 9 - 15	Shayden	History of Psych. & Research Methods	1/2	
3	Sept 16 - 22	Shayden	Research Methods	2	
4	Sept 23 - 29	Shayden	Neuroscience	3	
5	Sept 30 - Oct 6	Shayden	Neuroscience	3	Midterm 1: Oct. 4
6	Oct 7 - 13	Mikey	Sensation & Perception	4	
7	Oct 14 - 20	Mikey	Sensation & Perception	4	
8	Oct 21 - 27	Mikey	Consciousness	5	
9	Oct 28 - Nov 3	Mikey	Consciousness	5	
10	Nov 4 - 10	Mikey/Johanna	Learning	7	Midterm 2: Nov. 4
11	Nov 11 - 17	Johanna	Learning	7	
12	Nov 18 - 24	Johanna	Memory	6	
13	Nov 25 - Dec 1	Johanna	Memory, Learning & Thought	6/9	
14	Dec 2 - 8	Johanna	Learning & Thought	9	