

# Psychology 101 – Section 921

## Introduction to Biological and Cognitive Psychology

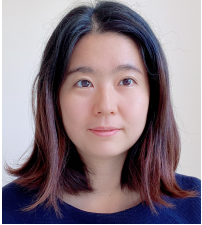


Summer Term 1 2024

When: Tuesday & Thursday, 10 am - 12:40 pm | Where: ESB-1013

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### About the Teaching Team



**Instructor:** Hee-Yeon Im, PhD (she/her)

**Office hours:** Fridays 10 am–11 am @ Kenny #2031

**Email:** [heeyeon.im@ubc.ca](mailto:heeyeon.im@ubc.ca)

**Personal Web:** <https://psych.ubc.ca/profile/hee-yeon-im/>    **Lab Web:** <https://www.imm-lab.ca/>

**About Hee Yeon:** Researches human brain functions that mediate perception and action using neuroimaging techniques and eye movement and hand movement tracking; Born and raised in Seoul, South Korea; Received PhD in Psychological and Brain Sciences from Johns Hopkins University; Likes coffee, biking, birdwatching, comedies, and cooking competition shows; Mom of a 12-year-old girl who loves video games and self-identifies as a “Korean-American-Canadian.” First name is pronounced: [/hee-yon/](#)



**TA: Andrés Montiel (he/him) (For students with the last name starting with A–L)**

**Office hours:** Wednesdays 11 am–12 pm @ Kenny #2512

**Email:** [amontiel@psych.ubc.ca](mailto:amontiel@psych.ubc.ca)

**About Andrés M:** Andrés is a graduate student in the Clinical Psychology program at the University of British Columbia. His research interests center around the influences of traditional gender stereotypes on the socio-emotional well-being of cisgender boys and young men. Additionally, he is interested in reducing mental health disparities among sexual and gender minorities. He is originally from Venezuela. Academics aside, he enjoys swimming, photography, and writing poetry.



**TA: Andre Zamani (he/him) (For students with the last name starting with M–Z)**

**Office hours:** Mondays 12 pm–1 pm @ Kenny #3020

**Email:** [azamani@psych.ubc.ca](mailto:azamani@psych.ubc.ca)

**About Andre Z:** Andre is a PhD student in the Cognitive area of the UBC Department of Psychology, hailing from Seattle, WA, just across the border. His research focuses on uncovering the neural mechanisms supporting the generation of spontaneous thoughts. Such research combines methods from phenomenology, neuroimaging with fMRI, and psychological experimentation. Andre is also a co-creator and co-organizer of the UBC fMRI Brain Camp. Outside of research, he is currently on book five of a lengthy fantasy series, if that’s any indication as to what he does.

### Land Acknowledgements



The land on which our class will be meeting is the traditional, ancestral, and unceded territory of the Musqueam people. We, the teaching team, are so grateful to live and work on the traditional territories of the Musqueam, Squamish and Tsleil-Waututh peoples. The Canvas course entitled [Respect, Sincerity & Responsibility](#) is a good place to start learning about respectful engagement with Indigenous communities.

## Contacting Instructor and TAs

**If you have a question about course material:** All questions about lecture materials, assignments, and exams should be posted **publicly** in **Piazza** for the rest of the class to see. That will allow other students to benefit from your questions and responses from one another (Your classmates very likely have the same question!). Also, please respond to questions and help each other whenever you can. The teaching team will also check new posts regularly, at least five times a week. Please join the **Piazza** discussion board for this course at <https://piazza.com/class/lvygm07s4y91j7>. If you need one-on-one support, you can email us or see one of us during our office hours. We are here to help you succeed!

**If you have a technical or logistical question:** We hope everything goes smoothly and that you'll have no problems accessing course materials. But, unexpected glitches might arise. We are not information technology experts. So, if you do have a question about something technical or logistical related to the course, the best way to get help is this: Post your question in **Piazza** so that everyone in the class can see it. You'll get help faster from there, and you'll be helping any other student who may be facing the same technical/logistical issue. For technical issues on **Canvas**, you can also find help from experts by contacting the **UBC Student IT Helpdesk**. For any issues on **Achieve**, you should directly reach out to IT support team using the Achieve website, not the UBC IT.

**If you have an issue that is personal or specific to you:** You can come to talk to one of us during our **office hours** or use **email** to discuss it or arrange a time to talk individually.

**Important Note:** We are a big class of ~200 students! To assist you better, we have assigned each of you to one of the TAs. **If your last name starts with A to L, Andrés Montiel will be the first contact person. If your last name starts with M to Z, Andre Zamani will be the first contact person.** So please make sure to email **only the TA you are assigned to** when you have questions or need any help instead of contacting both at the same time. This way, the TAs can use their time and effort more efficiently and help you promptly without both of them having to deal with the same issue.

## General Course Description and Learning Objectives

This psychology course will introduce you to some of the major research areas within the field of psychology: the scientific study of the human mind and behaviour. This course will begin with an overview of psychology and its research methods and then cover several fundamental research topics in psychology (for example, how we see and remember things, how we learn and think to solve problems or make decisions, how we communicate with each other, and how our brain works behind the scene). By the end of this course, you should be able to:

1. Describe the history and evolution of the field of psychology
2. Describe the nature of scientific questions and research methods to study the human mind, brain, and behaviour
3. Describe major perspectives in modern psychology
4. Identify how the brain produces and controls behaviour
5. Understand major theories and research findings on sensation and perception, learning, memory, consciousness, language, thinking, and decision-making

Throughout the course, you will continually be asked to practice thinking like a psychologist by learning to recognize psychological themes and principles in your life and by questioning information about behaviour that we encounter daily in our society.

## Learning Activities and Materials

**[1] Canvas:** All lecture slides, recorded lectures, assignments, exams, and grades will be available through **UBC Canvas (www.canvas.ubc.ca)**. To access the course, you will need to log into Canvas with your UBC CWL.

Please make sure your Canvas notification settings are turned on and arranged correctly so that you receive my

messages, notes, and reminders for assignment dues. If you don't know how to do this, please check this [Step-by-step guide](#). If you are not yet familiar with Canvas, make sure to read this [Student Guide to Canvas at UBC](#). Almost-final version of the lecture slides will be available on [Canvas \(Modules\)](#) on the morning of each lecture to facilitate your preparation and note-taking and to help you catch up if you need to miss a class.

**[2] Textbook: Schacter, D.L., Gilbert, D.T., Nock, M., Johnsrude, I., & Wegner, D.M. (2022). Psychology: Sixth Canadian Edition.** At a minimum, you must have access to [Achieve](#), an online platform that contains a digital (e-book) version of the textbook, as well as online activities, quizzes, and resources. Older Canadian editions and international editions are **NOT** suitable.

**\*\* Special instructions for the textbook:** Because all the course materials are integrated into [Canvas](#), you **MUST** purchase your course materials either directly through [Canvas](#) or through the [UBC Bookstore](#). This is the only way to verify your purchase and allow you to access the materials through Canvas. Keep your Receipt, as this has your **Order Receipt Number** that you may need to access Achieve.

Please note that you **MUST** complete your Achieve assignments by accessing Achieve through Canvas. This is the only way that your grades will sync to Canvas.

Please read this instruction document for further information on accessing your Achieve and e-book through Canvas: [Achieve-Canvas Integration guide](#)

**[3] In-person Lectures:** This course comprises in-person activities. This is the most effective way to engage in the demonstrations, group activities and discussions that will form a critical part of your learning in the course. All lectures will be given in person at the scheduled class time, every **Tuesday and Thursday from 10 am to 12:40 pm**, at **ESB 1013** ([click this link for the map](#)); they will not be live-streamed following the recommendations of the Department of Psychology. We will provide a recorded lecture, but each recording will be posted and available on Canvas only for 1 week after the lecture. We want you to stay on track, and this is one way we can try to reduce the “temptation” of binge-watching right before the exams.

For this course, we will only cover **Chapters 1 to 7** and **Chapter 9** in the textbook (see [Course Schedule](#) for more information). Please note that some of the material covered in lectures is not in the textbook, and some of the material in the textbook will not be covered in lectures. **For exams, you are responsible for studying ALL material covered in lectures and ALL material assigned from the textbook, even if they do not overlap.** This course will throw a lot of information at you, and not all of it will be relevant when we test you. Throughout the term, we will let you know what to study and what to skip for exams.

**[4] Achieve LearningCurve Quizzes and Activity Assignments:** After reading the textbook, complete **online activities** and **Learning Curve Quizzes** on [Achieve](#) that are assigned to each module (All links are available in [Canvas Modules](#)). For Learning Curve Quizzes, there is a target score for completion, so you may repeat taking the quizzes until you reach the target score each time. If you complete the assignments later than the due date, you will earn 50% of the assigned points for each. You will get a full mark (1 point) for each assignment **for completion before the deadline.**

**[5] Lecture and Textbook Learning Outcomes:** Statements indicating what you should learn in the lectures and readings will be included on the first slide for each lecture and in the lecture outline. These outcomes are to guide your studying and to make it unnecessary for you to ask us what you need to know for the quizzes. Many students choose to treat each outcome as an exam question and attempt to answer it. We strongly recommend this method of studying, but we do not have a compiled list of correct answers. You should be able to master the content in this course by attending lectures, completing the assigned reading and assignments, preparing answers to each lecture/textbook outcome and clarifying your answers by attending office hours or posting on Piazza. Also, the electronic version of the textbook includes practice questions.

**[6] Three Quizzes:** There will be three exams total, with Quiz 1 and Quiz 2 containing multiple choice questions (MCQs) only and Quiz 3 containing both MCQs and short answer essay questions. We will flexibly weight your scores of Quiz 1 and Quiz 2 so the one with a higher score will take a greater weight (24%) and that with a lower score will take a lower weight (18%). Quizzes 1 and 2 will be written on paper and with a scantron, whereas Quiz 3 will be written on Canvas (Quizzes tab) to ensure fast grading. **Quiz 3 cannot be reweighted and will take 30%.** All MCQs of the three quizzes will NOT be cumulative, but short answer essay questions of Quiz 3 will ask about all chapters we learn. We will provide a list of things to know for essay questions a week ahead of Quiz 3, so you can prepare for this better. **All exams will be closed book:** This means you **CANNOT** use notes, lecture slides, books, websites, chat rooms, etc., to look up answers or discuss with anyone else.

You should take the exam in the classroom. For Quiz 3, you must bring your laptop (if you have a problem with bringing and using your laptop, please contact me in advance so we can find a solution). We will use **LockDown Browser** to monitor your activity during the exam. These tools are chosen to address accreditation requirements and maintain academic integrity for tracking the academic progress of individual students. **LockDown Browser** needs to be downloaded and installed to access the questions. This software is used to make sure that the exam experience is as fair as possible for everyone by locking down your main browser. For more information, please refer to this link: **UBC Lockdown Browser Student Guide**. I will provide more information on this as well in one of our lectures before Quiz 3. As the time approaches, I will also provide a practice exam session so that you can install **Lockdown Browser** in advance and get familiar with it before the actual exam. Plus, completing the practice exam session will give you an extra 1 point to your Quiz 3 score! For Quiz 1 and Quiz 2, there will be around 30 MCQs. For Quiz 3, there will be around 10 MCQs and 6-8 short answer essay questions. For essay questions, you are expected to use the terminology introduced in this course when writing your answers. Only minor deviations from correct spelling will be accepted in most cases. Each exam will be held during our regular class times (**Quiz 1: May 23, Thursday at 12:00–12:40 pm; Quiz 2: June 6, Thursday at 12:00–12:40 pm; Quiz 3: June 20, Thursday at 11:30 am–12:40 pm**). **No make-up exams will be provided in any case (no exceptions!).** Please note that supplemental exams to improve your grade are not offered in any course in the Faculty of Arts. Cheating will be taken seriously and reported to the University, as well as resulting in a score of 0 for that exam. MCQs of Quiz 1 and Quiz 2 will be reviewed during a lecture. Marks will be posted on the **Grades** tab in **Canvas** as soon as they are available.

**[7] Research Experience Component (Human Subject Pool; HSP):** Psychology is an active and exciting scientific discipline. As part of this course, you will be asked to participate in the current research studies as a way of introducing you, in a more hands-on and interactive way, to cutting-edge psychology research. This research experience component will be worth 2% of your grade in the class. This can either be earned by participating in the Psychology Department Human Subject Pool or by completing a library writing assignment of comparable effort and educational value. In our course, this means that you are asked to complete 2 hours of required lab or research writing (i.e., library option), translating to 2% points of your final course grade. We also offer 3% points of extra credit in addition. The first 2 hours you earn will count toward the requirement. Any additional credits up to 3 hours will be counted as extra credit. Students who fail to do the required research experience will receive a zero for that assignment (rather than an incomplete in the course).

**[Option 1] Participate in the Psychology Department Human Subjects Pool (HSP):** Most students will choose to earn their research experience component by spending **up to five hours (2 hours requirement plus 3 hours for bonus points** towards your final grade) participating in psychology studies through the Department of **Psychology's HSP system**. You can create an account and sign up for studies by going to: <https://ubc-psych.sona-systems.com/>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies. Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available 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 and earn your credits long **before** the last week of class. Further instructions on how to use the HSP online system can be found 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. All the questions regarding the HSP credits should be directed to [hspresearch@psych.ubc.ca](mailto:hspresearch@psych.ubc.ca), not us. We won't be able to have access to your HSP credits until the very end of the course, so you will need to contact them directly when you have any issues or questions.

**[Option 2] The Library Option:** As an alternative to participation in psychology subject pool experiments, you may complete a library writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods, and 3) the results (in written form) of a research article from the peer-reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary (approximately 500 words in length) that meets the requirements specified in the section on the **Library Option** (see the HSP website). Your credit is assigned using the online system, so you must log on to the HSP system (<http://hsp.psych.ubc.ca/>) and create an account **before** submitting your article summaries. Please make sure to include your name, student number, course, section, instructor and email address on each summary. You are to submit your article and your summary to [turnitin.com](https://turnitin.com). If you don't have a Turnitin account already, you will need to create a user account in **Turnitin**. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level. More information will also be available on the HSP website.

The credits you earn can be recorded and tracked via the subject credit website. If you do not correctly assign your credits to this course, you will **NOT** receive credit, so please make sure to assign credits correctly and check your recorded bonus points for this course before the online system closes at the end of the term. These points will be added to your final course grade **after** any scaling that may be required.

**[8] Piazza Discussion Board:** We will be using **Piazza** for class discussion and posting questions and answers. The system is highly catered to getting you help fast and efficiently from classmates, the TAs, and the instructor. Rather than emailing questions to the teaching team, I strongly encourage you to post your questions on Piazza (unless it is a personal issue). Please respond to questions and help each other whenever you can. I will also check new posts regularly. Please find our class page at: <https://piazza.com/class/lyygm07s4y91j7>. You can also find the link to the piazza discussion board in **Canvas**. As well as logistical questions, please post any course content-related questions, comments, or relevant links/materials that you would like to share with other students to one of the Piazza discussion boards. From time to time I will post some interesting topics worth discussing or sharing, and you are also strongly encouraged to do so! Please remember when you respond to other students' postings, always **be kind and respectful**. Refer to this guide on **Communication Online: Netiquette**.

## Course Policies

**[1] Grading:** In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. The average grade in a 100-level Psychology course is 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. Please note that these average grades have been raised by 5% relative to previous years to reflect the unique circumstances of this academic year. Scaling may be used to comply with these norms; grades may be scaled up or down as necessary by the instructor or Department at the end of the course. You will receive both a percent and a letter grade for this course.

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

**[2] Sharing course materials:** We work hard to provide all the materials you need to succeed in this course. In return, please respect our work. All exam questions and answers, lecture slides, video recordings, Canvas modules, and any other materials provided to you by the teaching team or the textbook are to be used by students currently enrolled in PSYC101. All these materials for this course are copyrighted. It is **unacceptable** to share any of these materials beyond our course (e.g., posting on file-sharing websites). It is **unacceptable** to copy and paste sentences from the textbook into for-profit software for use in studying. It is also **unacceptable** to buy/sell/swap/share exam questions or answers on any platform. Please respect our intellectual property and follow academic integrity.

**[3] Learning safely:** Here are some key points for creating a safe learning environment in this class:

- Our number one goal is to **care for each other and stay safe**. 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. If you are sick, it is important that you stay home- no matter what you think you may be sick with (e.g., cold, flu, other). This precaution will help reduce risk and keep everyone safer.
- If you do miss class because of illness:
  - Consult the class resources on Canvas. We will post all the slides and recordings for each class day.
  - Use the Piazza discussion board for help.
  - If you are concerned that you will need to miss a particular key activity due to illness, contact us to discuss.
- If I (the instructor) am sick: I will do my best to stay well, but if I am ill, I will not come to class. If that happens, here is 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 class. 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 very rare) instance. One of the TAs will be in the classroom in case you have some questions that you would like to ask in person.
- Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively in our current context, and reach out if you need extra support or accommodation.

**Accommodations:** UBC is committed to equal opportunity in education for all students, including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning or performance on tests or exams, please visit <http://students.ubc.ca/about/access> and take the necessary steps to ensure your success at UBC as soon as possible. Please remember to provide your accommodation letter to Dr. Im as soon as possible, and before the first quiz. Quizzes and exams for all students receiving accommodation must be scheduled through the Centre and booked according to their rules and deadlines.

If you anticipate a religious or cultural observance will conflict with a test, at least 2 weeks advance notice must be provided to Dr. Im in writing. It is your responsibility to coordinate with the instructor on a suitable concession within one week of the original exam date (unless your circumstance warrants a longer period). If you miss an exam for any other reason, you will receive a "0". To miss a quiz or a midterm exam you must request academic concession through self-reporting of conflicting responsibilities, medical circumstances or compassionate grounds (refer to UBC calendar entry: [www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0)), using your Faculty's procedure for submitting request forms (be sure to let Dr. Im know if you are submitting online instead of to her). If a concession is granted, Dr. Im will consult with you on an individual basis to determine the best option for your accommodation. Concession will **not** be granted for: an exam that you have already taken, absences due to travel or other social plans or exam conflicts with other courses. We strongly encourage you to assess your ability to attend the quizzes prior to the drop deadlines (link: [Course Drop/Withdrawal Dates](#)).

**[4] Psychology Department's Position on Academic Misconduct:** Cheating, plagiarism, and any other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating may result in zero credit for the work in question. 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 a student's transcript. All graded work in this course is to be original work done independently by individuals. If you have any questions about whether or not what you are doing is even a borderline case of academic misconduct, talk to me.

**[5] Commitment to equity and inclusion:** I am committed to supporting an inclusive learning environment, and I am continually learning how best to do so. If you have concerns that I or someone else may not be upholding this commitment, I invite you to either talk with me if you feel comfortable, or share your thoughts on an anonymous discussion board in Piazza. If in class discussions there are derogatory, harassing or hateful statements made I will intervene to help prevent further harm and uphold a respectful class environment. My pronouns are she/her/hers, and I invite you to use the option on Canvas to provide your pronouns.

**[6] University Policies:** 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. Make sure you understand UBC's definitions of **Academic Misconduct**, **Consequences**, as well as expectations about **Academic Honesty**. Please ask if you're not sure how these apply to our course. Also, remind yourself about the **Student Declaration and Responsibility statement** you agreed to when you registered. 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. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>. UBC's evolving anti-racism work is described at [equity.ubc.ca/together-against-racism/](https://equity.ubc.ca/together-against-racism/).

**[7] Additional useful resources for students:** Additional resources may also be helpful as you contend with the challenges of taking university courses during a pandemic, and just dealing with life's challenges more broadly.

- Guidance on useful skills for students: <https://learningcommons.ubc.ca/student-toolkits/>
- Student's guide to Canvas: <https://students.canvas.ubc.ca/>
- Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services>
- Wellness Centre: <https://students.ubc.ca/health/wellness-centre>
- Student Health Services: <http://students.ubc.ca/livewell/services/student-health-service>

## Course Requirements

| Learning Activity                                | Date                          | Percent of Total Grade           |
|--|-------------------------------|----------------------------------|
| Achieve Learning Curve Quizzes and Activities    | Due every Monday 11:59 pm     | 26%                              |
| Quiz 1 (written on paper; MCQs)                  | May 23 (Thu) 12–12:40 pm      | 24% (A quiz with a higher score) |
| Quiz 2 (written on paper; MCQs)                  | June 6, (Thu) 12–12:40 pm     | 18% (A quiz with a lower score)  |
| Quiz 3 (Canvas; MCQs + short answer questions)   | June 20, (Thu) 11:30-12:40 pm | 30% (fixed weight)               |
| Human Subject Pool Participation (2 hours)       | Due by last day of classes    | 2%                               |
| <b>Total</b>                                     |                               | 100%                             |
| Human Subject Pool Participation (up to 3 hours) | Due by last day of classes    | Up to 3% (Bonus)                 |

## Course Schedules and Important Dates

| Lecture    | Date    | Day | Chapters covered   | Weekly Assignments  |
|------------|---------|-----|--|---|
| Lecture 1  | May 14  | Tue | Introduction<br>Chapter 1. Evolution of Psychological Science<br>Chapter 2. Methods in Psychology (Part 1)                                 |   |
| Lecture 2  | May 16  | Thu | Chapter 2. Methods in Psychology (Part 2)<br>Chapter 3. Neuroscience and Behaviour (Part 1)<br>Journal club (research paper discussion) #1 |   |
|            | May 20  | Mon |  | <p><b>A brief icebreaker activity:</b> Leave a short introduction about yourself in <b>Piazza!</b></p> <p><b>Due 11:59 pm: Online Assignments Week 1 Module</b></p> <p>** All links are available in Canvas Modules tab</p> |
| Lecture 3  | May 21  | Tue | Chapter 3. Neuroscience and Behaviour (Part 2)<br>Journal club #2  |   |
| Lecture 4  | May 23  | Thu | Chapter 3. Neuroscience and Behaviour (Part 3)<br>Chapter 4. Sensation and Perception (Part 1)   |   |
|            | May 27  | Mon |  | <b>Due 11:59 pm: Online Assignments Week 2 Module</b>   |
| Lecture 5  | May 28  | Tue | Chapter 4. Sensation and Perception (Part 2)<br>Journal club #3  |   |
| Lecture 6  | May 30  | Thu | Chapter 4. Sensation and Perception (Part 3)<br>Journal club #4  |   |
|            | June 3  | Mon |  | <b>Due 11:59 pm: Online Assignments Week 3 Module</b>   |
| Lecture 7  | June 4  | Tue | Chapter 5. Consciousness (Part 1)<br>Journal club #5   |   |
| Lecture 8  | June 6  | Thu | Chapter 5. Consciousness (Part 2)  |   |
|            | June 10 | Mon |  | <b>Due 11:59 pm: Online Assignments Week 4 Module</b>   |
| Lecture 9  | June 11 | Tue | Chapter 6. Memory (Part 1)<br>Journal club #6  |   |
| Lecture 10 | June 13 | Thu | Chapter 6. Memory (Part 2)<br>Chapter 7. Learning (Part 1)<br>Journal club #7  |   |
|            | June 17 | Mon |  | <b>Due 11:59 pm: Online Assignments Week 5 Module</b>   |
| Lecture 11 | June 18 | Tue | Chapter 7. Learning (Part 2)<br>Chapter 9. Language and Thought (Part 1)<br>Journal club #8  |   |
| Lecture 12 | June 20 | Thu | Chapter 9. Language and Thought (Part 2)   |   |
|            | June 24 | Mon |  | <b>Due 11:59 pm: Online Assignments Week 6 Module</b>   |