

**PSYC102-009**  
**Introduction to Developmental, Social, Personality, and Clinical Psychology**  
**Tuesdays, Thursday 2:00pm-3:30pm**  
**ESB 1013**

Prof:

**Dr. Azim Shariff** ([shariff@psych.ubc.ca](mailto:shariff@psych.ubc.ca); though best to use the course email address, see below)  
Office hours: Mondays 10:30am to 12:00pm in CIRS 4344A (upstairs on the fourth floor)

Teaching Assistants:

**Monica Bronowski** ([monica.bronowski@ubc.ca](mailto:monica.bronowski@ubc.ca))

Office hours: Fridays 12:30pm – 2:00pm.

(Virtually at <https://ubc.zoom.us/j/67010280386?pwd=eaqQ6YAgBbe5yRznf1HqKTNKxBiImA.1>)

Meeting ID: 670 1028 0386; Passcode: 623005)

**Oliver Jacobs** ([ojacobs@psych.ubc.ca](mailto:ojacobs@psych.ubc.ca))

Office hours: Mondays 1:00pm - 2:30pm (Kenny 3010)

**Charul Maheshka** ([charulm@mail.ubc.ca](mailto:charulm@mail.ubc.ca))

Office hours: Wednesdays 1:00pm - 2:30pm (Kenny 3526)

**Jingyun Zhu** ([jyzhuu@mail.ubc.ca](mailto:jyzhuu@mail.ubc.ca))

Office hours: Thursdays 9:00am - 10:30pm (Kenny 1101)

**Course email address:** [ubcpsyc102@gmail.com](mailto:ubcpsyc102@gmail.com)

(Send questions or issues related to the course here. It will be manned by the Professor and the TAs, and someone will get back to you within 48 hours)

# 1 Rules, Tips and Learning Objectives for Class

---

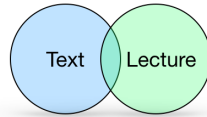
**1.2 Textbook:** Instead of a traditional physical text (which can be costly), we'll be a free online textbook from the Noba Project. This textbook has been specially curated for our course, and is available here: <http://noba.to/akq3u7ve>, as well as on the canvas site. You can read it online or download a PDF for free. For environmental reasons, there is no longer a direct option to order a print version from Noba themselves, but you can, of course, print out the PDF version.

**1.3 Top Hat:** Also free will be Top Hat's student engagement software. It will allow us to keep track of attendance (see section 2.1) and also do real-time in-class questions. Here's what you need to do to sign up:

1. Go to <https://tophat.com/>
2. Click on Login if you have an existing account or Sign-up > Student sign-up
3. When you are met with the join code field, enter **350423**
4. Make your account, **MAKING SURE THAT YOUR NAME AND STUDENT NUMBER MATCHES WHAT YOU HAVE ON CANVAS**

## 1.4 Lectures.

Lecture attendance is critical for learning all the material from the course. Lectures will aim to convey the interest and importance of the topic. We will not just be regurgitating the textbook in class, but instead exploring certain highlights from different perspectives in order to explore new themes and engage with the real-world relevance of certain topics. Indeed, don't expect there to be much redundant overlap between lectures and the textbook—each makes up its own component of the class and each is independently represented on the tests.



The lecture slides will still be posted on Canvas after the lecture, but they are not by themselves adequate replacements. So, if you do miss a class, be sure to get class notes from a classmate to supplement the downloaded slides.

You are welcome to use a laptop to take notes and to use Top Hat (which can also be used via smartphone), but note that the research shows that taking notes by hands is actually better for learning. If you do bring laptop, please don't surf the web or chat online – you'll not only miss out on the class yourself, but you'll end up unfairly distracting the people behind you as well. If you find yourself distracted by someone else's online behavior, spit gum in their hair. Only fair.

## 1.5 Cheating. Folks – cheating (and academic misconduct more generally) is bad. Here's why:

1. It's dishonest, and dishonesty accumulates and weakens you as a person. Every time you do something dishonest like this, it creates a deeper hole that you'll ultimately want to dig yourself out of.
2. It's cheating your fellow classmates. Since the class grades gets scaled to a set average, any unfair *unearned* advantage you claim comes at the expense of someone else's fairly earned accomplishment. We'll talk more about this in our morality lecture, but basically, each of you should be pissed at those who cheat because they are cheating you.
3. You're missing the point of a college education—which is much more about genuine learning, self-mastery, and building your character, than it is about your grade on a midterm that will matter little in the grand scheme of your life.
4. If you do it and I catch you, there is [a whole official process with UBC](#), which you should look into yourself with if you are thinking about cheating. The process is not something want to get involved with.

So, for your own workload, for your classmates, and for your own character, make the choice not to engage in misconduct. Familiarize yourself with UBC's policies on academic dishonesty:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>

Okay. End sermon.

## 1.6 Students with accessibility needs, ESL students, and student athletes – Our university is committed to equal opportunity in education for all students. If you have a documented disability that affects your learning in the classroom or your performance on tests or exams, please contact Access & Diversity in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, [www.students.ubc.ca/access](http://www.students.ubc.ca/access)

Students who have documented reasons for needing extra time for their midterms or need to take them elsewhere should contact both Access & Diversity and me by the end of next week (so by our Jan 16<sup>th</sup> class, as we have our first midterm on Jan 23<sup>rd</sup>!)

If English is not your native language, and you think you may need to use a dictionary for in-class tests, please have your dictionary checked by me or one of the TAs prior to the test. Electronic dictionaries are not permitted. Also, you may consider collecting audio recordings of the lectures so that you can go over parts you may have missed at your own pace. Feel free to record things, but please keep them for your own use (so, don't post me on youtube).

If you are an athlete and will be competing during one of the midterms, please let me know well in advance and provide me the contact information for your team's academic advisor.

**1.7 Learning Objectives** – The class serves as an introduction to the concepts of social, personality, evolutionary, health, abnormal, and positive psychology. The aim is to (a) kindle interest and provide a foundation for future study in one or more of these areas, and, even if students don't pursue future psychological study, (b) provide psychological knowledge that can be applied to other scholarship and the understanding of one's self and others. By the end of the course, students should be able to (a) understand and interpret the methodologies used in psychological research, (b) recall and describe basic knowledge of psychology's history, the core missions of social, personality, evolutionary, health, abnormal, and positive psychology and key findings within these areas, and (c) apply these concepts to their own lives.

## 2 Grades

Attendance	10%	See section 2.1
Pre-Class Questionnaires	5%	See section 2.2
Cognitive Bias Reflection Paper	10%	See section 2.4
Midterm 1	17%	See section 2.5
Midterm 2 (cumulative)	17%	See section 2.5
Midterm 3 (cumulative)	17%	See section 2.5
Final Exam (very cumulative)	22%	See section 2.5
Research Required Participation	2%	See section 3

Bonus for Research Participation	3%	See section 4
----------------------------------	----	---------------

F	D	C-	C	C+	B-	B	B+	A-	A	A+
<49.5	49.5-	54.5-	59.5-	63.5-	67.5-	71.5-	75.5-	79.5-	84.5-	>89.5
Inadequate	Adequate				Good			Exceptional		



The class average will fall within this range (68-71%). The aim is to (a) keep things synced between different sections of the same class, and (b) resist grade inflation, which renders grades rather meaningless, and devalues a college degree. Professors are required to scale grades up or down to conform to this average. That means your final posted grade could appear a bit different from what you calculate your grade to be based on the term assignments.

**2.1 Attendance (10%):** Attendance is critical to make sure you get as much out of the course as possible. Attendance will be measured by Top Hat check-ins (see 1.3, above). You may not check-in for someone else using their Top Hat account (obviously). To get the full attendance points, you'll need to attend at least 19 of the 20 lecture classes (not including the intro class). That way you can still miss one (due to unforeseen circumstances) and get full points. Once you miss more than one, though, the points start dropping off.

19-20 lectures:	10% (out of 10%)
16-18 lectures:	7%
13-15 lectures:	5%
10-12 lectures:	3%
6-9 lectures:	1%
0-6 lectures:	0%

**2.2 Pre-Class Questionnaires:** Throughout the semester, I will have you complete some short questionnaires online that we will look at in a subsequent class. For each, you will need to complete the questionnaire and enter your results.

Complete all 4:	5% (out of 5%)
2-3:	3%
1:	1%
0:	0%

Details for each questionnaire are here:

**2.2.1 Mate Preferences Questionnaire:**

A. Find the “Mate Preferences Questionnaire” on Canvas under “Quizzes”, and complete it. No wrong answers.

Due **11:59pm** on **Wednesday, January 8<sup>th</sup>**. *That’s very soon!*

**2.2.2 Personality Quiz:**

A. First, go here: <https://www.truity.com/test/big-five-personality-test> and complete the personality test (no need to create an account, click “just show me my results” once you’ve answered all the items).

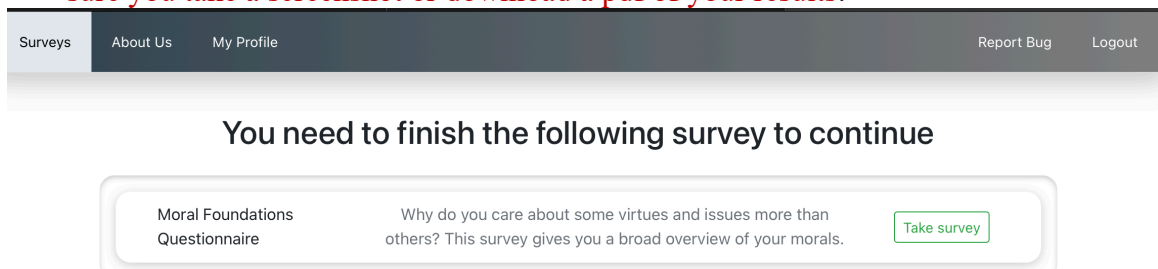
B. Then enter your results in the “Personality Quiz” on Canvas.

Due 11:59pm on **Sunday, February 2<sup>nd</sup>**.

**2.2.3 Moral Foundations Questionnaire:**

A. First go here [www.yourmorals.org](http://www.yourmorals.org), register and complete some demographics (it’s all free, though a bit of a pain).

B. Then you’ll be asked to complete the Moral Foundations Questionnaire. **Make sure you take a screenshot or download a pdf of your results:**



- C. Do one other survey of your choice on that site (you'll see a long list of them once you complete the Moral Foundations Questionnaire). **Again, be sure to record your results.**
- D. Finally, enter your results in the "Moral Foundations Quiz" on Canvas.  
Due 11:59pm on **Sunday, February 9<sup>th</sup>**.

#### **2.2.4 VIA Character Strengths Quiz:**

- A. First, go here: <https://www.viacharacter.org/www/Character-Strengths-Survey> and complete the VIA character strengths test (again you'll need to register—it's free).
- B. Then enter your results in the "VIA Character Strengths Quiz" on Canvas.  
Due 11:59pm on **Sunday, March 30<sup>th</sup>**.

### **2.3 The Cognitive Bias Reflection Paper (worth 10% of your grade)**

We are all vulnerable to a common set of cognitive errors and biases. We'll learn about many of these in our two classes on Judgment and Decision Making (classes 14-15). Once we do, I want you to reflect on the errors that you make in your day-to-day life over the span of several days. For this 1-page paper,

- I want you to identify **4 different** cognitive errors or biases that you have caught yourself falling for over the past week.
- **A maximum of three** of them can be from those we talked about in the Judgment and Decision Making lectures.
- **At least one** will need to be taken from a list that I will give you. For this one, you will need to find an academic paper from a scientific journal (such as *Cognition* or *Journal of Personality and Social Psychology*) about the cognitive bias or error, and learn about it yourself. We'll talk about how to do this. **Be sure to cite the paper!**
- For each of these, I want you to:
  - describe the cognitive bias/error,
  - describe how you found yourself falling for it

Due 11:59pm on **Friday, April 4<sup>th</sup>**.

- 2.4 Midterms and Final Exam:** There will be three midterms and a final exam, each comprised entirely of multiple-choice questions. All tests will be cumulative (covering all prior material from the class). Yes, this is a lot. Yes, it is necessary. Research shows that frequent testing (and studying) really improves learning. And cumulative testing even more so.
- Midterms will be during the regular start time of the class—2pm—on Jan 23<sup>rd</sup>, Feb 13<sup>th</sup>, and Mar 18<sup>th</sup>. The time and date of the final will be announced around the middle of term.**

## **3** 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 (in fact, I'll talk about some throughout the class). 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:

### **3.1 Participate in the Psychology Department Human Subjects Pool**

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://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 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. Further instruction on how to use the HSP online system can be found at [https://psych.ubc.ca/wp-content/uploads/sites/2/2020/10/HSP-How-To-Guide\\_2020.pdf](https://psych.ubc.ca/wp-content/uploads/sites/2/2020/10/HSP-How-To-Guide_2020.pdf)

### **3.2 Alternative assignment: 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 that meets the following requirements.

Requirements:

- The article must have been published in the journal “*Psychological Science*”
- The article must have a publication date from the year 2000 to present (i.e. papers from 2000 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<https://ubc-psych.sona-systems.com/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than March 31<sup>st</sup>**. You are to submit your article (as a pdf) and your summary (as a doc, docx or pdf) on Canvas.

## 4 Extra Credit (optional)

---

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 (or summarizing another three additional journal articles for the library option) as described above as the research experience component of the course.

## 5 Class and exam schedule

Do the homework and readings *after* each class, and *before* the next one

Date		Topic	Homework
Jan 7	1	Intro, Methods I, Syllabus	Read Syllabus • Mate Preferences Questionnaire (Section 2.2.1)
Jan 9	2	Methods II	Noba Readings A
Jan 14	3	Evolutionary Psychology I	Noba Readings B
Jan 16	4	Evolutionary Psychology II	
Jan 21	5	Emotion	Noba Readings C
Jan 23	M	MIDTERM 1	• Personality Quiz (Section 2.2.2)
Jan 28	6	Development I: <i>Kids</i>	Noba Readings D
Jan 30	7	Development II: <i>Teens</i>	
Feb 4	8	Individual Differences I: <i>Intelligence &amp; IQ</i>	
Feb 6	9	Individual Differences II: <i>Personality</i>	• Moral Foundations Quiz (2.2.3)
Feb 11	10	Morality	Noba Readings E
Feb 13	M	MIDTERM 2	
Feb 18	X	SPRING BREAK – NO CLASSES	
Feb 20	X		
Feb 25	11	Social Psychology I	
Feb 27	12	Social Psychology II	
Mar 4	13	Social Psychology III	
Mar 6	14	Judgment & Decision Making I: <i>Tools for Thinking</i>	Noba Readings G
Mar 11	15	Judgment & Decision Making II:	• Cognitive Bias Reflection Paper (Section 2.3)
Mar 13	16	Buffer/Open Class (topic to be decided by you)	
Mar 18	M	MIDTERM 3	
Mar 20	X	Professor traveling. No classes.	• VIA Character Strengths Quiz (Section 2.2.4)
Mar 25	17	Psychological Disorders I	Noba Readings H
Mar 27	18	Psychological Disorders II	Noba Readings I
Apr 1	19	Psychological Disorders III	Noba Readings J
Apr 3	20	Positive Psychology I: <i>The Bright Side</i>	
Apr 8	21	Positive Psychology II: <i>The Bright Side</i>	
FINAL EXAM (DATE TBA)			

**5.2 Important: Missed Test Policy:** If you have a varsity-sports or illness-related reason why you cannot make one of the midterms, you will have the opportunity to write a replacement midterm the following week. In most circumstances, two times will be given for students to write the make-up test.



## 6 Where to get help

---

**6.1 Help with the course material:** Students often ask how to improve their test scores. One simple answer is that you want to make sure you fully understand the concepts we've discussed in class and readings—making sure that nothing is still fuzzy. So here are three ways you can get clarity on something you're not fully understand:

**6.1.1: Ask in class.** If you're unclear on it, I can assure you that at least five other students are unclear on it as well. You'll be doing them a favour by raising your hand in lecture and asking me.

**6.1.2: Bring it up in a canvas discussion.** Your TAs will be manning the discussion boards, so if speaking up in front of a couple hundred students is a bit intimidating at first, try posting your question. Also, if you know the answer to someone's posted question, feel free to post that too.

**6.1.3: Come to office hours.** Mine or your TAs. Typically, my office hours end up being taken up by people going over their tests, but we'll always try to make time for questions.

**6.1.4: Email the course address ([ubcpsyc102@gmail.com](mailto:ubcpsyc102@gmail.com)).** I've left this one last because it is actually the least useful for the class as a whole, since any answer will only go back to you and no other students will benefit. You're free to do it, but we may ask if we can move the question and our answer over to one of the discussion boards, where other students can also read them! Of course, this email address is an ideal place to ask about administrative issues...

**6.2 Help with administrative issues with the course:** If you have an administrative issue (missed a test, can't get TopHat to work, etc.), there are a few ways you can get help:

**6.2.1: Email the course address ([ubcpsyc102@gmail.com](mailto:ubcpsyc102@gmail.com)) for general course issues.** One of your TAs will get back to you soon!

**6.2.2: SONA:** If you're having trouble with your SONA account for the REC, then you're better off, first reading the instructions and FAQ at

<https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool>

And failing that, emailing the SONA administrator at [hspresearch@psych.ubc.ca](mailto:hspresearch@psych.ubc.ca)

**6.2.3: For high-level course administration issues** (e.g. late withdrawal from classes, switching sections, applying for academic concession) **contact Arts Advising:**

Information on doing so is here: <https://students.arts.ubc.ca/advising/contact-us/>

**6.3 Help with mental health and wellness issues:** Navigating your coursework is hard enough in the best of states. Doing so when dealing with mental or physical health issues, or other adverse circumstances like being the victim of sexual violence, is extremely challenging. UBC has several resources to help you with such struggles. You can read about the university resources available, as well as those available from the larger community here:

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

Please take care of yourselves.

