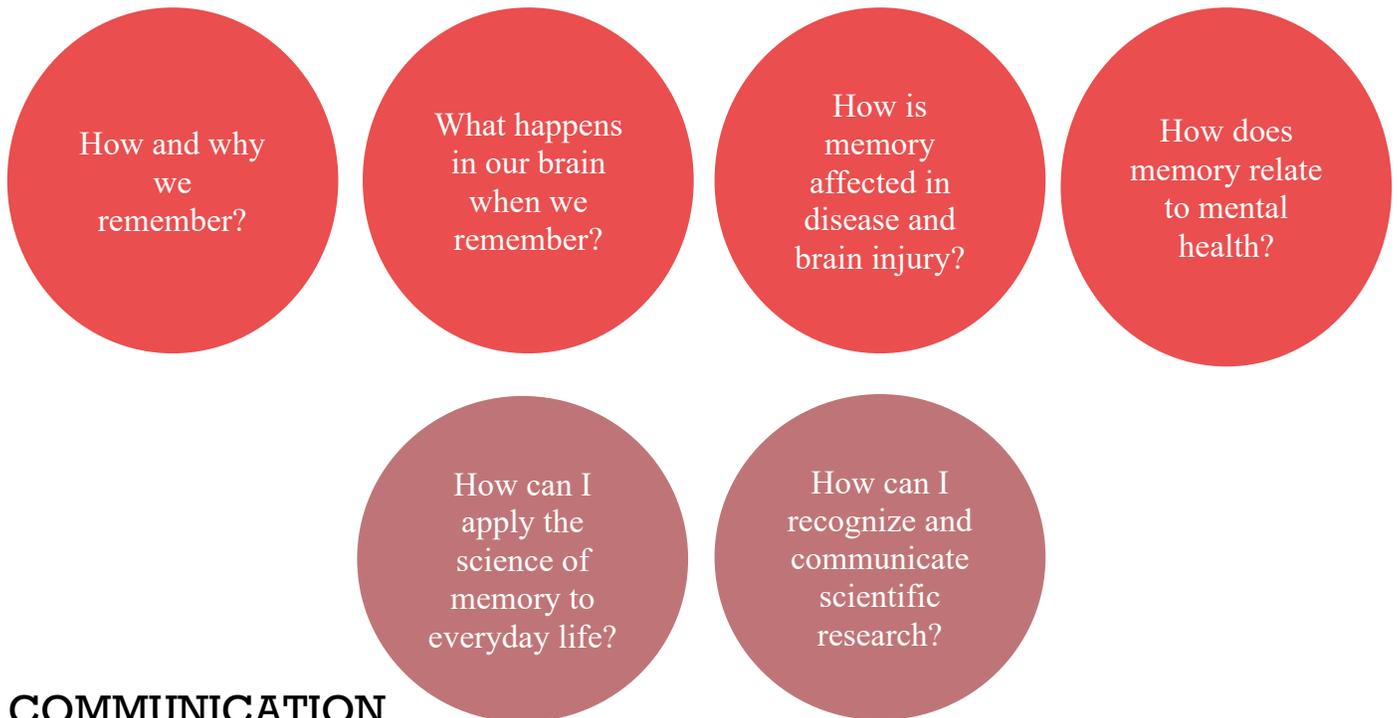




## AFTER TAKING THIS CLASS YOU WILL BE ABLE TO ANSWER:



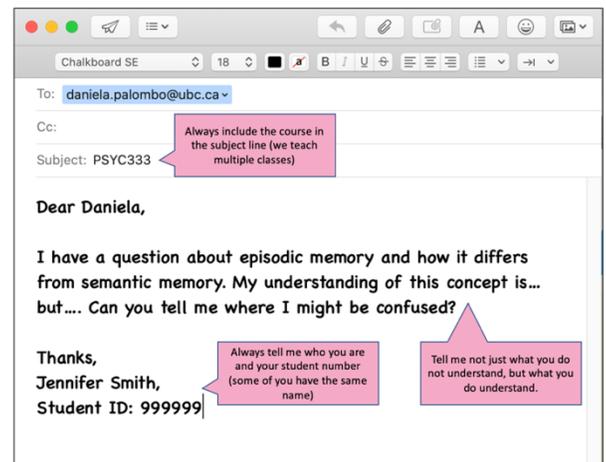
## COMMUNICATION

### Website

All course materials are available on Canvas. We will also use the **discussion forum** to engage with course content (optional).

### Email

The best way to get in touch with us is through our UBC e-mails, with an expected response within ~48 h during the week. (Please check for the information in the syllabus first.) I understand that some students do not feel comfortable emailing professors. They do not know what to say, or how to say it. Try something like this (right panel). Remember, we want to hear from you and we are here to help! **Email Daniela for content questions and your TAs for assessment questions (tests, assignments, etc.).** Include the course code **and section**.



### Course Announcements

We will send out announcements through Canvas, which will arrive to you through email. **Please check your spam mail to make sure you have not missed any messages.** Please check Canvas often for other notices.

## ASSESSMENT

### Tests (60%)

You will write **two** in-person tests in this course (each worth 30%). The tests are based on material from lectures, readings, podcasts, and videos. The format of the tests will be discussed in advance. Students should use the terminology (and spelling) used in this course for any open answer questions. *If you have an accommodation that gives you extra time to write the test, this will be facilitated through Access and Diversity. Note that the test will not be returned to you but can be discussed in office hours with your TAs.*

### Reflections Assignment (40%)

You will write four reflections, which should be completed throughout the term and then bundled together at the end of the term in one assignment upload. For more information, see [AssignmentOutline.docx](#), which is posted on Canvas around the end of the first or second week of class. Each post is worth 10%.

### No Final Exam

***THERE IS NO PARTICIPATION GRADE FOR THIS COURSE AND I DO NOT PLAN TO TAKE ATTENDANCE. HOWEVER, THIS IS AN IN-PERSON CLASS, WITH ACTIVITIES AND DISCUSSION THAT WILL FACILITATE COURSE LEARNING.***

### Extra Credit via the Human Subject Pool (3%)

As part of this course, you are invited to earn **3% extra credit**.

Most students will choose to earn these credits by spending **three 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 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 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 at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

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 titled “Psychological Science”
- The article must have a publication date from the year 2000 to present (i.e., papers from 2001 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).

You must submit your article and summary to [turnitin.com](https://turnitin.com). For submission information, see <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>, click on HSP Participant Information, and read the section on the Library Option. See [turnitin.com](https://turnitin.com) for more information. Any evidence of plagiarism may result in lack of credit, and instructors will be notified. Further action may be taken by the department or university.

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.

## **DIVERSITY AND ACCESS**



Our classroom strives to be equitable, diverse, inclusive, and supportive so that you can feel safe to be your true self. Together, we will maintain a space that is welcoming and inclusive of gender identity, sexual orientation, race, ethnicity, socioeconomic status, political and religious affiliation, ability/disability, health, mental health, body size, and age. We respect and elevate each other. We are a team.

UBC is committed to equal opportunity for all of its students including those with physical or learning disabilities. If you have a disability that affects your learning or performance in class, including test writing, please visit: <http://students.ubc.ca/about/access>.

## POLICIES

### Grading Policy (2024/2025):

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.

The Psychology department employs 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. At UBC, they convert according to the key below:

<b>A+</b>	<b>90-100%</b>	<b>B+</b>	<b>76-79%</b>	<b>C+</b>	<b>64-67%</b>	<b>D</b>	<b>50-54%</b>
<b>A</b>	85-89%	<b>B</b>	72-75%	<b>C</b>	60-63%	<b>F</b>	0-49%
<b>A-</b>	80-84%	<b>B-</b>	68-71%	<b>C-</b>	55-59%		

### Disputing a Grade

Any dispute or inquiry about a graded item should be made in writing to your TA and should detail the point of contention. All disputes or inquiries should be made within **1 week** of receiving your grade. After 1 week, we will not accept complaints. If you received your mark on a Tuesday, you will have until the end of the day on the subsequent Tuesday.

### **Missing a Test**

If you need to miss a test with concession (see concession links below), you will write a make-up test with your TA. You will need to let me know that you missed your test (after obtaining concession) and then you will contact your TA to arrange a time to write the make-up test (The make-up test should take place within 1 week of the original test date.)

### **Late Reflections**

In the absence of concession (see concession links below), there is a 10% penalty per day for lateness for the reflections will not be accepted if it is more than one week late.

### **Obtaining Concession**

If you miss marked coursework or your test and are an Arts student, review the Faculty of Arts' [academic concession page](#) and fill out the self-assessment form (for first-time concessions in this class only) <https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf> and send it to your professor. If this is a second-time concession, please follow the steps on the academic concession page.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

### **Academic Integrity**

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading may be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class. 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 or plagiarism may result in a 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, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

### **Academic Accommodation for Students with Disabilities:**

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic Accommodation for Students with

Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

### **Additional University Policies**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including 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 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 (<https://senate.ubc.ca/policies-resources-support-student-success/>)

## **COPYRIGHT**

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All materials of this course (syllabus, course handouts, lecture slides, podcasts, assessments, course readings, etc.) are the intellectual property of either Dr. Palombo or UBC, or licensed to be used in this course by Dr. Palombo in the Winter 2 term of 2025 at UBC. **Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright.** For example, you are not permitted to redistribute any recordings of lectures, slides, or assignments without permission (including posting online to sites off the University of British Columbia servers).

## **RESOURCES**

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The Equity and Inclusion Office has put together a list of resources to help you when you need it, available at <https://equity.ubc.ca/resources/students/>. Here are some:

### The Centre for Accessibility

Provides support for students with a disability or ongoing medical condition (academic accommodations, exam accommodations, financial support and assistance).

**Tel: 604.822.5844**

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

### Counselling Services

Offers a variety of services to help you manage mental health concerns

**Tel: 604.822.3811**

### The Wellness Centre

Includes a staff of trained student volunteers available to help you with mental and physical health

**Tel: 604.822.8450**

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

Here2Talk

A mental health service which provides free, confidential counselling as well as community referral services 24/7 via app, phone and web.

**Tel: 1-877-857-3397 (Canada-wide toll free)**

**Tel: 604-642-5212 (direct)**

## COVID-19 SAFETY

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You are not required but welcome to wear a non-medical mask during live lectures, including entering and exiting the building. **I ask that you kindly refrain from eating during class out of respect for your classmates and myself to avoid unnecessary spread of COVID-19 or seasonal viruses.**

**If you're sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, COVID-19, flu, other).**

**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.
- Come to office hours (they are online, so you can join from anywhere).
- See the marking scheme for confirmation about what flexibility you have.
- Lectures will be recorded and the URL link will be posted after each class. *However, it is important to keep in mind that technical glitches are not uncommon with lecture recording and some lectures will not be recorded as a result.* Hence, a recorded lecture is not a guarantee and students should be prepared to obtain notes from a classmate, should a technical glitch arise.

**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. If this happens, you will receive an email on 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 rare) instance. If I am not well enough to teach, I will post a pre-recorded lecture or cancel class.

## **SCHEDULE (SEE CANVAS)**

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*Where can you find slides and video recordings? Please see the “Modules” section on Canvas.*

*\*\* The course schedule is subject to modifications, if necessary, throughout the term \*\**

## **CREDITS**

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*Page 1 Image: Image of the hippocampus, an area critical for memory. The pink represents brain cells that were active during a threatening experience in rodents. Image courtesy of Dr. Stephanie Grella. The word cloud was generated by [www.wordclouds.com](http://www.wordclouds.com).*

*A special thanks to Dr. Lily May for inspiring some content in this syllabus.*