PSYC 216

QUESTIONING PSYCHOLOGICAL SCIENCE IN THE MEDIA

TUESDAYS & THURSDAYS | 12:30 - 2:00 PM | MATX 1100

COURSE DESCRIPTION

Psychological claims are all around us, but only some are backed by scientific evidence. Throughout this course, you will investigate how research is presented in the media (e.g., blogs, podcasts, news articles), and critique it by applying basic principles of psychological research methods. As you become a more skillful consumer of psychological research, you will be able to translate psychological science to help others and yourself.

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

1. Evaluate the validity of psychological claims made in the media or everyday conversation
2. Scrutinize the types of evidence used to support psychological claims
3. Distinguish experimental from non-experimental designs & match them to appropriate behavioral claims
4. Find, read, & summarize empirical journal articles
5. Use evidence from empirical journal articles to make a psychological claim for a lay audience
6. Contrast psychology's scientific Way of Knowing with other disciplines you are familiar with
7. Critique questions from popular surveys & the claims drawn from them
8. Interpret results presented in graphs & infographics
9. Understand basic statistics, including contrasting effect size with statistical significance
10. Collaborate with others to solve problems

Add/Drop Deadlines:

- **Without a W (listed as "Drop"):** January 17, 2025
- **With a W (listed as "Withdrawn"):** March 7, 2025

UBC Vancouver's Point Grey Campus is situated on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. We pay respect to the traditional guardians of this land, and we acknowledge their longstanding relationship with this territory. We acknowledge the traditional knowledge keepers, both young and old. We honour their courageous leaders: past, present, and future.

THE TEACHING TEAM

Instructor
Maria (Joey) Manaligod, MA (she/her)
Office: Kenny 4226
Email: mmanaligod@psych.ubc.ca

Office Hours: **Thursdays from 3-4 PM** via Zoom or by appointment
Jukebox Drop-in (see page 11) to be announced in class

I am a PhD Candidate in cognitive science where I look at how awareness of another person's affective histories impact how we remember, attend, and act in certain everyday experiences (like cooking!) Apart from my love for food and cooking, I am almost always listening to music, and on the lookout for the newest addition to my hat and tote bag collection.

Teaching Assistant
Claudia Fu (she/her)
Email: claudfu@mail.ubc.ca

Office Hours:
Virtual: **Thursdays from 11-12 PM** via Zoom or by appointment

I'm a first-year master's student in the cognitive area. My research focuses on the risks associated with emerging forms of gambling and advertisement exposure, particularly how young people's experiences of non-monetary wins shape their subsequent behaviours and beliefs about gambling. Outside of research, I enjoy experimenting with different coffee beans and brewing methods!

A few requests when emailing us:

To ensure that we receive your message, please DO NOT email us through Canvas. Use our email addresses above. In the subject line, please be sure to write **"PSYC 216"** *along with keywords or a phrase regarding your concern (e.g., "PSYC 216 – missing the midterm"). This helps us find and prioritize your message. In the body of the email, please include* **your FULL NAME and STUDENT #**. *We get plenty of emails daily, so we appreciate your patience as we respond to your email* **within 48 hours**.

COURSE FORMAT

Our class is designed to be fully in-person and will consist of lectures and small in-class activities. All lectures will be delivered in-person and will NOT be recorded. While the lecture slides will be made available to you, know that they are intended to be visual aids and summaries. I encourage you to take your own notes. The slides are also not a substitute for reading the textbook. If you are unable to attend class, **I request that you be responsible for catching up on material you miss.** You will find the assigned textbook readings and lecture topics in the course schedule on pages 13-14.

If you are unwell, please stay home and rest! If I am unwell, I will also do my part and stay home. We might hold class online or I will post a recording of the lecture for that day. Either way, I will do my best to communicate this to you in a timely manner.

The last two weeks of classes will be dedicated to a) special topics (vote on Canvas), b) finalizing your media projects, and c) in-class presentations.

COURSE MATERIALS
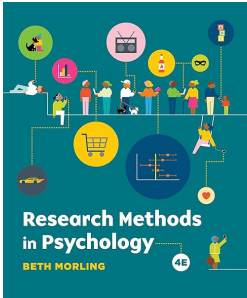
Required Textbook (choose ONE of these options):

Paperback. Morling, B. (2020). Research Methods in Psychology: Evaluating a World of Information 4th Edition). New York: Norton. ($154.15)

E-text. Morling, B. (2020). Research Methods in Psychology: Evaluating a World of Information 4th Edition). New York: Norton. ($100.35)

Certain topics might require material not found in the textbook. Material for these topics will either be posted on Canvas. **Please make sure you keep the access code included in your purchase so you can access important digital resources.**

Course Website (Canvas)

Lecture slides, assignments, and grades will be available through Canvas (www.canvas.ubc.ca). Please keep in mind that the lecture slides are a guide to learning, but they are not meant to serve as a replacement for coming to class or reading the textbook. I will make my lecture slides available to you before class. Assignment submissions will also be through Canvas (under the Assignments tab). I also encourage you to use the Canvas course page to contact other students (e.g., arrange to share notes for missed classes, clarify a difficult topic, discuss with your group, etc.) via the discussion board.

Financial Hardship

If you are experiencing serious financial hardship and are unable to purchase the required text, please do not hesitate to come see me (the instructor), and I'll do my best to set you up with what you need.

LEARNING APPRAISALS AT A GLANCE

Learning Appraisal	Deadline/Date	Percent of Total Grade
Intro Quiz + Syllabus Quiz	January 16	1%
Popular Media Project Proposal	February 25	2%
Project Progress Log	March 9 & 23	2%
Project Peer Feedback (in-class)	April 3 & 8	2%
Group Peer Assessment	March 27	3%
InQuizitive	Ongoing	5%
Midterm (Chapters 1, 2, 3, 5)	February 13	25%
Popular Media Project	March 31	25%
Final Exam (Cumulative)	Exam Period (TBD)	35%
TOTAL		**100%**
Bonus: Research Experience	April 8 (last day of classes)	2%

Short Canvas Quizzes (1%)

Intro Quiz

It is very important to me that I know who you are! This short Canvas submission gives you the opportunity to share who you are, what brings you to the course, your hobbies and interests, and what your learning goals are for our class.

Syllabus Quiz

The syllabus contains plenty of important information that will ensure smooth sailing throughout the term. Taking this quiz will let me know the muddiest parts of our requirements, our policies and will allow me to clarify early on. For your quiz to be counted, you must score 80% and up. You are allowed to take the quiz multiple times. I strongly encourage you to go through the entirety of this document before attempting the quiz.

In order to get 1%, you must complete both and score over 80% on the syllabus quiz.

InQuizitive (5%)

InQuizitive is a valuable tool to enhance your understanding of course material. By completing a formative, adaptive InQuizitive activity, you can reinforce key concepts from your readings through personalized quiz questions that target areas where you need the most help. This low-stakes assessment approach uses game-like principles to keep you engaged while mastering important learning objectives. Access is included with your textbook purchase. Notice that the deadline for completing each InQuizitive is never before the corresponding lecture. I strongly recommend you do the readings before each class, but I understand that sometimes it might not be doable. The InQuizitives are there to help you review.

There is 1 How to Use InQuizitive Quiz + 9 chapter-end quizzes = 10. You are required to complete *How to Use InQuizitive,* but **you only need to get 100% on 7 out of 9 chapter-end InQuizitives to receive 5%** (e.g., if you are super busy during Week 8, you can skip InQuizitive Chapter 6).

You can access InQuizitive for each chapter directly from Canvas under the weekly Modules.

Exams

Midterm Exam (25%)

The midterm exam will consist of multiple choice, fill in the blanks, and short answer questions. All exams will be based on lecture slides, required readings (textbook, other assigned reading e.g., papers, blog posts, etc.), and videos shown in class.

Final Exam (35%)

The final exam is cumulative, but it will focus heavily on material covered after the midterm, including special topics. Its format will be like the midterm exam where you will have multiple choice and short answer questions. The final exam will take place during the exam period to be announced later in the term.

Popular Media Project (25%)

The major assignment for the course is your opportunity to bring psychology to a lay audience! The assignment is a popular media presentation of some concept in psychology. Students should introduce the concept, summarize the research literature, and examine at least one research article in-depth. Students should then analyze the research for reliability, validity, strength of conclusions, and potential limitations. It might be helpful to think about the project as stepping into the shoes of a science journalist or a science writer and having to report on a particular topic for media.

I encourage creativity while remaining within the bounds of what is being asked of you. You can choose to complete your project in one of the following formats: a traditional essay, video, podcast, or an infographic poster. Students who choose to write a traditional essay format must work on their own. For all other formats, you can decide to work in teams of 2-4 students. The essay format is safe and does not require group work; however, I would encourage you to take the opportunity to explore the more unconventional format options. Details of the assignment, including guidelines & the marking rubric will be available under 'Assignments' on Canvas. We will also talk more about the project early in the term.

During the last two classes, we will have in-class presentations for creative media projects (e.g., podcast, video, infographic, etc.) If you decide to write a traditional essay, you do not need to present in class.

You will be given additional times to work on your projects in class: March 6 and March 27 (first half of class). **Attendance is required for project work days.**

Popular Media Project Proposal (2%)

You must submit a project proposal outlining the psychological concept you would like to explore, your chosen format, and your name/s. This should only be 1 paragraph long and will be submitted on Canvas. Putting together a proposal will help keep you on track. It will also allow the teaching team to let you know whether your plan is aligned with the outcomes of the project and/or is feasible given the time you have.

Popular Media Project Project Log (2%)

Another thing that will help keep everyone on track and updated on the progress of your work is a project log. There will be two dates when you must submit a project log on Canvas. They will be in the form of an assignment (Project Log #1 and Project Log #2) and your job is to submit evidence of any progress made towards the final project. Details of what each Project Log should look like will be posted on Canvas. Examples of what the logs should contain: a list of the research article to be examined, summary of your literature review, task delegations, a powerpoint/video/poster draft, outline, etc. Each Project Log will be worth 1%.

Project Peer Feedback (2%)

During in-class presentations, each one of you will be assigned to provide peer feedback for 1-2 other groups, so you will need to attend class on the day your assigned groups are presenting. That said, I encourage everyone to come to class regardless to celebrate you and your peers' hard work! Peer feedback forms will be available on Canvas.

Group Peer Assessment (3%)

Throughout the term, we will have small in-class activities where you will work with a team that will be assigned near the end of the first month of class! Your engagement during these activities will be evaluated by your teammates. The grade they provide will take into account your attendance, contributions to discussions, engagement in activities, and collaborative spirit.

BONUS: Research Experience Component (HSP credits/Library Assignments; 2%)

As part of this course, you are invited to earn **2% extra credit.**

Most students will choose to earn these credits 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 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 (HSP) system (http://hsp.psych.ubc.ca/) 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 10 days before the end of classes**.

You are to submit your article <u>and</u> your summary to turnitin.com. If you don't have a TurnItIn account already (from a previous course), you will need to create a user account in Turnitin. **For the library assignment the class ID is 46712531, class name is "HSP 2024-2025 W2" and password is "Research".** See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to 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.

HSP Online Study Credit Limit (NEW PILOT PROGRAM):

We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour "in-lab" study will award 1.5 credits, while an equivalent "online" study will award 1 credit).

The HSP system closes on the last day of classes. This will be your final day to earn research participation credits, and the final day to assign credits to this course.

THINK CRITICALLY, LEARN COMPASSIONATELY

My hope is that we strive to create a community that is inclusive and safe. There are many ways to show up for each other and to nurture each other's learning. One way is by valuing and respecting ideas and perspectives shared regardless of age, gender identity, gender expression, sex, ethnicity, race, socioeconomic background, sexual orientation, ability/disability, political affiliation, religion, body size, and other identities that make us who we are. At times we might find ourselves discussing sensitive and/or controversial topics. I encourage you to engage in intellectual discourse in a polite and constructive manner. Please refrain from making statements or behaving in ways that might alienate or invalidate others' experiences in any way. I invite all of you to reflect on other ways you can contribute to an empowering and caring atmosphere. If, at any point, you feel that there are other ways we can better align ourselves with these goals, please let the teaching team know.

ATTENDANCE

I strongly encourage you to attend. Not only will attending provide you an opportunity to work through course material with a team during in-class activities, your team will also be evaluating you based on your attendance during these days. That said, please stay home if you are unwell. <u>Always prioritize your well-being</u>!

CANVAS ANNOUNCEMENTS

We will be relying on 'Announcements' on Canvas during the term to let you know about exam details, grade releases, office hours, class cancellations, etc. You are responsible for paying attention to these. One way to make this easier is by making sure you receive them.

(go to Account → Notifications → Announcements → select Notify me right away).

SNOW DAYS

Although BC has a relatively mild climate, we do get a few snow days during the winter. Buses are delayed, roads are closed and unsafe. In the event of an extreme weather forecast, I may cancel class. I will send out an announcement the night before (or in the early morning). When this happens, **we will have class on Zoom**, which will also be recorded and posted on Canvas.

CLASS ETIQUETTE (GROUP GUIDELINES)

Please be thoughtful of other people. When we are in the classroom, we are our own little community where our goal should be to help each other learn. Some of the steps we can take to achieve this include how we act during class. Examples of how this can look like:

- *When someone in the class is speaking, whether it be me or your fellow classmate, please refrain from having side conversations, as this can be disruptive to the speaker and others.*
- *Please refrain from being on your phone or unrelated tabs on your browser during class time. These can be quite distracting to your peers around you.*
- *When discussing in small groups, please know when to take space and give space.*
- *When providing others feedback, please make sure it is constructive, owned, specific, and actionable (read more on COBRAS: Characteristics of Effective Feedback)*

You might have other thoughts based on your own experiences in the classroom. We will talk more about our group guidelines in class.

TWO 1-DAY LATE PASS

Life happens! In this course, you get 2 1-day late passes. If you find yourself suddenly needing more time to complete the media project proposal **AND/OR** the final media project, you may submit up to 2 days after the deadline without penalty (e.g., if the deadline is March 29 11:59 PM, you may submit up until March 31 11:59 PM). You can also use one for each assignment (i.e., submit up to 1 day late for both the proposal and the final project). You do not need to let us know (we will know through Canvas). Late submissions without a late pass or those exceeding 2 days after using a pass will result to a 10% deduction per day (except in emergency circumstances).

LATE SUBMISSIONS

Outside the use of the late passes, all late submissions will be subject to a 10% deduction per day. For example, if you submit Project Log #1 a day late, it will be scored 0.9 pts instead of 1.

DURING EXAMS

All exams are closed book. On exam days, you will be provided an exam booklet and a scantron where you will fill out your answers for multiple choice questions. **You are responsible for bringing a pencil, an eraser, and your student ID**. **All exams will be closely supervised and monitored for cheating.** Invigilators may ask students to move or alter students' seating arrangements with no explanation provided. **The use of ANY electronic device (phone, smart watch, earphones, etc.) or talking during an exam will result in an immediate "0".**

You will not be allowed to write the exam if you are more than 30 minutes late, or if another student has already submitted their exam, whichever occurs first. If you finish your exam early, please be mindful of your peers who are still completing the test. You may quietly hand in your exam and leave. When time is up, please stop writing immediately, remain quiet and follow the instructions for submitting your exam. This means you will not be given extra time to put your name and/or student ID on you Scantron or exam, change an answer, etc. Failure to comply with any of these instructions will result in a '0' on your exam.

MISSING EXAMS

Again, life happens! If you find yourself ill, having to attend to an emergency, or aware of UBC-sanctioned sport travel, religious obligations, etc., **please let me know as soon as you can**. If you miss the midterm for these reasons, your TA will arrange a make-up exam that you can take within a week of the original test date. **Your TA's availability is limited, so you may be offered only one alternative time to write an in-person make-up exam.**

If you have three or more final exams scheduled to start and finish within a 24-hour period, you may request to write the second exam on a different day. You must make this request to the instructor giving the second exam at least one month before the exam date. If you absolutely must miss the final exam due to an extenuating circumstance like severe illness, you or your caregiver must apply for Academic Concession by contacting your Faculty's Advising Office.

GRADE POSTING AND MORATORIUM

We will be posting exam marks on Canvas. The teaching team will send out an announcement with the class average, and housekeeping such as information on how you can view your exam. Receiving exam marks can be an emotionally charged time. For your well-being and the well-being of the teaching team, I would like to request that you wait 24 hours after seeing your mark before emailing your TA.

REGRADING

After the midterm, your TA will hold a midterm viewing session/s where you can see how you did on the exam. Requests for a regrade go through your TA first and will only be granted after coming to see your exam. If, after that, you are still not satisfied with your mark, I will do the regrading. In either case, a regrade does not guarantee anyone a higher mark. In some cases, such as false positives when marking, you might end up with a lower mark.

GRADES

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

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. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course.

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. 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 will 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. Below you will find more of our course guidelines on this matter.

You are more than capable of doing your own work!

All graded work in this course, unless otherwise specified, is to be original work done independently by you. You are here because you are responsible and intelligent adults. I trust that you have what it takes to do your own work. If you have any questions as to whether what you are doing is even a borderline case of academic misconduct or you would like some guidance on doing the work, please do not hesitate to consult your teaching team (we listen and we don't judge ;)).

CLASS POLICY ON USE OF GENERATIVE A.I. OR OTHER FORMS OF A.I.

It is a non-negotiable that any submitted work (proposals, essays, posters, videos) must consist of your own doing. You are not permitted to use Generative A.I. tools like ChatGPT to summarize the literature, write your report, generate videos or infographics, etc.

There are only 2 circumstances where I am allowing the use of Gen A.I. in this class:

1.   If you want to include a **"Compare and Evaluate"** section in your popular media project. Once you have finished reviewing the literature and writing your report, you can ask ChatGPT to come up with its own media report based on the same set of papers. Your job is to compare and evaluate its output with yours. Should you decide to use A.I. for this purpose, please make sure you cite it.

2.   A.I. can be used as a study guide (i.e., as a tutor). For example, you can try to get A.I. to explain a particular concept using real-world examples. That said, be wary of the responses you get as A.I. tools have been shown to provide fictitious or incorrect responses. Please do not upload any course material to A.I.

Using A.I. tools to complete the work in this class for reasons other than those listed above will be considered an act of academic misconduct and reported to the university. A grade of '0' will be assigned to the work and will count when calculating your final grade.

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).

JUKEBOX DROP-IN HOURS

Occasionally, I will hold additional office hours called **Jukebox Drop-in** where students can come and chat while listening to music. In doing this, I hope to create a space where students can feel free to talk about psychology, university life, hobbies and interests, etc. in a less formal setting, all while jamming to songs that **you** share! That's right. I want to know what you listen to!

Here is a link to a collaborative playlist on Spotify where you can add songs that you would like to share with the class (please keep it PG!):

https://open.spotify.com/playlist/4RlJ3Z01B60tahf6Bcbmx1?si=e7fcb1cb4f58421c&pt=b0552664e54e27943befee97234c5bf3

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on is this course. Please aim to take care of yourself first, and don't hesitate to reach out to either the instructor or TA if you are struggling. We are happy to discuss options as to the best path forward and help direct you to some of the below resources.

We also participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: https://facultystaff.students.ubc.ca/systems-tools/early-alert

ACADEMIC RESOURCES

- UBC Calendar: https://vancouver.calendar.ubc.ca A guide to all UBC policies and programs.
- UBC Learning Commons: http://learningcommons.ubc.ca/ Offers a variety of learning and research sources for students, including tutoring, writing support, and other academic resources.
- Centre for Accessibility: http://students.ubc.ca/about/access Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- Campus Lightbox: campuslightbox.ca A student-created website noting many of the mental health support resources available to UBC students.
- The Kaleidoscope: http://the-kaleidoscope.com/ A confidential peer-run mental health support group.
- UBC Counselling Services: https://students.ubc.ca/health/counselling-services . Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.
- AMS Peer Support: https://www.ams.ubc.ca/student-services/peer-support/ Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.

- Student Health Services: https://students.ubc.ca/health/student-health-service or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- AMS Food Bank: https://www.ams.ubc.ca/support-services/student-services/food-bank/ All students are able to visit the food bank for food and supplies throughout the term.
- BC Crisis Center: http://www.crisiscentre.bc.ca/ or 604-872-3311. Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- Distress Line: 1-800-Suicide (784-2433). If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

COURSE OVERVIEW

Week	Date	Day	Topic	Textbook Chapter
1	January 7	Tu	Course Introduction	
	January 9	Th	Critical Thinking + Media Project Details	
2	January 14	Tu	The Scientific Way of Knowing	Chapter 1
	January 16	Th	Data Visualization	
3	January 21	Tu	Three Claims, Four Validities	Chapter 3 *How to Use InQuizitive Due*
	January 23	Th	Three Claims, Four Validities	Chapter 3 InQuizitive *Ch1&3 Due*
4	January 28	Tu	Finding Media Claims & Journal Articles	Chapter 2 *Discuss popular media project Bring Device*
	January 30	Th	Reading a Journal Article	Chapter 2 *InQuizitive Ch2 Due Bring Device*
5	February 4	Tu	Identifying Good Measurement	Chapter 5
	February 6	Th	Identifying Good Measurement	Chapter 5 *InQuizitive Ch5 Due*
6	February 11	Tu	Exam Review Session	
	February 13	Th	In-class Midterm (Chapters 1,2,3,5, data vis)	
7	February 17-21		**READING BREAK**	
8	February 25	Tu	Surveys & Sampling	Chapter 6 *Media Project Proposal Due*
	February 27	Th	Surveys & Sampling	Chapter 6 *InQuizitive 6 Due*
9	March 4	Tu	Surveys & Sampling	Chapter 7

	March 6	Th	Project Work Day	*March 9: Project Log # 1 Due*
10	March 11	Tu	Bivariate Correlations	Chapter 8 *InQuizitive Chs 7&8 Due*
	March 13	Th	Multivariate Correlations	Chapter 9
11	March 18	Tu	Experiments	Chapter 10 *InQuizitive Ch 9 Due*
	March 20	Th	Experiments	Chapter 11 (pp 323-339) *InQuizitive Ch 10 Due* *March 23: Project Log # 2 Due*
12	March 25	T	Experiments	Chapter 12 (pp 363-381)
	March 27	Th	Project Work Day Special Topics	First half of class will be dedicated to working on your projects. The next half will be lecture. Topic: TBD *March 31: Final Media Project Due*
13	April 1	Tu	Special Topics Final Lecture	Topic: TBD
	April 3	Th	Popular Media Presentations	*Peer feedback to be completed in-class*
14	April 8 (Last Day)	Tu	Popular Media Presentations	*Peer feedback to be completed in-class*
	FINAL EXAM (cumulative) **Scheduled during exam period**			