

## COURSE SYLLABUS

**Course Name:** Introduction to Biological and Cognitive Psychology

**Course Code:** PSYC 101-001

**Class Time and Place:** Tuesdays and Thursdays 11:00am – 12:30pm, MATH-Floor 1-Room 100

*I want to acknowledge that UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.*

### TEACHING TEAM

#### Instructor

**Dr. Camila Cavalli (she/her)**

[camila.cavalli@ubc.ca](mailto:camila.cavalli@ubc.ca) - I aim to respond within 2 business days. For urgent inquiries, please indicate it in the subject line

**Office hours:** Tuesdays 1:30-2:30 & Wednesdays 10:30-11:30 in Kenny 3502 or by appointment



**Hi, I am Camila, and I am excited to be your instructor for this course!**

My research interests include learning, human-animal interactions, and animal welfare. Before being a Lecturer in the Psychology department, I was a Postdoctoral Fellow at the Animal Welfare Program at UBC, working in the Human Animal Interaction lab on general dog cognition research as well as exploring ways to maximize therapy dog welfare during sessions with children.

#### Teaching Assistants

**Alexander Cook (he/him)**

[acook@psych.ubc.ca](mailto:acook@psych.ubc.ca)



**Hello, I'm Alex, and I'm happy to answer any questions you have about the course or academic life.**

I'm a PhD student in the Cognitive program. My research is about vision and action in children. Specifically, how the development of visual attention and sensorimotor integration is affected in children with amblyopia ("lazy-eye"). I use neuroimaging techniques like MEG and fMRI to study this.

**Kiarah O'Kane (she/they)**

[kiarah.okane@psych.ubc.ca](mailto:kiarah.okane@psych.ubc.ca)



**Hi, I am Kiarah! I am looking forward to being your teaching assistant this semester.**

I am a Clinical Psychology PhD student, and my research is focused on 2SLGBTQ+ people's sexual well-being, as well as on the development of accessible online interventions to treat sexual difficulties.

## DIVERSITY & INCLUSION

I intend to create an inclusive learning environment in my classroom. As a teacher I aim to promote autonomy and encouraging lifelong learning, which I do through mutual trust and respect. I approach teaching this course with the firm belief that all students can learn well and succeed, and my focus is on providing you with the materials, activities, and supports needed for you to do so.

**Your suggestions are encouraged and appreciated, please let me know ways to improve the effectiveness of this course and/or make it more accessible to you.**

Please see below for wellness resources including mental health support.

## WHAT IS THIS COURSE ABOUT?

*“The brain is a very big place in a very small space”*  
Carl Sagan

In this course you will get an introduction to the broad and exciting field of psychology. Using the scientific method, psychologists explore fundamental questions such as “why do we behave in the way we do?”, “why do we feel the way we do?”, “how do we learn new things?”, “how does our brain create our personal experiences?”, “where does consciousness come from?”.

Throughout the course you will develop your critical thinking skills and apply psychological science in your daily life. You will learn how different psychologists think about the world and practice thinking like a psychologist.

We will begin with an **overview of psychology**, its history, scientific approaches, and research methods. Then, we will explore several biological and cognitive aspects of psychological science including **the brain, sensation and perception, consciousness, memory, learning, language, and reasoning**.

## YOUR LEARNING GOALS

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

1. Define major psychological theories and their approaches to the study of behaviour.
2. Understand research methods used in psychological research.
3. Recognize how neural structures relate to different psychological processes.
4. Describe major theories and research in the areas of sensation/perception, consciousness, language, learning, memory, and thinking.
5. Evaluate psychological claims critically.
6. Apply psychological concepts to daily life situations.

## COURSE FORMAT/ STRUCTURE

This course is comprised of in-person class sessions on Tuesday and Thursday from 11:00 am to 12:30 pm at MATH-Floor 1-Room 100– [See details and map](#)).

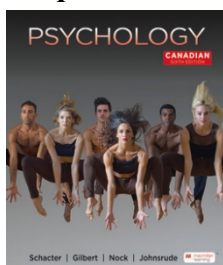
**Please come to class prepared to participate in your learning, as active engagement is valued and highly encouraged to ensure your success in this course.**

I will provide the slides before each class, but **I recommend you take your own notes**. The class period will be devoted to interactive lectures as well as discussions with your peers in pairs and groups, which will be based on the textbook, scientific papers, and/or watching videos related to the topic.

Lectures will be recorded. Keep in mind that, although the recording is focused on me and the slides, you may appear or be heard in the recordings. To maintain peer and instructor confidentiality please do not share these recordings with anybody who is not part of this class. Note that recordings can be helpful if you miss a lecture or want to hear a specific part again, but these are not a substitution for attendance, and **you should plan to come to class in-person**.

## LEARNING MATERIALS

### Required textbook:



Schacter D.L., Gilbert D.T., Nock M.K., Johnsrude I. (2023). *Psychology* (Canadian 6th edition + Achieve access). Macmillan.

**Note that the textbook is paired with Achieve, which is an online platform that includes an online version of the book, quizzes and reviews to help you study.**

In order to access Achieve **you must purchase your textbook at the UBC Bookstore (click here to go to the Bookstore website)**. Please keep your receipt in order to verify the purchase on the course site. Unfortunately, older editions and purchases from other retailers cannot be verified through the course site, so you will not be able to access the Achieve content which is needed for the quizzes (note that these count for 10% of your grade). See more details in [Achieve instructions](#).

You can choose to purchase a **digital only copy** (1 term access of e-book + 1 term access of Achieve, \$62.54) **or add a printed loose-leaf copy** of the chapters corresponding to PSYC 101 to your digital access (\$75.50). Note that several UBC instructors use this textbook for PSYC 102 (101 covers approximately the first half of the book while 102 covers the second half). If you are planning to take PSYC 102 with an instructor that uses this same text, purchasing longer access to Achieve and/or getting the full book will be beneficial.

*Note on financial hardship: I recognize that textbooks are costly. If you are experiencing serious financial hardship and are unable to purchase the textbook, **please reach out to me as soon as possible and I will do what I can to help you access a free copy.***

**Course Website:** <https://canvas.ubc.ca/courses/173902>

Lecture slides, textbook material and Achieve quizzes are integrated and available through UBC Canvas. I will also use Canvas to make announcements about the course (make sure you set up your announcement alerts, so you do not miss important messages! – [Guide on how to do this](#)).

**Piazza:** <https://piazza.com/ubc.ca/winterterm12025/psyc101001/home>

We will use Piazza as our discussion forum this semester. It will be a helpful resource for you to connect with other students. This is a space where you can ask any questions you may have about the course and the materials, and your peers will be able to answer you to the best of their knowledge. I encourage you all to try and answer each other's questions to the best of your abilities. Others can chime in and clarify further. Me and the TAs will check the forums and may "endorse" an answer or add clarifications if needed, but note that this is primarily a student-centred space.

### iClicker Cloud

I will include iClicker questions during class. Note that you will need a mobile device connected to the Internet to use the free iClicker Cloud app. [Here are instructions](#) on how to set it up.

## LEARNING APPRAISALS

Learning Appraisal Activity	Deadline	Percent of Total Grade
<b>1. Examinations</b>		
Midterm 1	9/10	28%
Midterm 2	6/11	28%
Final Exam	During the Final Exam Period (December 9 – 20, date TBD)	28%
<b>2. Quizzes (best 5/8)</b>	Sundays throughout term	10%
<b>3. In class engagement (iClicker)</b>	In class throughout term	4%
<b>4. Required Research Experience Component (REC)</b>	By last day of classes	2%
<b>Total</b>		<b>100%</b>
Bonus REC participation	By last day of classes	3%

*Note: See end of the syllabus for detailed course schedule.*

### 1. Examinations

- Exams will cover materials from the textbook and the lectures. Unless otherwise stated, everything in the assigned chapters as well as all lecture materials are examinable.
- Multiple-choice and short answer questions.
- Closed book.
- **Reviewing exams.**
  - Exams will be available to review with your TAs after they are graded.
  - If there is a grading dispute that cannot be resolved with the TA, I will regrade that component of your exam. Note that this can result in the same grade, an increase, or a decrease according to my judgement.

- Any grading disputes must be brought to the Teaching Team within 2 weeks of exam grades being released.

<b>2 Midterms</b>	<b>1 Final exam</b>
<b>Non-cumulative</b> <ul style="list-style-type: none"> <li>• Midterm 1 covers chapters 1-3.</li> <li>• Midterm 2 covers chapters 4-6.</li> </ul>	<b>Cumulative</b> (chapters 1-7, 9).
<b>Held during our regular class times</b> (midterm 1: 9/10, midterm 2: 6/11). The exam is designed to take approximately 50 minutes, but you will have the full class period to complete it.  You will be able to <b>choose the format</b> for the exam between: <ul style="list-style-type: none"> <li>• <b>Hybrid format (in-person but done via laptop on Canvas):</b> You will take the exam through Canvas while sitting in the classroom. You will need to bring a laptop with LockDown browser to the exam.</li> <li>• <b>Pen-and paper format:</b> You will take the exam in the classroom using scoresheets. You will need to bring a pencil to fill in Scantron bubbles.</li> </ul>	<b>Held during the Final Exam Period</b> (December 9 – 20). The specific date and time will be scheduled by the University. <u>Please do not book any holiday travel until you know the date of the exam!</u>  This exam is <b>pen-and-paper format</b> (in-person using scoresheets) for everyone.

## 2. Chapter graded quizzes

Each chapter is associated with an online quiz that encourages you to complete the readings. They also help you assess your level of understanding of the material and focus on the areas you need to review more.

- Completed via the Canvas portal.
- Associated with each chapter from the book (8 in total).
- Only the 5 highest grades will count towards your final grade. I encourage you to complete them all because the quizzes are designed to help you learn but note that you can miss 3 with no penalty. **There is no need for you to contact me about missing a quiz deadline, this policy is applied automatically.**
- Each quiz allows 1 retake (you can take it twice and you keep the higher grade).

**The deadlines are shown in the Course Schedule**, this term they are **all due on Sundays by 11.59pm**. I trust that you will aim to make our deadlines, but I understand that sometimes unexpected events happen. **Each quiz will have a 24hr built-in grace period (until Monday by 11.59pm)**. This extension is available for everyone to use without question or explanation, supporting your privacy and autonomy. After this time passes, the quiz will become unavailable for credit.

Note that a new quiz named “practice chapter X quiz” will appear after the graded quiz closes. This quiz is an optional resource for you to practice before the final. Completing this quiz will not affect your grade and cannot be done in replacement of a missed graded quiz.

### 3. In-class engagement

I will incorporate iClicker questions into each lecture to encourage participation and check for understanding of key concepts. You will get the full 4% mark for participation if you attend more than 80% of the in-person lectures, 3% if you attend 60-80%, 2% if you attend 40-60%, 1% if you attend 20-40%, and 0% if you attend less than 20% of the lectures throughout the term. Note that this grade is only linked to your participations in the polls, not giving a correct answer. If any class does not contain iClicker questions or the system does not work for some reason, all students will automatically receive the credit for that class. You will not be able to regain participation points for missed classes.

### 4. Research Experience Component (Human Subject Pool)

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

**4.1 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 and earn your credits long before the last week of class. Further instruction on HSP can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

**4.2 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 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. **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 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.

### **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.

## **COURSE POLICIES**

### **Classroom conduct**

I want everyone to feel welcome, safe, and respected in our classroom. I expect you to treat all your classmates, your instructors and yourself with respect both in face-to-face and online interactions. This includes being considerate when asking questions or making comments, not monopolizing discussions, and minimizing potential distractions for other students.

### **Concessions for missed assessments**

The course is structured to provide you with some flexibility to account for things not always going according to plan. To offer this flexibility to all, I've built in the policies getting full marks for participation if attended >80% of the classes, use of built-in extensions for quizzes, and only considering the best 5 out of 8 quizzes for your final grade.

- **What if I miss a midterm?**
  - If you miss **one midterm** (see [Arts department academic concession](#) for details on reasons for concessions) you must contact me as soon as possible and within 48 hours of the missed exam. Please include a [Student Self Declaration Form](#). I want to be mindful of your privacy, so please do not share any other medical/personal documentation with me.
  - **You will be asked to write a make-up exam with the TAs which will take place within one week of the missed exam.** Note that the TAs will be supporting many



students and only one alternate date may be available. Please be flexible and do your best to accommodate to their availability.

- **If you are unable to attend the make-up date, the weight of the missed exam will shift to the final exam.**
  - If you miss **both midterms**, for the second missed exam you will need to **apply to your faculty's advising office (i.e., Arts Advising, Science Advising) for formal concession**. Advising will evaluate your case and may suggest concessions to be put in place or recommend a late withdrawal depending on the specific situation.
  - If you expect to be absent for a midterm due to planned reasons (e.g., work responsibility, sports, family obligations, etc.) you cannot assume your absence will be accommodated. Please discuss any prior commitments with me by September 15 to be considered for accommodation.
- **What if I miss the final exam?** If you miss the final exam, you should contact me as soon as possible, and you will typically need to **Apply for Standing Deferred Status with the Faculty of Arts** (or your Faculty's Advising Office). Remember to avoid booking any travel until you know the date of the final exam, as pre-booked travel will not be accepted as a valid reason to miss the exam. Note that granting of deferred standing is up to the faculty advising office, I have no control over the granting of concessions. If your deferred status is granted, you will be allowed to take the deferred exam in Summer 2026 at a date scheduled by the Registrar.

**In case of instructor illness/personal emergency:** If I am unable to come to class, I will communicate plans as soon as possible using the Announcements feature in Canvas. If I am well enough to teach, class will be moved online (our classroom will still be available for you to sit in). If I am not, I will do my best to find a colleague that can substitute me or provide a recorded lecture as soon as I am able.

### **Accommodations - Centre for Accessibility**

UBC is committed to equal opportunity in education for all students and so are we. The [Centre for Accessibility](#) facilitates disability-related accommodations designed to remove barriers for students with disabilities and ongoing medical conditions. If you have a need for accommodation, please contact UBC's Centre for Accessibility (604.822.5844, [info.accessibility@ubc.ca](mailto:info.accessibility@ubc.ca)).

### **Grading and scaling**

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 a student's academic record.** You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	76-79%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	60-63%		

### Academic integrity

Academic integrity is a commitment to upholding the values of respect, integrity, and accountability in academic work. It means being an honest, diligent, and responsible scholar. **This includes taking exams without cheating and completing assignments independently or acknowledging collaboration when appropriate.**

### Psychology Department's Position on Academic Misconduct

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 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. 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](#).

**Note on the use of Generative AI tools:** You are permitted to use artificial intelligence tools, including generative AI, to gather information and review concepts in this course. However, you are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately. The use of Generative AI tools is not permitted during examinations, quizzes or other for-grade activities (such as the Library option of the REC). For guidelines on the use of generative AI, see the [Generative AI Tools FAQ](#).

## 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 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 on [the UBC Senate website](#).

## HELPFUL RESOURCES

### Academic support

- **Chapman Learning Commons:** Academic resources, tutoring information and studying tools. <https://learningcommons.ubc.ca>
- **UBC Academic Learning Resources:** <https://students.ubc.ca/enrolment/academic-learning-resources>
- **UBC Library Resources:** <https://guides.library.ubc.ca/psychology>

### IT support

- **UBC IT helpdesk:** <https://it.ubc.ca/got-question-about-it-products-and-support>
- **Achieve/textbook support:** <https://store.macmillanlearning.com/us/content/get-help>
- **iClicker support:** <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/>

### Health & Wellness

- **Early Alert:** The [Early Alert program](#) provides proactive support and intervention for students to address challenges they may be facing before these become overwhelming.
- **Campus Lightbox:** [Campus Lightbox](#) centralizes information about mental health and wellbeing resources on campus, and how students can best access them.
- **Health and Wellness:** The Faculty of Arts has compiled a [list of health and wellness support options](#) available to students.
- **Other resources:**

- **UBC wellness centre** – resource hub with information to improve wellbeing: <https://students.ubc.ca/support>
- **The kaleidoscope**: peer support group <http://the-kaleidoscope.com/>
- **UBC Mental Health Awareness Club**: <http://blogs.ubc.ca/ubcmhac/>
- **AMS Student Services**: <https://www.ams.ubc.ca/support-services/student-services/>
- **UBC Psychology Clinic**: <https://clinic.psych.ubc.ca/>
- **Student Health Service**: <https://students.ubc.ca/health/student-health-service>

**BC Crisis Centre:** <https://crisiscentre.bc.ca/> 9.8.8 (call or text), 310.6789 (call). Crisis line available 24/7.

**Acknowledgements:** This syllabus has been informed and adapted from syllabi from similar courses designed by Drs. Luke Clark, Jill Dosso, Patrick Dubois, Veronica Dudarev, Mark Lam, Simon Lolliot, Catherine Rawn, Grace Truong, and Eva Zysk. As well as the [UBC Learner Centered Syllabus Toolkit 2023](#) written by Simon Bates, John Cheng, Will Engle, Christina Hendricks, Rie Namba and Ainsley Rouse. The toolkit is licensed under [Creative Commons Attribution Share-Alike 4.0](#).

**See Schedule on the next page.**

## SCHEDULE

Please check our Canvas website for the most updated version of the schedule. I will use Announcements to notify you of any changes.

**Course withdrawal:** If you wish to withdraw without any record of this course on your transcript, you must do so by September 15. If you wish to withdraw with a “W” on your transcript, you must do so by October 24.

Week	Date	Topic	Readings	Reminders & Deadlines
Week 1	Sept 2	Imagine UBC Please note that there is no class on Tuesday September 2nd		
	Sept 4	Welcome!	Syllabus, Canvas site	Register for iClicker and get book/Achieve
Week 2	Sept 9	History of Psychology / What is psychology? 1	Psychology: Chapter 1	
	Sept 11	History of Psychology / What is psychology? 2	Psychology: Chapter 1	Quiz 1 14/9
Week 3	Sept 16	Research methods 1	Psychology: Chapter 2	
	Sept 18	Research methods 2	Psychology: Chapter 2	
Week 4	Sept 23	Research methods 3	Psychology: Chapter 2	
	Sept 25	Biopsychology 1	Psychology: Chapter 3	Quiz 2 28/9
Week 5	Sep 30	Statutory Holiday: National Day for Truth and Reconciliation Please note that there is no class on Tuesday September 30th		
	Oct 2	Biopsychology 2	Psychology: Chapter 3	
Week 6	Oct 7	Biopsychology 3 // Review	Psychology: Chapter 3	Quiz 3 12/10 (I recommend you complete this before the midterm)
	Oct 9	Midterm 1 (Ch1 -3)		
Week 7	Oct 14	Sensation & Perception 1	Psychology: Chapter 4	
	Oct 16	Sensation & Perception 2	Psychology: Chapter 4	
Week 8	Oct 21	Sensation & Perception 3	Psychology: Chapter 4	Quiz 4 26/10

	Oct 23	Consciousness 1	Psychology: Chapter 5	
Week 9	Oct 28	Consciousness 2	Psychology: Chapter 5	Quiz 5 2/11
	Oct 30	Memory 1	Psychology: Chapter 6	
Week 10	Nov 4	Memory 2 // Review	Psychology: Chapter 6	Quiz 6 9/11 (I recommend you complete this before the midterm)
	Nov 6	Midterm 2 (Ch 4 -6)		
Week 11	Nov 11	Midterm Break		
	Nov 13	Learning 1	Psychology: Chapter 7	
Week 12	Nov 18	Learning 2	Psychology: Chapter 7	
	Nov 20	Learning 3	Psychology: Chapter 7	Quiz 7 30/11
Week 13	Nov 25	Language and Thought 1	Psychology: Chapter 9	
	Nov 27	Language and Thought 2	Psychology: Chapter 9	Quiz 9 30/11
Week 14	Dec 2	Wrap up / Review		
	Dec 4	Wrap un / Review		
December Exam Period		Final exam Date TBD between Dec 9 – Dec 20 (including Saturdays and Sundays!)		<b>Please do not book any travel until you know the date of the exam!</b>