

University of British Columbia

PSYC101-005:

Introduction to Biological and Cognitive Psychology

September-December 2025 (2025W1)

Course overview: The human brain—and by extension, the electrochemical activity that it generates, which we call our mind—is the most complicated object we know of in the universe. Of course it's responsible for incredible feats of intellect, be it the calculations that landed us on the moon or the creation of antibiotics and vaccines. But it's also the organ that generates our love, memories, thoughts, feelings, and behaviour. Everything you do, everything that is personally meaningful to you—and indeed, even the *you* that is paying attention to itself right now—is generated by the brain.

PSYC101 is an introduction to studying the marvel of the human mind. It begins to teach you how the brain works, i.e. the biomechanical mechanisms that show up in later neuroscience classes. But most of the course focuses on how the mind works, i.e. how we organize the incredible amounts of information coming and going from our mind, ultimately in service of helping us interact with the world. While psychology is ostensibly the study of the mind, it is in actuality the study of human behaviour, and PSYC101 will reveal the interesting ways in which our actions deviate from our words. Sensation and perception, attention, consciousness, learning and memory, and much more—this course isn't just a foundation of psychology, but has direct implications for your life, your study habits, and the behaviour of everyone you know.

Instructor: **Dr. Jay Hosking, Department of Psychology**
jayhosking@psych.ubc.ca
Please bear in mind that my email volume is very high. When contacting me, please use your UBC email, and please note which course you are in, i.e. PSYC101.

TA: **Stefanie Todesco, todescos@student.ubc.ca**
Maria Brandao, mbrandao@psych.ubc.ca

Website: **Canvas: <https://canvas.ubc.ca>**
Links to all lecture slides, messages, announcements, etc. will be posted here. Please let me know if you're having any issues with the website!

Lectures: On campus **Tuesdays & Thursdays 2:00-3:20pm, CIRS1250**

Office hours: Held virtually, booked via <https://jayhosking.youcanbook.me>

TA office hours: Please email them for availability!

Textbook: **Schacter's *Psychology*, 6th Canadian edition plus *Achieve*. Required.**
More below.

Grades breakdown:

Exam 1 (midterm):	30%
Exam 2 (midterm):	31%
Exam 3 (final):	32%
Syllabus quiz:	2%
Achieve assignment:	3%
Mandatory research participation:	2%
Total:	100%
Bonus research participation:	3%

By the end of this course you will be able to:

- Define modern psychology and identify the major perspectives within it
- Recognize, recall, connect, and evaluate psychological concepts and theories from specific subfields (e.g., biological and cognitive psychology)
- Critically evaluate new evidence about behaviour that you encounter in daily life
- Understand, describe, and differentiate between commonly used research methods in psychology, including experimental and correlational designs
- Use effective evidence-based study strategies based on current psychological research

Land acknowledgement:

UBC's Vancouver campus is located on the traditional, ancestral, and unceded land of the Musqueam people. In 1908, UBC was built upon this land without consent from, or compensation to, the Musqueam people. I invite us all to re-examine and renew our commitments, and UBC's commitments, to truth and reconciliation.

Note on lectures and attendance:

Lectures will be held on campus and your attendance is expected, as per UBC's "in person" designation of this course. The Department of Psychology has advised its faculty to *not* livestream any lectures, nor is there any requirement, expectation, or additional resources provided for me to record the lectures. For students who must be absent (e.g. due to illness), I will try to record lecture audio for each class, but these recordings will be sub-optimal and cannot be guaranteed.

Attendance is a critical predictor of success in this course. (In fact, it's a strong correlate of success for courses in general.) In this course, material that is taught in class will often be different from, or supplement, the readings. Moreover, lecture slides are designed to provide a framework for the lecture and any discussions. **In other words, the important part of the lecture is not what is on the slides, but rather the lecture itself. If you try to rely solely on**

the slides for studying, you will not be successful, as much of the critical information is not explicitly written. It is therefore essential that you attend lecture.

Please exercise respect and responsibility in attending our lectures, adhering to institutional policies. Please perform a daily health self-assessment before coming to campus. If you're sick, please do not come to lecture. Please be kind, courteous, gracious, and patient with your peers; some students may have health conditions, like a chronic cough, that can be misconstrued as symptoms of illness. In short, please give your fellow students the benefit of the doubt. Please understand that if I am sick or have symptoms of sickness, I will not be lecturing that day on campus. In sum, let's take care of each other and be good to one another.

Note: whom should you book office hours with?

Please book office hours with your awesome TA if:

- You would like to review one of your exams. When reviewing your exam, **you are not allowed to take notes on, or photos of, the exam.**
- You would like to discuss content from the course readings and/or study strategies.
- You would like to discuss psychology or neuroscience more generally.

Please book office hours with Dr. Hosking if:

- You have an issue with course performance or progress.
- You would like to discuss psychology and neuroscience more generally.

Please note that questions about lecture content should be handled during lectures, immediately after lectures, on our discussion forum, or during the pre-exam review sessions, not during office hours.

Note on booking office hours with Dr. Hosking:

All office hours are held online, via Zoom. Please do not use email to book office hours with me. Instead, I have created a website for all office hours booking:

<https://jayhosking.youcanbook.me>.

The site will show all of my available office hours, as well as show a Zoom link for you to join.

Please refrain from using office hours to ask course content-related questions—these are more valuable to all students if handled in class, on the class discussion forum, or during pre-exam review sessions—and leave office hours for personal/individual matters, like your own progress in the course. Finally, please do not book me for multiple timeslots in a given week; there are many students that need help, virtually all issues can be handled within the allotted time, and I will cancel any multiple bookings.

Note on the course discussion forum

We will be using Piazza for forum discussion this semester. Piazza is especially useful because it leverages your biggest asset in the class: your fellow students. You are amazing and exceptional individuals, and I encourage you to interact with your classmates to work on course content, get reminded on course administration, talk about interesting tangents, etc. Please note that I and the TAs will be checking Piazza, but only as time permits, so think of Piazza as a student-centred discussion; it's not an ideal place to get direct answers from me, versus talking to me after class or booking office hours.

Note on email:

Please bear in mind that we instructors get a lot of email and, if possible, would prefer to spend all our preparation time on making the lectures as useful, relevant, up-to-date, fun, and interesting to you as possible. Thus, please keep emails to administrative concerns (e.g. problems with the course website) if you can. For course-related content, please ask during in-class lectures, or immediately after lectures, or during the pre-exam review session, or post it in the discussion forum on our course website. Finally, please use good email etiquette when contacting me—see lecture notes for more details.

Note on readings:

The textbook for this course is Schacter's *Psychology, 6th Canadian Edition* (including *Achieve* and one chapter of a textbook by Gray). The textbook is **required** for this course. There will be topics covered in the readings that, due simply to time, are not covered in class. As such, all reading materials are examinable. To best orient yourself in class, please read all assigned chapters *prior* to the related lectures.

Typically I use an open-access (i.e. free) textbook, but due to an increasing number of questions about how to best approach studying in university, not to mention extra practice questions, I've opted to try the Schacter package this year. Schacter comes with *Achieve*, which provides a module to help prepare you for your postsecondary learning (more below), and it also provides access to a large bank of practice questions to help you prepare for your exams. Your feedback from this semester will determine if I continue to assign Schacter & Achieve to future sections of the course, so any feedback you want to pass along is welcome!

Course Schedule (Tentative)

Week	Dates	Topic	Relevant reading
1	Sept 2 nd -7 th	No class Sept 2 nd ; Course orientation (Sept 4 th)	This syllabus; Chapter 1
2	Sept 8 th -14 th	Introduction to psychology cont'd; Research methods	Chapter 1, 2
3	Sept 15 th -21 st	Research methods cont'd; Neuroscience I	Chapter 2; Gray Chapter 3
4	Sept 22 nd -28 th	Neuroscience I cont'd	Chapter 3
5	Sept 29 th -Oct 5 th	Optional pre-exam Q&A (Sept 30 th) Exam 1 (Thurs Oct 2nd 2:00-3:15pm)	
6	Oct 6 th -12 th	Neuroscience II	Chapter 3
7	Oct 13 th -19 th	Sensation and perception	Chapter 4
8	Oct 20 th -26 th	Attention, consciousness	Chapter 5
9	Oct 27 th -Nov 2 nd	Sleep	Chapter 5
10	Nov 3 rd -9 th	Optional pre-exam Q&A (Sept 30 th) Exam 2 (Thurs Nov 6th 2:00-3:15pm)	
11	Nov 10 th -16 th	No class Nov 11 th Memory (Nov 13 th)	Chapter 6
12	Nov 17 th -23 rd	Learning	Chapter 7
13	Nov 24 th -30 th	Thinking and language	Chapter 9
14	Dec 1 st -5 th	TBD	
Exams	Dec 9 th -20 th	EXAM 3 (DATE/TIME TBD)	

Evaluation

1. Exams (93%):

There will be three exams, with two midterm exams written during the class time, and the final exam written during the exam period at a time designated by UBC administration.

Midterm Exam 1 (30%) Thursday October 2nd 2:00-3:15pm

Midterm Exam 2 (31%) Thursday November 6th 2:00-3:15pm

Final Exam 3 (32%) December 9th-20th (date & time TBD)

You *must* be able to write the final exam at any time during the exam period.

Notes on the exams:

- **Exams are held on campus in our usual class, and you must be available to write the exam on campus at the appointed time. Exams can NOT be administered remotely.** Please schedule ahead accordingly. (Accommodations with the Centre for Accessibility will of course be honoured.)
- **You must bring your physical student IDs to each exam.** These will be used as proof of identification. **If you do not have a physical student ID, you must obtain it before the exams.** The class is simply too large to check digital ID.
- **Phones must be shut off and put away, and not in any way on your person** (e.g. not in the pocket of your jacket, pants, etc.).
- **Exams 2 and 3 are NOT cumulative.** In other words, no content will be tested on multiple exams.
- There will be topics covered in class that are not in the readings and materials in the readings that are not covered in class. You will be responsible for both. In other words, **all readings and all lecture materials are examinable.**
- **Exams are “closed book”, with no referring to your notes.** This may sound like it’s harder than an open-book exam, but it means that the nature of the questions I can ask you will be substantially easier.
- You will not be able to write an exam if 1) you are more than 30 minutes late, or 2) another student has already submitted their exam and left the exam room—whichever occurs first.
- If you are sick, do not come to the exam. Instead, contact me about accommodations.
- Please empower yourself by reading about UBC’s academic concessions policies at <https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession>.
- Specifically, if you must miss a midterm exam due to acute illness that will spontaneously resolve (e.g. the ‘flu), you do not need to supply me—or any of your other instructors—with a medical note or documentation. Note that this policy does not apply to final exams (for final exams, see below).
- If your unavoidable hardship is not an acute illness that will spontaneously resolve, then you may have to present evidence of such hardship, BUT please don’t send any personal materials unless I request them.
- In any case, you must contact me within 48 hours of the exam if you need accommodation for that exam. **If at all possible, please contact me about accommodations before the exam, not after.**
- Students who plan to be absent for work responsibilities, varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated, and

must discuss their commitments with me by September 12th if they wish to be considered for accommodation.

- Being accommodated for missing the midterm exam is at my sole discretion.
- If you miss a midterm exam, you must write a make-up exam with your TAs within one week of the original exam date. Please work with the TAs to determine a time for the make-up exam; you can start by sending them a screenshot of your course schedule. You will need to be flexible in the scheduling of the make-up exam: the TAs are accommodating many students, only one alternative date may be offered for make-up exams, and students are expected to be accommodating to the TAs' availability.
- Missing the final exam requires you to contact your faculty advising (e.g. Arts Advising, Science Advising), likely provide them documentation, and obtain a Standing Deferred (SD) status. You will then write the make-up final exam in the following summer.
- All exams will include multiple-choice and short-answer questions.
- Exam grades will be posted on Canvas.
- You are strongly encouraged to review your exam with your TA. When reviewing your exam, **you are not allowed to take notes on, or photos of, the exam.**
- Grade adjustments are very uncommon but if a dispute between TA and student occurs for grading, Jay will regrade that component of your exam—this can result in the same grade, an increase, or a decrease, depending on Jay's judgement of your answer. Any grading disputes must be handled within 2 weeks of exam grades being released.

2. Syllabus quiz (2%):

This quiz exists primarily to reduce student anxieties about how to approach complications that may arise during the semester, and provide clear information on whom to contact and how. The quiz will be **posted on Canvas** and **must be completed by Tuesday, September 23rd at 11:59pm**. Considering it's simply a quiz of the policies listed in this syllabus document and the introductory slides, **there will be no extensions for the quiz deadline**. If you do not write the quiz, you do not receive the marks.

3. Achieve assignments (3%):

These assignments address the most common questions I get in my time as a PSYC101 instructor, namely, "How do I succeed in postsecondary school? What does effective studying and success in university look like?" *Achieve* (the online platform that is part of your textbook package) has a few simple assignments and readings for you to start this journey, and we will continue the journey in our discussions in class. *Achieve* will be integrated into our Canvas shell and most of the assignments **must be completed by Tuesday, September 23rd at 11:59pm**. There are also two small check-ins after each of the exams, to track your own progress, **due November 5th at 11:59pm** and **December 5th at 11:59pm**, respectively. These *Achieve* assignments are all participation only, with no right/wrong answers, and allow for you to track your own goals and progress. **There will be no extensions for the Achieve assignment deadlines**. If you do not complete the assignment, you do not receive the marks.

4. Research participation (2%, plus up to 3% bonus):

The following is provided by the Human Subject Pool team:

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:

Participate in the Psychology Department Human Subjects Pool (HSP)

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://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 *and* 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 49567461, class name is "HSP 2025 Winter 1" 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.

Extra HSP 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.

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).

Grading

The following is provided by the Department of Psychology:

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:

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

Because you are earning a degree at a highly reputable post-secondary institution, the criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the particular grade ranges. These characteristics help put the Psychology Department grading policies into perspective.

Please note that adequate performance is in the C range.

A Range: Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e. break ideas down) and to synthesize (i.e. bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B Range: Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C-D Range: Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

F Range: Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Statement on equity, diversity, and inclusion

The following is adapted from materials supplied by the Department of Psychology's Equity, Diversity, and Inclusion committee:

Similar to the broader UBC community, the Psychology Department—and this class— seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political affiliation, religious affiliation, ability, health, and age (this is not an exhaustive list!).

As is the nature of psychology courses, the lecture materials, textbook, instructor, or other students may sometimes raise sensitive and/or controversial topics. In these circumstances, we must keep discussion respectful and productive. Our classroom is a place where you should feel safe and respected. It should also be a place that is conducive to learning and intellectual inquiry. Any behaviour on your part that compromises that environment will not be tolerated and you will be asked to leave. If you encounter any issues with the inclusivity of our class, please get in touch with either myself or the TA.

You can also learn more about our diversity initiatives in the Department of Psychology by visiting <https://psych.ubc.ca/about/equity-inclusion/>.

Academic integrity and avoiding misconduct

The following is adapted from materials provided by the Department of Psychology and the Faculty of Arts:

In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing our own and others' contributions in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. But academic integrity goes well beyond formal citation. Welcome to the academic community! We are all expected to act honestly and ethically in all our academic activities.

Make sure you understand UBC's definitions of [academic misconduct](#) and [consequences](#). Please ask if you're not sure. (You might also want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)

What does academic integrity look like in this course? If at any time you are unsure if a certain type of assistance is authorized, please ask. If you have a need that is unmet by existing course materials, course structure, and/or our learning community members, please ask. In the meantime, here are some guiding principles for what academic integrity looks like:

Do your own work. All individual work that you submit should be completed by you and submitted by you. All assessments, large and small, are designed to help you learn the material. It is unacceptable to use an editor (paid or unpaid) without my permission to revise, correct, or alter your work, because your submission is no longer your own work. It is unacceptable to buy/sell/swap/share assignment questions or answers on any platform. It is

unacceptable to misrepresent your identity by using someone else to complete any portion of a course (e.g. a quiz question). It is unacceptable to help someone else cheat.

Avoid collusion. Collusion is a form of academic integrity violation that involves working too closely together without authorization, such that the resulting submitted work gains unfair advantage over other students, because it is a measurement of the group/pair/others' understanding rather than the individual understanding (definition adapted from OpenLearn). For example, collusion on a test includes working together to write answers or answering someone else's question in a WhatsApp chat. There are no assignments in this course that are the product of group collaboration, so please do not collaborate on any exams, quizzes, or projects. Preparing to individually complete an assignment or test by studying together (e.g. discussing concepts, quizzing each other and giving feedback on each other's answers during studying) doesn't count as collusion.

Can I work with a classmate to co-create study notes? Yes, you can create your own original collaborative notes.

Can I use my notes as a study aid while writing the exam? No, exams will be closed-book and you can't use study aids.

Can I use ChatGPT or other AI tools at all? Sort of. You can use AI tools like ChatGPT to prepare/study for your exam, much like working with other students. Some caveats: I would be very cautious about trusting the accuracy of AI tool responses; and you cannot submit my materials to the AI (see the next point, below). **You can NOT use AI tools during the quiz, or the exam (obviously), or to write any HSP library option materials for you, or to draft/compose/create any materials whatsoever for any project.** In other words, AI tools cannot help with the generation of any materials related to your assessments, only in studying (again, as long as you don't submit my materials). The assessments in our course are designed to be an assessment of your learning. As such, you must fully complete your own work.

Do not share materials provided for you to use in this course. We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work and the enormous efforts that went into making this class. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by myself or the TAs are for use in this course by students currently enrolled in this course. It is unacceptable to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero) or submitting to generative AI. Please respect our intellectual property and hard work on this, not to mention the privacy of your fellow students when it comes to recordings. If I discover any materials with student participation (e.g. lecture recordings) are being posted elsewhere, these materials will no longer be offered. I hope you can understand.

Acknowledge others' ideas. Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic work. Citing sources in both formal and informal ways will be essential, and appropriate, depending on the assignment.

Learn to avoid unintentional plagiarism. Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism, which can be challenging when first learning to paraphrase. Visit

<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft.

Other Course Policies

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, **please notify me as soon as possible, as well as your Faculty Academic Advising Office**. Please refer to the UBC Calendar for a discussion of academic concession.

The university accommodates students with disabilities who have registered with the Centre for Accessibility office (see below). The university also accommodates students whose religious obligations conflict with attendance or scheduled exams. **Please let me know in advance, by September 12th if possible, if you will require any accommodation on these grounds**. Other absences (e.g. varsity athletics, family obligations, or similar) are not part of the university policy and you should not assume they will be accommodated. Please discuss these with me by the deadline above.

The Centre for Accessibility (previously Access & Diversity). UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit the website for the Centre for Accessibility (<https://students.ubc.ca/about/access>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

Points to remember!:

- Productive classroom questions are encouraged.
- You are responsible for all readings and lecture materials.
- Lecture slides will be available on Canvas. However, the core material is within the lecture itself, not the slides, so be sure to attend the lecture.
- Lecture slides will be posted on Canvas in advance. This is done as a courtesy, and occasionally might be delayed.
- Lecture audio will also be posted on Canvas. This audio will be sub-optimal and is not guaranteed, but should be there for those who cannot attend due to (e.g.) illness.
- Please be aware that some of the content in this course may be challenging for those without some background in biology. I will provide additional, optional reading sources for you to pursue, should you request it.

Wellness Resources

Below is a list of resources you may want to use if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general. I recognize that this year will be particularly challenging for some of us, and I will be operating from a position of generosity, flexibility, and kindness.

The Kaleidoscope:

the-kaleidoscope.com

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.

Counselling Services:

students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

AMS Peer Support:

<https://www.ams.ubc.ca/support-services/student-services/peer-support/>

Phone number: 604-822-9246

A student run service that offers free support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

UBC Wellness Centre:

<https://students.ubc.ca/health/wellness-centre>

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

UBC Centre for Accessibility:

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

Phone number: 604-822-5844

The Centre for Accessibility provides accommodations for students living with physical or mental disabilities.

UBC Student Health Services:

students.ubc.ca/livewell/services/student-health-service

Phone number: 604- 822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC:

ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Mental Health Awareness Club:

<https://blogs.ubc.ca/ubcmhac/>

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician—including usage of a methadone maintenance program—and a drug education series.

AMS Food Bank:

<https://www.ams.ubc.ca/support-services/student-services/food-bank/>

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic:

clinic.psych.ubc.ca

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center:

crisiscentre.bc.ca

Phone number: 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:

Phone number: 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 to connect to a BC crisis line, without a wait or busy signal.