

PSYC_V 336-101 The Psychology of Language I (3 Credits)

2025 Winter Term 1, September - December

Tuesdays & Thursdays, 3:30 pm – 4:50 pm PST

HENN 200 [in-person]

PREREQUISITES

This course is restricted to students with second year standing or higher. The following courses are strongly recommended before taking this course: PSYC 101 and one of PSYC 216, 217, or 277.

LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people. For generations, this land has been a place of learning where the Musqueam community has passed on culture, history, and traditions, some through language. As we learn together in this course, I invite us to recognize and reflect on this history.

EDI STATEMENT

The perspectives, experiences, and identities that each of you bring to this course are essential to our collective learning. Because this course focuses on the psychology of language, we will also reflect on how language connects to culture, identity, and belonging. Our goal is to create a learning environment where all students feel welcome, respected, and supported, and where diverse viewpoints can be shared. Creating this environment is a shared responsibility. If something is said in class (by me, your teaching assistant, or another student) that makes you feel uncomfortable, please let us know. Emotional safety is central to belonging, learning, and taking intellectual risks. I will assume that contributions are made with good intentions, but if I believe a comment may have an unintended negative impact, I will respectfully redirect the conversation in a way that better serves the class. Over the term, you may find yourself agreeing with some ideas and disagreeing with others. This is a healthy part of academic discussion. What matters is that we engage with one another thoughtfully, respectfully, and with awareness of the impact our words may have.

Finally, we welcome your feedback. Please let us know how we can improve the effectiveness and inclusivity of this course, for you personally or for others.

COURSE DESCRIPTION & LEARNING OBJECTIVES

This course covers psychological abilities underlying human language, language processing, lexical representation, principles of online conversation, and animal vs. human communication.

In this course, we will explore the psychology of language, focusing on the cognitive and neural processes that allow humans to learn, produce, and understand language. We will examine key topics in psycholinguistics such as speech perception, word recognition, sentence processing, and the principles of conversation, as well as comparisons between human and animal communication. You will engage with classic and contemporary research, practice evaluating evidence, and consider how findings connect to everyday communication and cross-linguistic experiences.

Upon the successful completion of this course, you will be able to:

LO1. **List** key concepts and terminology in psycholinguistics

LO2. **Explain** major theories and empirical findings in psycholinguistics

- LO3. **Apply** psycholinguistic concepts to real-world examples of communication
- LO4. **Evaluate** empirical research in psycholinguistics to determine what it reveals about language learning and processing
- LO5. **Translate** psycholinguistic research into accessible, audience-appropriate writing

CONTACT INFORMATION

** Please use your UBC email when you are communicating with the instructional team*

Instructional Team	Contact Details	Office	Office Hours
<i>Instructor</i> Dr. Helen Shiyang Lu (she/her/hers)	Email: helens.lu@ubc.ca [expect a reply within 48 hours, except weekends or holidays]	Kenny 3533	Wednesdays 4:30-5:30pm on Zoom (email in advance if you'd like to meet in person) https://ubc.zoom.us/j/64687926929?pwd=TnwVyaBmUr6ySwmGz5CMTH8bQwgqaC.1 Meeting ID: 646 8792 6929; Passcode: 408363
<i>Teaching Fellow</i> Zahra Kheradmandsaadi (she/her/hers)	Email: zahra67@mail.ubc.ca [expect a reply within 48 hours, except weekends or holidays]	Kenny 4224	Fridays 3:30-4:30pm on Zoom (email in advance if you'd like to meet in person) https://ubc.zoom.us/j/67731888045?pwd=d7KOO4odeU9RPCX2a3Aoljx9xQNbWJ.1 Meeting ID: 677 3188 8045; Passcode: 373501

Course Instructor's Bio

Welcome, and I am delighted to be teaching and learning with you this term! I want to start by telling you a bit about myself. I am currently a postdoctoral research fellow in Psychology and the School of Audiology & Speech Sciences. My research focuses on the perceptual and cognitive mechanisms underlying early language acquisition. I ask: What kinds of structure can learners discover from raw input alone? What makes some patterns easier or harder to learn? And how do prior experience and developmental stages shape the learning process? In my research, I use both behavioral and physiological approaches with infants and adults.

I was born and raised in Shenzhen, China (if you don't know where that is, it's right next to Hong Kong). Then I moved to Los Angeles, US for undergraduate work. I studied psychology and linguistics at UCLA, where I first got into developmental psycholinguistic research and fell in love with it. After graduation, I moved across the town to do my PhD work at the University of Southern California in psychology. I graduated in 2024 and joined UBC as a Killam postdoc fellow in September 2024.

I'm excited to share knowledge and experiences with you (and to learn from yours!) I encourage you to make use of my office hours to chat about anything that is related to the course or to discuss how I could better support your learning. If office hours do not work with your schedule, please let me know and I will try to work out a time to meet you. I look forward to exploring the fascinating field of psycholinguistics together and to growing as a class this term ☺

Teaching Fellow's Bio

I am a Psychology PhD candidate researching dyslexia, a neurodevelopmental reading disorder. My work focuses on the cognitive, behavioral, and brain functional connectivity profiles of individuals with dyslexia.

COURSE STRUCTURE & LEARNING ACTIVITIES

The class meets Tuesdays and Thursdays from 3:30 to 4:50 pm in person. Classes will combine lectures with interactive activities such as discussions and iClicker questions.

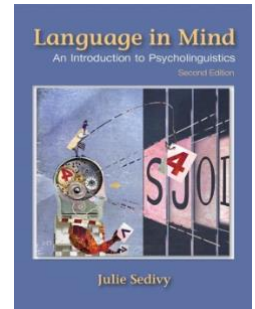
This is an *in-person* course, and all components are designed for active participation during class. Lectures will expand on and clarify material from the required readings, and both lecture and reading content will be included on exams.

We will use Canvas to share course information, including the weekly schedule, assignment submissions, and grades/feedback. Lecture slides will be posted on Canvas prior to each class. Lectures will also be recorded and posted on Canvas. I will aim to make recordings available within 24 hours, though in busy weeks it may take a little longer. Recordings are shared to support learning, for example, if you need more time to review concepts, if you miss a class, or if you want to revisit something that was unclear. However, research consistently shows that learning is most effective when done in person, so recordings are not intended to replace in-class attendance and participation.

LEARNING MATERIALS

Textbook (required; \$80 up): Language in Mind: An Introduction to Psycholinguistics, 2nd Edition, by Julie Sedivy (ISBN: 9781605357058; eText ISBN: 9781605358369)

- It is available in e-book (~\$95) and physical (~\$270) form at the [UBC bookstore](#). Additionally, [VitalSource](#) also has e-book options ~\$80.
- Used copies are perfectly fine, as you will not need any online resources.
- Older editions may also work, though I cannot guarantee their suitability since I have not reviewed them and unsure how extensive the updates are between editions. Therefore, the 2nd edition is highly recommended.
- If the cost of the book is an issue, please reach out to me (Helen) early so we can find a solution that makes sure you have access to the materials.



iClicker Cloud (required; free): We will be using iClicker Cloud for in-class participation. It can be accessed through a web browser or through a mobile app. For more specific instructions, see below:

- [Set up a UBC iClicker Account](#)
- [Add course to your iClicker account](#)
- When you come to class, [join session](#)

COURSE SCHEDULE

**The course schedule may be subject to change; if changes occur, you will be informed.*

**SC = Science communication paper*

Date	Topic	Chapters	Notes
Sep 2	NO CLASS: Imagine Day		
Sep 4	Course introduction		
Sep 9	Language structure	2.1-2.4	
Sep 11	Language creation and change	2.5-2.7	
Sep 16	Fining words in speech	4.1-4.2	
Sep 18	Sound units	4.3-4.5	
Sep 23	Speech perception: Variability of sounds	7.1 & 7.3	
Sep 25	Speech perception: Integrating cues	7.2 & 7.4	
Sep 30	NO CLASS: National Day for Truth and Reconciliation		

Oct 2	Mid-term 1 (covering material from Sep 4 – 25)		SC Option 1 Available
Oct 7	Learning words – part 1	5.1-5.3	
Oct 9	Learning words – part 2	5.4-5.6	
Oct 14	Mental lexicon and word ambiguity	8.1-8.2	
Oct 16	Word recognition	8.3-8.4	SC Option 1 Due
Oct 21	Knowledge of syntax	6.1-6.2	
Oct 23	Development of syntax	6.3-6.5	
Oct 28	Sentence processing – part 1	9.1-9.3	
Oct 30	Mid-term 2 (covering material from Oct 7 – 28)		SC Option 2 Available
Nov 4	Sentence processing – part 2	9.4-9.6	
Nov 6	Discourse and inference	11	
Nov 11	NO CLASS: Mid-term Break		
Nov 13	Language and brain – part 1	3.1-3.2	SC Option 2 Due
Nov 18	Language and brain – part 2	3.3	
Nov 20	Social aspects of language	12	SC Option 3 Available
Nov 25	Speech production: Speech errors	10.1, 10.2 & 10.5	
Nov 27	Speech production: Sentences	10.3-10.4	
Dec 2	Language and thought	13.3-13.4	
Dec 4	Language diversity and multilingualism	13.1, 13.2 & 13.5	SC Option 3 Due
TBD	Final Exam (Date to be determined by the University)		

ASSESSMENTS OF LEARNING

Assessment	% in final grade
In-class iClicker participation	10
Science communication paper	15
Midterm 1	15
Midterm 2	25
Final exam	35

In-class iClicker Participation (10%)

Each lecture will include 2 to 5 iClicker questions at various points. These may be multiple choice, short answer, or image-based. The purpose of these questions is to make lectures more engaging and to help the instructional team identify any muddy points so we can better support your learning.

You will earn 0.66 point for each lecture in which you answer half of the iClicker questions, regardless of whether your answers are correct. Over the term, there will be 23 lectures (after excluding holidays and midterms). You can earn up to 10 points (that is, attending 15 lectures) for in-class iClicker participation.

This means you have 8 free passes built in: you do not need to provide a reason for missed classes, whether due to illness, travel, or other commitments. Everyone automatically gets these passes, so you can focus on learning without worrying about occasional absences. Because this policy is already quite flexible, we cannot accommodate additional absences beyond the 8 passes.

Science Communication Paper (15%)

Not everyone will go on to become a psychologist, linguist, or academic researcher. But the skills of evaluating evidence, thinking critically, and communicating ideas clearly are valuable no matter where your career takes you. Employers consistently value strong writing and communication, whether that's explaining

technical ideas to non-specialists, crafting clear reports, or even writing effective emails. This assignment is designed to give you practice in those skills by helping you learn how to translate scientific research into clear, accessible language.

You will write a science communication article (750-1000 words) focusing on one empirical research paper in psycholinguistics. To give you flexibility, you may choose one from the three deadline options:

- October 16 (end of day, PST)
- November 13 (end of day, PST)
- December 4 (end of day, PST)

For each deadline, you will be provided with a list of 3 to 5 paper options on Canvas (yes, you don't need to pick your own paper; if you *really* want to, contact Helen). You will select one paper from that list to write the article. Over the course of the term, you may **only submit once** (for one deadline and one paper). Papers from earlier deadlines cannot be chosen later. Paper options will be released two weeks before each deadline.

That said, I encourage you to finish this assignment earlier if you can, since it doesn't really require cumulative knowledge of psycholinguistics. And trust me, the term always gets busier than expected! Getting this done early is a great way to take some pressure off your plate.

Details about the assignment and the grading rubric will be posted on Canvas in mid-to-late September.

Exams (75%)

There will be two **in-class non-cumulative multiple-choice** midterm exams:

- **Midterm 1 (15% of final grade): October 2** (covering Sep 4 - 25, inclusive)
- **Midterm 2 (25% of final grade): October 30** (covering Oct 7 - 28, inclusive)

Both midterm exams will take place during regular class time in our usual classroom. Exams are closed-book and will assess material from lectures and required readings for the relevant portion of the course. Midterm 1 is weighted a bit lighter to give you an early chance to get comfortable with the exam format.

The final exam (35% of final grade) will be 2 hours long and will consist of multiple-choice questions. It will primarily cover material from Nov 4 to Dec 4 (inclusive), while also including some cumulative questions that revisit key concepts from earlier in the course as they relate to the final section.

Final exam dates are announced by the university about 6 to 8 weeks before the exam period, with locations released closer to the date. I will share this information with you as soon as it is available.

EXTRA-CREDITS

One way to learn more about psychology is to be a participant in ongoing research projects. As part of this course, you are invited to earn **up to 3 points** of credit.

Most students will choose to earn these credits by spending three hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. You are strongly encouraged 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.

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).

As an alternative to participating in studies, you may choose to complete library writing projects. 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. The requirements for each library assignment are:

- 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.

You will receive one (1) research participation credit for each article summary that meets the following requirements. 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.

Further instruction on how to use the HSP online system, as well as details on the Library Option requirements, can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled “Subject Pool Information for Participants.”

GRADE DISTRIBUTIONS & SCALING

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).

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

COURSE POLICIES

Attendance

Attendance is highly recommended. There will be graded in-class participation (iClicker questions, worth 10% of your final grade).

If you can safely attend class, it's to your benefit: research shows we learn more effectively in person, and your presence and contributions enrich the course for everyone.

If you cannot attend class, you should catch up by watching the lecture recordings (iClicker points cannot be made up) and are encouraged to come to office hours with any questions about the material.

Ultimately, attendance is your decision. As adults, you are responsible for managing your own time and priorities. When making decisions about whether to attend, consider:

- Your learning – it's usually easier and more efficient to engage with the material during class than to plan to catch up later.
- Your grade – earning iClicker participation points is one of the most straightforward ways to boost your grade (because it's graded by completion).
- Your priorities – only you can determine how best to use your time, but own the outcomes of your choices.

If the instructor (Helen) is sick and not able to attend class in person:

- If I'm feeling well enough to teach but want to be cautious, I'll hold class on Zoom instead. I'll send an email and post on Canvas (sometimes this may be at the last minute). The classroom will remain open if you'd like to sit together and join online from there.
- If Zahra is available to step in, class will continue in person with her support.
- If neither option is possible, class may need to be cancelled. If that happens, I'll notify you right away through Canvas and email.

Late Submission

The only assignment in this course where late submission could be a concern is the Science Communication paper. Because you already have three deadline options to choose from, there is built-in flexibility to accommodate different schedules and circumstances. For this reason, late submissions will not be accepted.

Missed Exam

[UBC's Academic Concession policy](#) outlines the University's commitment to supporting students who experience unexpected events or circumstances that interfere with their ability to complete coursework. Concessions may be granted for three main reasons: conflicting responsibilities, medical circumstances, or compassionate grounds.

If you miss a **midterm exam** for the first time, you should immediately submit a [Student Self-Declaration form](#) to the course instructor (no later than 48 hours after the scheduled exam). A make-up exam may be arranged, and note that the make-up exam may not be the same as the original.

If this is **not your first request** or if you miss a **final exam**, please fill out the [Faculty of Arts Academic Advising Online Academic Concession form](#) no later than 48 hours after the missed exam so that an advisor can evaluate your case. If you are registered in a different Faculty, please consult your Faculty's academic concession webpage immediately.

Regrading

If you believe an assignment has been unfairly graded, you can submit a regrade request. To qualify, you must send me (Helen) a written request via email within one week of the grades being posted. In your request, please clearly state the specific aspects of the assessment that require reevaluation and provide your justification. I will carefully consider your request and respond via email as soon as possible. Please note that the re-grade may result in an increase or decrease, and the decision is final.

Academic Accommodation for Students with Disabilities

Academic accommodations are designed to support students with disabilities or ongoing medical conditions in overcoming barriers to academic success. Students who require accommodations must register with the [Centre for Accessibility](#). The Centre will determine eligibility and coordinate accommodations in accordance with [Policy LR7: Disability Accommodation Policy](#). Please note that accommodations are not determined by instructors. Instructors will not ask you about the nature of your disability or request documentation, though they may consult with the Centre if an accommodation affects the essential learning outcomes of the course.

ACADEMIC INTEGRITY

We are all responsible members of the academic community. Being part of that community means committing to honesty in how we learn, share, and evaluate ideas. Academic integrity involves doing your own work, being transparent about where ideas come from, and respecting the contributions of others. In practice, this means avoiding shortcuts such as plagiarism, exam cheating, or re-submitting old work, and instead making sure to credit sources properly and represent evidence accurately.

Students are expected to comply with all university regulations regarding academic integrity, including plagiarism, cheating, and submitting their own work more than once. You can learn more about academic integrity and academic misconduct at UBC on [the UBC Academic Integrity website](#).

Please note that this syllabus was developed with inspiration from example syllabi generously shared by Drs. Janet Werker and Xin Sun, and polished with the help of AI-assisted writing tools.

Below are some specific guidelines for using educational technology in this course and a statement from the Psychology department.

Use of Educational Technology (e.g., Generative AI)

Educational technologies, including AI tools like ChatGPT, can be useful resources for learning. In this course, however, their use must align with the goals of helping you develop your own understanding of psycholinguistics and your ability to communicate that knowledge effectively.

You may use AI tools for non-graded activities such as brainstorming study strategies, generating practice questions, or gathering background information. These uses can help you review key concepts (LO1), explore theories and findings (LO2), and connect course ideas to everyday examples (LO3).

You may **NOT** use AI tools to generate or complete any graded assignments or exams. Doing so bypasses the essential skills this course is designed to build: evaluating research on your own (LO4) and practicing audience-appropriate scientific writing in your own voice (LO5). Submitting AI-generated work as your own is considered an unauthorized means to complete an examination or other assignment or assessment and would be considered academic misconduct.

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 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>; <https://universitycounsel.ubc.ca/board-of-governors-policies-procedures-rules-and-guidelines/policies/>).

POLICIES AND RESOURCES TO SUPPORT STUDENT SUCCESS

University Policies and Resources

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 assault. 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, spiritual and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

Learning Resources and Support

[UBC Academic Regulations](#) - Information on UBC policies and regulations, including academic concession and accommodation.

UBC Learning Commons - Learning and research resources and opportunities for students, including tutoring, workshops, study groups, and many other online tools.

UBC Centre for Writing and Scholarly Communication - Writing workshops, consultations, and other resources for students.

Wellbeing Resources

Thrive Campaign - A collaborative initiative between UBC Human Resources, Health Promotion & Education (Vancouver), Health and Wellness (Okanagan), and UBC Wellbeing offering access to a variety of learning, health, and wellness resources.

UBC Psychology Clinic - An outpatient mental health and training clinic that offers assessment, treatment, research and training in clinical psychology.

Campus Lightbox - A student-led website with mental health support resources.

The Kaleidoscope - Peer-run mental health support group.

UBC Counselling Services - One-on-one counselling, group sessions, and the ability to document an illness if needing academic concession available (or call 604-822-3811).

AMS Peer Support - Free, confidential, one-on-one peer support for a variety of issues, related to personal, academic, and mental health challenges.

UBC Wellness Centre - Offers resources for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more (or call 604-822-8450).

Student Health Services - Offers a variety of healthcare-related services, including access to doctors, registered nurses, and specialists (or call 604-822-7011).

Mental Health Awareness Club - Offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

AMS Food Bank - Provides access to food hampers in financial emergencies.

BC Crisis Center - A non-profit, volunteer-driven organization that provides 24/7 emotional support to youth, adults, and seniors in crisis in BC (or call 604-872-3311).

Distress Line - Provides 24/7 access to mental health professionals who help in situations of distress. If you or someone you know is in distress and may hurt themselves, call 1-800-SUICIDE (1-800-784-2433)

For additional resources related to health and wellbeing, visit <https://students.ubc.ca/health/>

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All course materials (including lecture slides, assessments, and readings) are the intellectual property of the instructor or are used with permission from the copyright holder. Sharing or distributing these materials in any form without authorization is a violation of copyright and may result in academic discipline. Since lecture recordings are already provided on Canvas, students are not permitted to make their own recordings.