

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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. Within this course, we will consider some Indigenous perspectives in psychology, and I look forward to learning collaboratively with you as a class to honour this perspective.

COURSE INFORMATION

The classroom is in the CIRS Sustainability building on West Mall, room 1250. Classes are scheduled for Mondays, Wednesdays and Fridays at 12 noon – 1pm. As an in-person class, Psyc 101-009 will combine a traditional lecturing format with active Q&A and classroom exercises, alongside the material and weekly quizzes from our textbook, Schacter's Psychology (Canadian 6th Edition with Achieve). In-person classes will be video captured and available in Canvas for students to watch subsequently. In reading this syllabus, make sure to also consult the **Course Schedule**, which is a separate document showing the week-to-week schedule and test dates.

Course Title	Course Code Number	Credit Value
Introduction to Biological and Cognitive Psychology	PSYC 101 – 009	3

PREREQUISITES AND COREQUISITES

none

CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
Luke Clark (<i>he, him</i>)	luke.clark@psych.ubc.ca	CIRS, room 4342B	Check Canvas > Zoom for weekly timetable; usually Mondays 2-3pm

Welcome to Psyc 101! I been teaching intro at UBC for over a decade now. I look forward to meeting you all, and although this is a large class I am sure I'll get to know many of you, either in classroom discussions or at my office hours. I'm a Professor in the Department of Psychology at UBC where I'm also the Director of the Centre for Gambling Research (cgr.psych.ubc.ca). Although gambling is quite a niche topic, I have a broad background in psychology, with research in cognitive psychology, behavioural science, brain imaging and other neuroscience methods, and I believe this makes me a good fit for teaching intro. I went to University in the UK and I was the first person from my family to go to University. Outside of university, I enjoy hiking and dog-walking, I play squash, and I like old movies and crime novels.

We have two assigned **Teaching Assistants (TAs)**: Lucas Palmer (lpalmer@psych.ubc.ca) is a graduate student in Cognitive Science, working in my lab on the psychology of gambling. Ni An

(nian0602@psych.ubc.ca) is a graduate student also in the Cognitive area. Ni took her undergraduate at UBC. Lucas and Ni will both offer office hours this term, Tuesdays 10-11am over Zoom (Lucas) and Thursdays 2-3pm over Zoom (Ni) – these Zoom sessions can be accessed through the side-bar in Canvas.

In addition, I am mentoring, Peiying Wen (wpy@psych.ubc.ca), a graduate student in the Behavioral Neuroscience program, on the CIRTl teaching practicum course this term. Peiying is attending most of our classes and will deliver 2 guest lectures this term, one in Chapter 3 and one in Chapter 7.

You can speak with the TAs or myself in office hours, or contact us by email. We aim to reply to emails within 24-48 hrs on weekdays. In written correspondence, please feel free to refer to me as ‘Dr Clark’ or ‘Prof Clark’ (in person, I am fine with ‘Luke’!). Please be judicious in your use of email: if you have more than 2 questions, your best option is to use the discussion threads, attend office hours, or come to talk to me after a class.

Note: if you need to send me a direct message, including any urgent correspondence about personal matters, I would ask you to NOT use the messenger function in Canvas -- as I can only reply to those messages from within the Canvas platform. I will reply to your message faster if you send me a direct email to luke.clark@psych.ubc.ca.

DIVERSITY, EQUITY AND INCLUSION

As your instructor, I will work to create a learning environment that welcomes, listens to, and respects students of all identities, inclusive of race, gender, sexuality, age, or ability. As an immigrant to Canada from the United Kingdom, I am committed to educating myself about the historic and ongoing impacts of marginalization and colonization in Canada. I am mindful of my position as a cisgender white man and the privilege this has afforded me throughout my education and academic career. If you feel that any class content is inappropriate or makes you feel uncomfortable, I would encourage you to talk to me, or to one of our TAs if you would prefer.

Like much of academia, research in the psychological sciences is historically built on a small subset of privileged voices. I continue to review the latest edition of the Schacter textbook in order to promote diverse content, including leading researchers from diverse backgrounds and decolonized perspectives on psychology that represent Indigenous culture. Nevertheless, it is likely that much of the material that we discuss in class will have been authored by white men! Ongoing progress in psychology demands the integration of a more diverse set of experiences, both among researchers, and research participants. We will consider how classic effects in psychology might be restricted to so-called ‘WEIRD’ samples, as a viewpoint that was originally proposed by researchers in UBC Psychology (Henrich, Heine & Norenzayan 2010).

COURSE DESCRIPTION

Psychology is the scientific study of the mind and behaviour. This course will serve as an introduction to the *cognitive* and *biological* aspects of psychology (Psyc 102 covers developmental, clinical and social psychology). To this end, we will start the term with a broad introduction, discussing the formation of psychology as a discipline, and an introduction to research methods in both psychology and

neuroscience. Following Midterm 1, we will focus on some of the major fields in psychology: perception, learning, memory, language, consciousness, and what we commonly call ‘thinking’ (e.g. solving problems, making difficult decisions). We will consider human psychology as well as the insights that can be gained from research in non-human species. The course will include introductory material on the scientific process of studying the mind and brain, including the challenges of studying human behaviour, working with data, and research ethics in psychology. Where possible, we will consider the impact of culture and identity on cognition, as well as highlight diversity with academia in psychological sciences.

As ever, we have a duty of care to protect each other, our families, and communities - **if you are sick, it is important that you stay home**. As your instructor, I assure you that I will do the same. This class has been designed to provide flexibility so that you can prioritize your health and still succeed in this course. If you suffer from a brief illness during the term, this should not advantage you on the weekly online assignments, and if your illness coincides with a midterm, you would apply for a **concession** (see pg 6). If you have out-of-school commitments and you feel that your performance is being impacted by circumstances from outside of class, please talk to me or a TA. There is no in-person ‘attendance credit’ in this course: your regular engagement is evidenced through the Graded Discussion Threads, which are available for roughly 4 weeks at a time, and the Set Reading Quizzes, where students need only submit 20 of 25 quizzes.

Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

LEARNING ACTIVITIES

The course will follow a traditional lecture-based format supported by the textbook (see Learning Materials below). I will make slide handouts available before each class, to be downloaded from Canvas. I encourage students to take notes during class, and to take *brief* notes when reading the textbook (e.g. key concepts, useful examples). I have prepared some ‘note taking handouts’ to support students in finding an appropriate level of detail. I encourage class participation, by inviting you to ask and answer questions, as well as using the Canvas Discussion threads. I will offer hybrid office hours both in person and over Zoom in Canvas.

Our in-person classes will be **video recorded** and available in a Panopto folder that will be shared with you in Week 1. These videos are intended as a revision aid, and for students who miss the occasional class through illness. The video capture can be prone to technical issues (e.g. the audio will be lost if the microphone batteries expire during a class), so these videos *are not intended as a substitute for regular class attendance*. If you have a regular conflict during class time, you should enroll in a different section or consider an online section of 101. Our class videos are intended for use only by students enrolled in Psyc 101-009, and students are not permitted to share recordings outside of Canvas. Be mindful that students asking or answering questions in class may be identifiable in the recordings.

The purpose of class is to cover core material in the *Course Schedule* (accessible as a separate document in Canvas). Classes will cover concepts and examples from the textbook, and the Instructor may also refer to other (non-textbook) material to reinforce important points or provide alternative examples. The purpose of the textbook is to help you to *prepare* for class, and to further extend your knowledge of material covered in class. The test questions on the Midterms and Final exam will examine the material that has been covered in class.

The textbook is paired with an online platform called Achieve, which we will be using for weekly quizzes called Learning Curves, throughout the course. These quizzes are typically due on Fridays, at 1 minute to midnight (!). In reviewing the *Course Schedule*, I would recommend you take note of the dates on which the Achieve quizzes are due, as well as the dates of the Midterms, and the 3 graded thread deadlines. The purpose of the Achieve quizzes is to ensure that you keep up to date with the textbook reading, using a psychological principle that regular retrieval of key concepts is an effective strategy for learning (as we will see in Chapter 6!).

LEARNING MATERIALS

The textbook for this class is:

Schacter DL, Gilbert DT, Nock MK, Johnsrude I (2023) *Psychology* (Canadian 6th edition + Achieve). New York: Macmillan.

Please note that there are special instructions for accessing your course materials for Psyc 101-009:

The textbook is paired with an online platform called Achieve, which we will be using for weekly quizzes called Learning Curves. Achieve has been integrated into Canvas for this course, and ***in order to use Achieve through Canvas, you MUST purchase your course materials either at the UBC Bookstore, or accessing Achieve through Canvas.*** Purchases from other retailers (ie. Amazon, or second hand copies, etc.) cannot be synchronized in Canvas, so you would not be able to access the Achieve content, which comprises 10% of your course grade.

You have two options for purchasing your course materials for this course:

- 1) Purchase either the physical or digital product from the UBC Bookstore – for these purchases your receipt will show an Access Code, so ***you must keep your receipt*** in order to redeem the code and verify your purchase.
- 2) Log into Canvas and follow the Achieve link (either in Modules, Assignments, or the Macmillan Learning sidebar) to purchase the required materials. Note, you can only purchase the digital product through this option, which includes the ebook.

There are detailed access instructions from the publisher (Macmillan) [here](#). The Achieve course ID for UBC Psyc 101-009 this year is 5hngau, if needed. When registering, take care to use the e-mail address that is associated with your Canvas account.

At the UBC Bookstore, there are a number of options available:

- 1) You can purchase 1-term digital access, i.e. Achieve access plus the Schacter ebook. ISBN: 9781319552077. Short title: Achieve for Schacter Psychology 6e (1-Term Access) for University of British Columbia
- 2) For students wanting a paper copy, there is a looseleaf textbook containing only the 101 chapters, which includes access to Achieve & the digital copy of the textbook. ISBN: 9781319608408. Title: "CP Loose-leaf Version for Psychology Volume 1 6e, Canadian Edition for University of British Columbia & CM Achieve for Schacter Psychology 6e (1-Term Access) for UBC"

Note: if you are taking Psyc 102 in parallel with Psyc 101-009, or if you anticipate taking Psyc 102 in future, some UBC instructors also use Schacter as the textbook. (Roughly speaking, 101 is the first half of the textbook, and 102 is the second half). So, you might consider purchasing either the full textbook - ask at UBC Bookstore if there is a 'looseleaf' edition of the full textbook -- or investigate a longer access period to Achieve. Please use our Canvas discussion threads if you discover information that may be helpful to other students.

You can also access Achieve within Canvas on a **14-day free trial ('grace period')**, if you need to begin the quizzes (in week 1) before you have purchased the textbook, or before you are fully decided whether to take Psyc 101-009. I recognize that textbooks are a costly part of a University education, and for students experiencing financial hardship, please drop me a direct email and I will reach out to the representative for the publisher.

Achieve should be accessed through Canvas > Modules. Your weekly quizzes will only register in the Canvas gradebook if you access Achieve and the quiz inside Canvas. Note that Chrome and Firefox are the recommended browsers. As well as the quizzes, Achieve includes an ebook copy of your textbook, plus other useful resources (e.g. videos, chapter reviews) to help you understand the material, and prepare for exams - I strongly encourage you to make use of these online resources throughout the term. On each chapter, you will be assigned 3 'Learning Curve' quizzes, due on Fridays. The Learning Curves are designed to be adaptive: if you have read and understood the textbook material before taking the quiz, they will be quick to complete. If you attempt the quizzes without knowing the material, you are penalized for wrong answers so that they will take you much longer. The Achieve quizzes are effectively scored as passed, once Achieve notifies you that the quiz is completed. If you are worried about these grades being registered in Canvas for any reason, I suggest you just take a screenshot of the completion page.

You may see opportunities to purchase second hand copies of the textbook. Earlier editions, as well as Non-Canadian editions of the textbook, do differ from our Canadian 6th, and the content therefore cannot be verified as appropriate for this course. Of equal importance, any copy purchased outside of the two routes described above will not offer Achieve access or the integrated Learning Curve quizzes.

If you have any issues with Achieve access, please check the Course Q&A Forum discussion thread in Canvas, and consider posting on the issue you are experiencing. For technical support, for issues with Canvas (e.g. Canvas access to Achieve), contact the UBC LT Hub: <https://lthub.ubc.ca> or <https://bookstore.ubc.ca/canvas-course-help>

or within Achieve itself, Macmillan Technical support via Online form/Chat: <https://mhe.my.site.com/macmillanlearning/s/chat-with-us>

Canvas

All course materials will be available via Canvas www.canvas.ubc.ca. There is a student's guide to Canvas on the 101 home page, plus a Canvas guide for Psychology students at <https://canvas.ubc.ca/enroll/ERJB9T> which you may find useful. Class slides will be uploaded to Canvas, typically the morning of class. In-person classes will be video captured and those links will be added to Modules, typically the afternoon of class. If you want to access the recordings sooner, you will receive a direct link to the 'Panopto' folder of class videos on the first day of term – I suggest bookmarking this link for future reference. I will use Canvas to make regular announcements about the course. Our

textbook material and weekly Learning Curve quizzes are integrated with Canvas (see previous section). I encourage the use of the Discussion Threads in Canvas, as it is almost always the case that many students share the same confusion or misunderstanding about a topic. There is a graded Discussion Thread (in smaller groups) for discussing core material relevant to the course, and there are a number of other Discussion Threads for Q&A about course structure, exams and so on.

It is likely that a couple of classes through the term will be posted as pre-recorded ('asynchronous') classes, due to scheduling conflicts. These videos will be uploaded to Modules the morning of class. Students are welcome to use the CIRS classroom at the allocated time as a quiet space to watch these classes.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Apply scientific methods to the investigation of human nature, behaviour, and mental processes. This will include research design, understanding the major techniques that are used in psychology, and interpretation of psychological data and graphs.
- Display knowledge about the *organization of the nervous system* at multiple levels, from transmission at the level of single neurons to how complex mental functions arise from networks comprising multiple brain regions. In particular, students will understand how specific brain structures e.g. hippocampus, visual cortex, are linked to psychological processes.
- Display knowledge about the *psychological processes* and *mental representations* that underlie complex mental functions including perception (with a focus on vision), learning and memory, language, consciousness, and other aspects of 'thinking' including problem solving, judgment and decision-making.
- Apply psychological research to everyday life and real-world behaviour, as well as understand the effects of brain injury and processes relevant to some forms of mental illness.

ASSESSMENTS OF LEARNING

Evaluation:

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|---------------------------------|-----|--|
| • Midterm 1 (in person) | 25% | (assessing the first third of the course) |
| • Midterm 2 (in person) | 25% | (assessing the middle third of the course) |
| • Final exam (in person) | 25% | (assessing the final third of the course) |
| • Graded Thread Posts | 13% | (graded Discussion Threads in Canvas) |
| • Learning Curve weekly quizzes | 10% | (submitted through Achieve in Canvas) |
| • Research Experience Component | 2% | (through the Psychology HSP system) |

Under [UBC's academic concession policy](#), students may seek academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds. **If you are feeling ill on the day of a Midterm**, please submit a [Student Self Declaration Form](#) to the instructor (Prof Clark) so that your in-term concession case can be evaluated (note, ***please do not send medical documentation***). We will either a) offer a make-up test, or b) exempt that mark from the overall grade calculation, in which case, the overall course grade will be calculated by re-weighting the exam components based on the other in-person tests. Psyc 101 is a very large class and depending on numbers of students seeking concession, it may not be viable to offer a make-up test or the make-up may be scheduled at a time that you cannot make.

If this is not your first concession within Psyc 101-009, you will need to fill out the Arts Advising's [academic concession form](#) and submit to Arts Advising (please cc Prof Clark), and they will evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty webpage on academic concessions](#), and then contact me where appropriate.

If you are feeling ill at the time of the Final exam, you must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam at a later date.

MIDTERMS AND FINAL TEST (25% EACH OF COURSE GRADE):

The two Midterms are scheduled as 45 minute, in-person, closed-book tests; these will run from approx. 12:05 to 12:50, in the classroom. Both Midterms will consist of multiple choice questions. Both midterms are non-cumulative; for example, Midterm 2 will test the classes between Midterms 1 and 2. The class before each midterm will be a revision / discussion class, in which no new examinable material will be introduced.

Midterms will test your understanding of topics that were covered in class, including the textbook material that was covered in class. I will select questions that test conceptual understanding, rather than the 'rote learning' of material. For revision purposes, and depending on the quality of your class notes, concepts are often explained more thoroughly in the textbook, and for revision, I recommend that students treat the class slides as the core 'curriculum', and refer to corresponding parts of the textbook for greater depth and to resolve points of confusion.

The Final is a 1 hour exam, testing only the final third of the course (i.e. non-cumulative). It will include multiple choice questions similar to the midterms, as well as a short answer section comprising 'fill-in-the-blank' style questions that we will practice in class around the time of Midterm 2.

DISCUSSION THREADS (PARTICIPATION CREDIT, 13% OF COURSE GRADE):

Participation Credit is available for contributing posts on course content in our graded Discussion Threads in Canvas. 13 marks (13% course grade) are available for contributing posts. These posts can be on 1) links to news articles, research papers, podcasts or online videos (YouTube etc), relevant to the psychological concepts we are discussing in class, 2) a reply (e.g. a further comment or critique) to a post by another student, as a threaded reply, which should also include a link to a different article. Substantive posts will be awarded 1 mark each. Posts need not be lengthy, 2-3 lines is perfectly acceptable, but all 'mark worthy' posts must include a link. For the graded threads, students will be randomly assigned to smaller groups of ~20 students each, and three separate threads will be available over the term: **5 Jan – 30 Jan (4 marks), 31 Jan – 6 Mar (4 marks), 7 Mar – 10 Apr (**5** marks).** **For example, in the first graded thread group, you need to make 4 substantive posts by 30 Jan to receive 4 marks, worth 4% of your grade.** The forums will be moderated regularly by the teaching team, who will use the 'liking' function to indicate substantive posts. Students are reminded to be respectful of other students' beliefs and opinions, that abusive language will not be tolerated under any circumstances, and to be mindful of standard guidelines around plagiarism.

LEARNING CURVE QUIZZES (10% OF COURSE GRADE):

The Learning Curve exercises in Achieve are online tests that reward you for doing your readings. They will help you understand which sections you need to review more carefully, and which sections you know. The deadlines are shown in the **Course Schedule**; they are typically due on Fridays by midnight. The Learning Curves become unavailable for credit after their deadline, and I cannot re-open a quiz for individual students – these are hard deadlines. To receive the full 10% grade, you need to complete **20** of the 25 quizzes by their deadlines. This gives you the opportunity to drop any 5 Learning Curves over the course of the term and still receive the full grade. For students joining the course late (e.g. after the first or second quiz deadline), I will adjust your target number accordingly. But if you are sick during term, this uses up some of your 5 ‘drop-able’ Learning Curves. This is a large class and most students will encounter at least a couple of weeks where they cannot make a quiz deadline. **Please do not contact me to discuss this** - this is why you need only submit 20 of the 25. For students who submit fewer than 20 Learning Curves, each one will be marked as 0.5%.

Common term-time FAQs!

“Prof, have you posted the video link to today’s class yet?”	There will be a Canvas announcement on the first day of classes, titled ‘Panopto folder for class videos’ – you can access all video files for the term through that folder, as soon as they are available
“I can’t attend Friday’s class – do I need to let you know, and how can I make up for that content?”	No, you do not need to let anyone know. You should be able to catch up on that content from the video recordings, and if you have questions, use the Canvas threads and/or attend office hours.
“Prof, I’ve been ill this week and I cannot submit the LearningCurve quizzes. Can I get an extension?”	No. Students only need to submit 20 of 25 quizzes for precisely this reason. If you have already used your ‘drop’ weeks and then you fall sick, then each individual quiz is worth 0.5% of the grade.
“There is a lot of material in the textbook that we haven’t covered in class. Will that material be tested on the exams?”	No. The purpose of the textbook is to help you to <i>prepare</i> for class, and to <i>extend</i> your knowledge of material covered in class. The Midterms and Final exam will examine the material that has been covered in class.

RESEARCH EXPERIENCE COMPONENT (REC) (2% OF COURSE GRADE):

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 participating in psychology studies through the Department of Psychology's Human Subject Pool (HSP) system. For the 2% course grade, you need to earn 2 HSP credits. In simple terms, this equates to 2 hours of study participation, although note that the HSP has been piloting a system where 'in-lab' studies offer a 0.5 credit bonus (e.g. a 1 hour 'in-lab' study will award 1.5 credits, while an equivalent online study will award 1 credit). **You need 2 credits for the 2% course grade.** 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 a 0.5 credit for taking 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."

For students who are taking multiple classes that use the HSP system (e.g. Psyc 101 and Psyc 102 in the same term), please note that you need to earn separate credits for each course (i.e. you cannot 'double dip'). In the HSP system, you will need to allocate the credits earned from each study that you participate in to one of your courses.

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.

- Summaries must be submitted no later than 10 days before the end of classes.
- 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 further details on requirements for the Library reports, see <https://psych.ubc.ca/hsp>. There you will also find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

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 51268460, class name is "HSP 2025 Winter 2" 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 additional study participation in the HSP system, or by summarizing three additional journal articles for the library option (or a combination of the two), as described above.

COURSE GRADING:

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 'extra' HSP points are added, but including any mandatory i.e. the 2% HSP points for this course): 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%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%

B- 68-71%

LEARNING ANALYTICS

This course will be using Canvas. Canvas records student activity (e.g. engagement with Discussion Threads, quiz submission times) and this information may be used by the Instructor to form an impression of a student's engagement with the course. These behavioural analytics can also reveal some instances of cheating.

LEARNING RESOURCES

The Department of Psychology teaching office is situated in the main Kenny building on West Mall, and offers appointments during standard opening hours.

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](#).

OTHER COURSE POLICIES

Please mute your cell phones during class. Laptops are permitted but use of social media, Youtube etc during class is obviously discouraged.

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. Relevant to this course, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. Second, the Department subscribes to TurnItIn, a service designed to detect plagiarism. If a student has any questions as to whether or not their work is even a borderline case of plagiarism or academic misconduct, they are advised to consult the instructor.

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 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.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor, for use in this course by students currently enrolled in

PSYC 101-009. **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. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is *unacceptable* to copy and paste sentences from course materials (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and the intellectual property of the authors of the set readings, and follow copyright law.

Students are permitted to record classes – please confirm this with the Instructor at the start of term.

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COURSE SCHEDULE – **SEE SEPARATE DOCUMENT POSTED IN CANVAS**

For any changes to this schedule, students will be informed via Canvas Announcements.