COURSE SYLLABUS

**Psychology 101 – Section 010 (2025 Winter Term 2)**

**Introduction to Biological and Cognitive Psychology**

**When:** Mondays, Wednesdays, & Fridays, 10–10:50 am

**Where:** Earth Sciences Building 1013

***Land Acknowledgement:*** *The land on which our class will be meeting is the traditional, ancestral, and unceded territory of the Musqueam people. We, the teaching team, are deeply grateful to live, work, and enjoy the beauty of nature on the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh peoples.*

## About the course

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. It is responsible for incredible feats of intellect, but it is also the organ that generates our memories, thoughts, feelings, experiences, and behaviour. 🧠

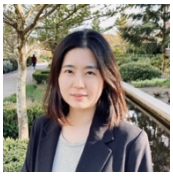
PSYC101 is an introduction to studying the marvel of the human mind. We will learn how the brain works and how it gives rise to behaviour. We, the teaching team, will try our very best to convince you that this course isn't just a foundation of psychology, but also has direct implications for what you do, who you are, and how you understand and interact with the people around you.

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

1. Explain the history and evolution of the field of psychology as a scientific field
2. Describe how scientific questions and research methods are used to study the mind and behaviour
3. Identify major perspectives in modern psychology
4. Explain how the brain produces and controls behaviour
5. Describe key theories and research findings related to sensation and perception, learning, memory, consciousness, language, thinking, and decision-making
6. Apply psychological concepts to daily life situations

Throughout the course, you will be encouraged to practice thinking like a psychologist by learning to recognize psychological principles in your own life and by critically evaluating information about behaviour that we encounter every day in our society and culture.

## Teaching Team



Instructor: Hee-Yeon Im, PhD (she/her; first name pronounced: /hee-yon/)
Office hours: Wednesdays 1:30–3 pm @ Kenny #2031 or by appointment
Email: heeyeon.im@ubc.ca (I aim to respond within 3 business days!)
Profile: https://psych.ubc.ca/profile/hee-yeon-im/ Lab Website: https://www.imm-lab.ca/
About Hee-Yeon: I am excited to be your instructor for this course! My research focuses on how the brain allows us to perceive the world and interact with it, using brain imaging as well as methods that track where we look and how we move our hands. I was born and raised in Seoul, South Korea, and moved to Vancouver in 2020 after 11 years of PhD and postdoctoral training in the United States. When I am not doing research or teaching, I enjoy watching sitcoms and detective TV shows and biking around Pacific Spirit Regional Park. Here is a bit more about me: https://psych.ubc.ca/news/heeyeonim-qa/

TA: Bianca Boicu
Office hours: Fridays 11 am-12 pm (location TBA; starting in the second week of term)
Email: bianca.boicu@ubc.ca (I will respond within 3 business days)
About Bianca: I am a first-year PhD student in Dr. Im's lab. My research will focus on how people integrate visual perception and action in dynamic, everyday tasks such as driving, using

behavioural data, eye-tracking, and simulation. In my spare time, I enjoy exploring new cities and trying out new recipes. Please drop by during my office hours to discuss anything that interests you about psychology!

TA: Akosua Asare
Office hours: Mondays 11 am-12 pm @ Kenny 4003 (Zoom option available on request)
Email: kesewah@mail.ubc.ca
About Akosua: I am a PhD Candidate in the Neuroscience Graduate Program. My research interests are in human motion and depth perception. I use various psychophysical and neuroimaging techniques, including functional MRI to understand how developmental visual disorders like amblyopia affect these visual functions. Before graduate school, I trained and worked as an optometrist in West Africa. Outside of the lab, I love trying new recipes and stand-up paddleboarding. I am available during office hours on Wednesdays if you have questions about the course. I am also happy to chat about the human brain, neuroscience, and graduate school!

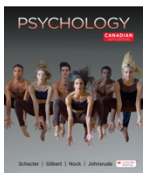
**Contacting the Teaching Team:** All questions about lecture materials, assignments, and exams should be posted publicly in Piazza for the rest of the class to see. This allows everyone to benefit from the discussion (your classmates very likely have the same question!). We also encourage you to respond to one another and help each other whenever you can. The teaching team will also check new posts regularly on weekdays to help facilitate online discussions. If you need one-on-one support, you are always welcome to drop by during our office hours or email us to arrange a time to talk individually. We are here to help you succeed! 😊

**Diversity and Inclusion:** I am committed to creating an inclusive learning environment in this classroom. As a teacher, I aim to promote autonomy and encourage lifelong learning through mutual trust and respect. I approach this course with the firm belief that all students can learn well and succeed, and my role is to provide you with the materials, activities, and support to achieve this goal. I am continually learning how best to support an inclusive and welcoming learning environment. If you have concerns that I, or someone else, may not be upholding this commitment, I invite you to talk with me if you feel comfortable or share your thoughts in another way. If disrespectful, harassing, or hateful statements arise in any in-class or online discussions, I will intervene to help prevent further harm and uphold a respectful class environment. **Your suggestions are always encouraged and appreciated. Please let me know how I can improve the effectiveness of this course and/or make it more accessible to you.**

## Course Format and Structure

**Lectures:** This course consists of in-person class sessions on Monday, Wednesday, and Friday. Please come to class prepared to actively participate in your learning. Attendance is a critical predictor of success (in this course, and in courses more generally). Materials taught in class will often supplement or differ from the textbook, and lecture slides are designed to provide a framework for lectures and discussions, rather than a complete record of the material. The important part of the lecture is not what appears on the slides, but what happens in class: demonstrations, activities, and discussions/questions with your peers in pairs and small groups. These will draw on the textbook, scientific papers, and/or short videos related to the topic. If you try to rely solely on slides for studying, you will not be successful, as much of the critical information is not explicitly written. For this reason, attending lectures is essential.

Following the recommendations of the Department of Psychology, lectures will not be live-streamed. We will provide recorded lectures, but please note that these recordings will be suboptimal. They may be helpful if you miss a lecture or want to revisit a specific part of a lecture, but they are not a substitute for attending in person.




## Learning Materials

**[1] Textbook:** *Schacter D.L., Gilbert D.T., Nock M.K., Johnsrude I. (2023). Psychology (Canadian 6th edition + Achieve access). Macmillan.* The textbook is paired with Achieve, an online platform that includes the e-book, interactive quizzes, and review tools to make your learning more engaging and

effective. Unfortunately, older editions and copies purchased from other retailers cannot be verified through the course site. As a result, you will not have access to Achieve content, which will be an important resource for studying and practice.

You can purchase either:

- a digital-only option (1-term e-book + 1-term Achieve access; cheaper and eco-friendly), **or**
- a digital option plus a printed loose-leaf copy of the PSYC 101 chapters (Chapters 1-7, and 9)

Note that several UBC instructors use the same textbook for PSYC 102 (101 covers the first half of the book while 102 covers the second half). If you are planning to take PSYC 102 with an instructor using the same textbook, purchasing longer access and/or getting the full book will be cost-effective.

* Instructions for the textbook: Because all course materials are integrated into Canvas, you MUST purchase the textbook either directly through Canvas or through the UBC Bookstore. This is the only way to verify your purchase and enable access to Achieve through Canvas. Keep your Receipt, as it includes the Order Receipt Number you may need to access Achieve.

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

**[2] Canvas:** All lecture slides, recorded lectures, assignments, exams, and grades will be available through UBC Canvas (https://canvas.ubc.ca/courses/176213). To access the course, log in using your UBC CWL. Please make sure your Canvas notification settings are turned on and configured correctly to receive course announcements, reminders, and messages. If you are new to Canvas, I recommend reading the UBC Student Guide to Canvas (https://lthub.ubc.ca/guides/canvas-student-guide/). The almost-final version of the lecture slides will be posted on Canvas (under the Modules tab) before each lecture to support your preparation and note-taking.

**[3] Piazza**: We use Piazza for online discussions and for posting questions/answers. Piazza is designed to help you get responses quickly from classmates, TAs, and me. Please find our class at: https://piazza.com/ubc.ca/winterterm22026/psyc_v1010102025w2. You can also find the link on Canvas. Please feel free to post any course content-related questions, comments, or links/materials you would like to share with the class. Please remember to be kind, respectful, and constructive when responding to others.

If you have technical or logistical questions regarding course materials: We hope everything runs smoothly, but unexpected glitches might come up occasionally. The best way to get help is the following:

- Post your question on Piazza first: This is often the fastest way to get help and ensures that other students who may be experiencing the same issue can benefit from the answer.
- For Canvas-related technical issues, contact the UBC Student IT Helpdesk for expert support: https://it.ubc.ca/got-question-about-it-products-and-support#helpdesk
- For Achieve-related issues, contact the Achieve IT support team directly through the Achieve website (not UBC IT): https://mhe.my.site.com/macmillanlearning/s/chat-with-us

## Learning Evaluation

**[1] Exams:** All exams will be written in person, in the classroom. There will be three exams in this course:

- Exam 1 (Feb 9) & Exam 2 (Mar 16): During lecture times; multiple-choice questions (MCQs) only
- Exam 3 (TBD): MCQs AND short-answer questions (~5 sentences each)

MCQs on all three exams are non-cumulative, but short-answer questions on Exam 3 will cover all the chapters we learn. We will provide a compiled list of things to know for short-answer questions before Exam 3, so you can prepare accordingly. For short-answer questions, you are expected to use terminology introduced in this course; only minor spelling errors will be accepted.

To support your performance, Exam 1 and Exam 2 will be flexibly weighted: Your higher score will count for 27% and your lower score will count for 24%. Exam 3 will count for 35% and cannot be reweighted.

All exams will be closed-book: This means you CANNOT use notes, lecture slides, books, websites, chat rooms, etc., to look up answers or discuss with anyone else.

Each of you will be able to choose the format for the exam between:

[Option 1] Hybrid (in-person, via Canvas on your laptop): You will take the exam using Canvas in the classroom. You will need to bring a laptop with LockDown browser (https://lthub.ubc.ca/guides/lockdown-browser-student-guide/). This is a preferred option, as it allows faster grading and reduces paper waste. I will share a practice module before Exam 1 so you can install Lockdown Browser and get familiar with your device setup.

[Option 2] Pen-and-paper: You will take the exam in the classroom using a paper scoresheet. You will need to bring a pencil and an eraser.

Before each Exam, I will share a quick poll on Canvas for you to indicate your preferred format, so we can prepare accordingly.

Exam 1 and Exam 2 will take place during regular class times, 10:20–10:50 am, following a brief lecture (10–10:20 am). No make-up exams will be offered. Grades will be posted on Canvas. Supplemental exams to improve your grade are not offered in the Faculty of Arts.

You are responsible for studying ALL material covered in lectures and ALL material assigned from the textbook, even if they do not overlap. While this course introduces a large amount of information, not all of it will be tested. Throughout the term, we will clearly indicate what you should focus on—and what you can skip—when preparing for exams, by providing Learning Objectives.

* Preparing for Exams using Learning Objectives: Each lecture will begin with a set of learning objectives that outline what you should understand from lectures and readings. These objectives are designed to guide your studying and reduce uncertainty about exam expectations. Many students find it helpful to treat each objective as a potential exam question and practice answering it. I strongly recommend this approach, as all exam questions will be based directly on these objectives. We do not provide a compiled list of correct answers. You should be able to master the content by attending lectures, completing the assigned readings and assignments, preparing answers to each objective, and clarifying your answers through office hours or Piazza discussions.

**[2] Chapter-End Online Assignments:** Each textbook chapter is associated with an online assignment completed through Canvas (Quizzes tab). These assignments are designed to help you stay on track with the readings and reflect on your learning. Each assignment will include content questions assessing basic concepts and terminology, as well as short reflection questions about your learning experience and expectations.

There are 8 assignments in total, and only the top 6 grades will count towards your final grade. I encourage you to complete them all because the quizzes are designed to help you learn, but you may miss up to 2 assignments with no penalty. This policy is applied automatically, so emails about missed deadlines are NOT necessary.

Each quiz allows 1 retake (two attempts total; higher score counts) and is due on Sundays (11:59 pm) throughout the term. Late submission will not be accepted. Please see the Course Schedules section for specific dates.

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

[Option 1] Human Subjects Pool (HSP): Most students will choose to earn REC credits by participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's HSP system. You can 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."

HSP credits for online and in-lab studies: You can receive HSP credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer a bonus of 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).

[Option 2] Library Option: As an alternative to participating 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.

- 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 (e.g., 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 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 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.

**Bonus Research Experience Component (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).

## Course policies

**[1] Grading:** In the Psychology Department, our goal is to provide 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. For each Course Section, instructors should aim for a grade average in the following Target Ranges: 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. 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 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% | 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% | |

**[2] Sharing course materials:** We work hard to provide all the materials you need to succeed in this course. In return, please respect our work. All exam questions and answers, lecture slides, video recordings, Canvas modules, and any other materials provided to you by the teaching team or the textbook are to be used by students currently enrolled in PSYC101. All these materials for this course are copyrighted. It is unacceptable to share any of these materials beyond our course (e.g., posting on file-sharing websites). It is unacceptable to copy and paste sentences from the textbook into for-profit software for use in studying. It is also unacceptable to buy/sell/swap/share exam questions or answers on any platform. Please respect our intellectual property and follow academic integrity.

**[3] Learning safely:** Here are some key points for creating a safe learning environment in this class:

- Our number one goal is to care for each other and stay safe. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. If you are sick, it is important that you stay home- no matter what you think you may be sick with (e.g., cold, flu, other). This precaution will help reduce risk and keep everyone safer.
- If you do miss class because of illness: Consult the class resources on Canvas. We will post all the slides and recordings for each class. Also, please use the Piazza discussion board for help. If you are concerned that you will need to miss a particular key activity due to illness, contact us to discuss.
- If I (the instructor) am sick: I will do my best to stay well, but if I am ill, I will not come to class. If I am still well enough to teach, but am taking precautions to avoid infecting others, we may have an online session or two. If this happens, you will receive an email and an announcement in Canvas telling you how to join the class. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully very rare) instance. One of the TAs will be in the classroom in case you have some questions that you would like to ask in person.

Please see https://keeplearning.ubc.ca/ for strategies for setting up and learning effectively in our current context, and reach out if you need extra support or accommodation.

**[4] Accommodation:** UBC is committed to equal opportunity in education for all students, including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning or performance on tests or exams, please visit http://students.ubc.ca/about/access and take the necessary steps to ensure your success at UBC as soon as possible. Please remember to provide your accommodation letter to me as soon as possible, and before the first exam. Tests for all students receiving accommodation must be scheduled through the Centre and booked according to their rules and deadlines.

If you expect to be absent for an exam due to planned reasons (e.g., work responsibility, sports, family obligations, etc.), please discuss with me as soon as possible to be considered for accommodation. If you miss an exam without prior communication, you will receive a "0" for that exam.

If you miss more than one exam, for the second missed exam, you will need to apply to your faculty's advising office (e.g., Ars Advising, Science Advising) for a formal concession. Advising office will evaluate your case and

may recommend concessions or a late withdrawal, depending on the specific situation. If a concession is granted, I will consult with you individually to determine the best option. Concession will NOT be granted for: an exam that you have already taken, absences due to travel, or social plans. We strongly encourage you to assess your ability to attend the quizzes prior to the drop deadlines.

**[5] Academic Misconduct:** Cheating, plagiarism, and any other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. 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 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 is to be original work done independently by individuals. If you have any questions about whether or not what you are doing is even a borderline case of academic misconduct, talk to me.

**[6] University Policies:** UBC values academic honesty, and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all their actions. Make sure you understand UBC's definitions of Academic Misconduct, Consequences, as well as expectations about Academic Honesty. Please ask if you're not sure how these apply to our course. Also, remind yourself about the Student Declaration and Responsibility statement you agreed to when you registered. 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. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC's evolving anti-racism work is described at equity.ubc.ca/together-against-racism/.

**[7] Useful resources:**

Academic resources and studying tools: https://learningcommons.ubc.ca/student-toolkits/
UBC Academic Learning Resources: https://students.ubc.ca/enrolment/academic-learning-resources
UBC Library Resources: https://guides.library.ubc.ca/psychology
Early Assist: https://facultystaff.students.ubc.ca/systems-tools/early-assist This program provides proactive support and intervention for students to address challenges before these become overwhelming.
Campus Lightbox: https://campuslightbox.com/ This website centralizes information about mental health and wellbeing resources on campus, and how students can best access them.
UBC Counselling Services: http://students.ubc.ca/livewell/services/counselling-services
UBC Wellness Centre: https://students.ubc.ca/health/wellness-centre
The kaleidoscope: peer support group http://the-kaleidoscope.com/
Student Health Services: http://students.ubc.ca/livewell/services/student-health-service

**Grades Breakdown**:

| | | |
|---|---|---|
| Exam 1: 20 Multiple Choice Questions (MCQs) | Feb 9 (Monday); 30 mins | 51% (27% higher score + 24% lower score) |
| Exam 2: 20 MCQs | Mar 16 (Monday); 30 mins | |
| Exam 3: 20 MCQs + 6 Short Answer Questions | Apr 14–Apr 25 (TBD by University); 60 mins | 35% (cannot be re-weighted) |
| Chapter-end online assignment (best 6 out of 8) | Sundays throughout term (see the next page for specific dates) | 12% |
| Mandatory Research Experience Component (up to 2 hours; 1 hour=1%) | Due by last day of classes | 2% |
| Total | | 100% |
| Bonus Research Experience Component (up to 3 hours; 1 hour=1%) | Due by last day of classes | 3% |

**** Please see the next page for the course schedule and important dates***

## Course Schedule and Important Dates

| Date | In-Class learning Activity and Topic | Reading **Chapter** (page) | Note |
|---|---|---|---|
| Jan 5 (Mon) | [Lecture 1] Introduction, Evolution of Psychological Science (part 1) | **1.0–1.2** (p.1-8) | |
| Jan 7 (Wed) | [Lecture 2] Evolution of Psychological Science (part 2) | **1.3–1.6** (p.9-22) | |
| Jan 9 (Fri) | [Lecture 3] Methods in Psychology: Empiricism, Observation | **2.0–2.2** (p.27-39) | |
| Jan 12 (Mon) | [Lecture 4] Methods in Psychology: Explanation, Drawing conclusion | **2.3–2.4** (p.39-59) | |
| Jan 14 (Wed) | [Lecture 5] Conducting empirical research, Research ethics | **2.5** (p.60-63) | |
| Jan 16 (Fri) | [Lecture 6] Neuroscience and Behaviour, Neuron | **3.0–3.2** (p.66-74) | Last day to drop without a W standing through Workday |
| Jan 18 (Sun, 11:59 pm): **Chapter 1 Online Assignments**; on Canvas | | | |
| Jan 19 (Mon) | [Lecture 7] Transmission between neurons, Nervous system | **3.2–3.3** (p.74-82) | |
| Jan 21 (Wed) | [Lecture 8] Brain | **3.4** (p.83-95) | |
| Jan 23 (Fri) | [Lecture 9] Investigating the brain, Epigenetics | **3.5–3.6** (p.96-109) | |
| Jan 25 (Sun, 11:59 pm): **Chapter 2 Online Assignment**; on Canvas | | | |
| Jan 26 (Mon) | [Lecture 10] Sensation and Perception, Measuring perception, From the eye to the brain | **4.0–4.2** (p.112-122) | |
| Jan 28 (Wed) | [Lecture 11] Perceiving colour, Perceiving shape, Visual pathways | **4.2** (p.122-126) | |
| Jan 30 (Fri) | [Lecture 12] Recognizing objects and faces, Perceptual grouping | **4.3** (p.128-130) | |
| Feb 1 (Sun, 11:59 pm): **Chapter 3 Online Assignment;** on Canvas | | | |
| Feb 2 (Mon) | [Lecture 13] Perceiving depth and size, Perceiving motion | **4.3** (p.130-134) | |
| Feb 4 (Wed) | [Lecture 14] Attention, Binding features, Visual search | **4.3** (p.126-127) | |
| Fed 6 (Fri) | [Lecture 15] Change blindness, Inattentional blindness, Multitasking, From the ear to the brain | **4.3–4.4** (p135-141) | |
| Feb 9 (Mon) | [Lecture 16] Perceiving sound<br>**Exam 1** (30 mins; in class; 20 MCQs: Materials covered from Jan 5 to Feb 6) | **4.4** (p.141-143) | |
| Feb 11 (Wed) | [Lecture 17] Sensation and Perception: Perceiving touch and pain, Body position, movement, balance | **4.5** (p.144-148) | Last day to drop with a W standing through Workday |
| Feb 13 (Fri) | [Lecture 18] Sensation and Perception: Smelling and Tasting | **4.6** (p.148-151) | |
| Feb 16 (Mon) | No class; Midterm break | | Family Day (University closed) |
| Feb 18 (Wed) | No class; Midterm break | | |
| Feb 20 (Fri) | No class; Midterm break | | |
| Feb 23 (Mon) | [Lecture 19] Multisensory perception | **4.3, 4.5, 4.6** | |

| | | | |
|---|---|---|---|
| | | (p.134-136, 147-148, 152-153) | |
| Feb 25 (Wed) | [Lecture 20] Consciousness: mysteries of conscious mind | **5.0–5.1** (p.157-161) | |
| Feb 27 (Fri) | [Lecture 21] Nature of consciousness, Unconsciousness | **5.2–5.3** (p.162-173) | |
| Mar 1 (Sun, 11:59 pm): **Chapter 4 Online Assignment**; on Canvas | | | |
| Mar 2 (Mon) | [Lecture 22] Sleep and dreaming | **5.4** (p.174-183) | |
| Mar 4 (Wed) | [Lecture 23] Drugs and consciousness | **5.5** (p.184-195) | |
| Mar 6 (Fri) | [Lecture 24] Memory: Encoding | **6.0–6.2** (p.200-206) | |
| Mar 8 (Sun, 11:59 pm): **Chapter 5 Online Assignment**; on Canvas | | | |
| Mar 9 (Mon) | [Lecture 25] Memory: Storage | **6.3** (p.206-214) | |
| Mar 11 (Wed) | [Lecture 26] Memory: Retrieval, Different forms of memory | **6.4–6.5** (p.215-228) | |
| Mar 13 (Fri) | [Lecture 27] Memory failures | **6.6** (p.229-240) | |
| Mar 16 (Mon) | [Lecture 28] Learning, Classical conditioning (part 1)<br>**Exam 2** (30 mins; in class; 20 MCQs: Materials covered from Feb 9 to Mar 13) | **7.0–7.2** (p.245-251) | |
| Mar 18 (Wed) | [Lecture 29] Classical conditioning (part 2), Operant conditioning (part 1) | **7.0–7.2** (p.251-262) | |
| Mar 20 (Fri) | [Lecture 30] Operant conditioning (part 2) | **7.3** (p.263-273) | |
| Mar 22 (Sun, 11:59 pm): **Chapter 6 Online Assignment** ; on Canvas | | | |
| Mar 23 (Mon) | [Lecture 31] Observational Learning | **7.4** (p.274-279) | |
| Mar 25 (Wed) | [Lecture 32] Implicit Learning | **7.5** (p.279-283) | |
| Mar 27 (Fri) | [Lecture 33] Language | **9.0–9.1** (p.329-338) | |
| Mar 29 (Sun, 11:59 pm): **Chapter 7 Online Assignment**; on Canvas | | | |
| Mar 30 (Mon) | [Lecture 34] Language and Brain | **9.2** (p.339-343) | |
| Apr 1 (Wed) | [Lecture 35] Language and Thought | **9.3** (p.344-345) | |
| Apr 3 (Fri) | No class; Good Friday (University closed) | | |
| Apr 6 (Mon) | No class; Easter Monday (University closed) | | |
| Apr 8 (Wed) | [Lecture 36] Concepts and Categories | **9.4** (p.345-349) | |
| Apr 10 (Fri) | [Lecture 37] Decision making, Problem solving, Reasoning | **9.5–9.7** (p.350-366) | Last day for HSP (Research Experience Component) |
| Apr 12 (Sun, 11:59 pm): **Chapter 9 Online Assignment**; on Canvas | | | |
| Apr 14 – Apr 25 | **Exam 3 (60 mins)**<br>- 20 MCQs (materials covered from Mar 16 to Apr 10)<br>- 6 Short answer questions (everything covered during the term; We will provide a list of short answer questions by Apr 1) | | Please do not book any travel until you know the date of the exam! |