

## COURSE SYLLABUS

### Psychology 101 – Vantage 001 (2025 Winter Term 2) Introduction to Biological and Cognitive Psychology

**When:** Tuesdays & Thursdays, 9:30–10:50 am

**Where:** Forest Sciences Centre 1001

**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.

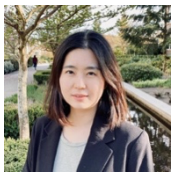
PSYC101 is an introduction to studying the marvel of the human mind. We will learn how the brain works and how it gives rise to behaviour. We, the teaching team, will try our very best to convince you that this course isn't just a foundation of psychology, but also has direct implications for what you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

**Weekly Workshop with Drew:** Tuesdays 12:30–2 pm (room will be determined soon!)

**Email:** dmschoen@mail.ubc.ca

**About Drew:** Hey everybody! I'm originally from nearby Seattle, USA, and I'm currently in the neuroscience MSc program at UBC. My research is in action, perception, and our experience of time. In my free time, I like to write music and poetry or take walks in nature.



TA: Victor Cui

**Weekly Workshop with Victor: Thursdays 1–2:30 pm** (room will be determined soon!)

Email: csq2002@mail.ubc.ca

**About Victor:** Hi everyone! My name is Victor, and I'm so glad to be your TA this term. I'm a first-year master's student in Neuroscience. I've been living in Vancouver for about 5 years now and completed my bachelor's degree in psychology at UBC. My current research interest is in visual perception. In my free time, I enjoy jogging around campus and photography. My favorite study spot on campus is the Sauder (Business school) Library. If you have any other questions about food recommendations, beautiful spots on campus, or university life in general, feel free to come to my office hours. I'm happy to share my experiences with you!



TA: Alex Cook

**Weekly Workshop with Alex: Wednesdays 10:15–11:45 am** (room will be determined soon!)

Email: acook@psych.ubc.ca

**About Alex:** Hello, I'm Alex, and I'm happy to answer any questions you have about the course or academic life. I'm a PhD student in the Psychology program. My research is about vision and action in children. Specifically, how the development of visual attention and sensorimotor integration is affected in children with amblyopia ("lazy-eye"). I use neuroimaging techniques like MEG and fMRI to study this.

**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 Tuesdays and Thursdays. 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.

**Weekly Workshops:** One of the unique benefits of being a Vantage student is participating in weekly small-group workshops with your awesome TAs! In these sessions, you will have the opportunity to talk with your peers and TAs, connect with them, receive hands-on support for your coursework, and make steady progress on your group assignment throughout the term. This will begin in our second week of term.

Each week's workshop will be designed and led a bit differently by your TA, but in general, we will begin with a short Q&A and check-in (20-30 minutes), followed by dedicated time to work on group projects with guidance from your TA. Two of these workshop sessions will also be used to review your Exams with your TA. Please see the [Small Group Workshop Schedules](#) in this syllabus.

## **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/176376>). 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\\_v101v012025w2](https://piazza.com/ubc.ca/winterterm22026/psyc_v101v012025w2). 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 (69% total):** All exams will be written in person, in the classroom. There will be three exams:

- Exam 1 & Exam 2: multiple-choice questions (MCQs) only
- Exam 3: 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.

To support your performance, **Exam 1 and Exam 2 will be flexibly weighted:** Your higher score will count for 22% and your lower score will count for 16%. **Exam 3 will count for 31% 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, 10-10:50 am, following a brief lecture (9:30-10 am). Grades will be posted on Canvas. Supplemental exams to improve your grade are not offered.

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 (12%):** Each textbook chapter will have an online assignment completed through Canvas (Quizzes tab). These are designed to help you stay on track with the readings and reflect on your learning. Each will include content questions assessing basic concepts and terminology and 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 with no penalty. This policy is applied automatically, so emails about missed deadlines are NOT necessary.

Each quiz allows 2 retakes (3 attempts total; highest score counts) and is due on Sundays (11:59 pm) throughout the term. Please see the [Course Schedules](#) section for specific dates. Late submissions will not be accepted.

**[3] Small group project (13%):** Once everyone has been assigned to a group, choose ONE of the three themes:

### Theme 1: Design and conduct an experiment

Come up with a research question related to a psychology concept covered in the course. Work with a TA to design a simple study to address your research question, then implement the design to run a real experiment with your peers. Analyze data you collect and report the results by the end of the term. This Theme will be super helpful if

you are interested in taking upper-level Psychology courses at UBC (either as a major or minor), as it prepares you for core steps of human research in psychology! 😊

Your group can choose any format for your final project—be creative! Options include a written document (like a mini research paper), a poster (digital or printed), a slide deck (e.g., PowerPoint), or even a short media piece (like a video). Just make sure your submission clearly shows:

(1) Research question and Background (what is your study about and why is it important?), (2) Methods (what did you do and how did you conduct the study?), (3) Results (What did you find?), and (4) Conclusion (What do you think your results mean?)

### Theme 2: Psychology and [blank]

We know that each of you have different interests and plans for your major in next years! Because Psychology is such a multidisciplinary field, meaning that it covers and overlaps with many different areas (like science, literature, culture, humanities, engineering, and health), we would like you to think about how your knowledge of Psychology can be applied to your own topic of interest! 😊

You can connect Psychology to virtually anything in the world: For example, Psychology and [Movies], Psychology and [History], Psychology and [Marketing], Psychology and [AI], Psychology and [Fine Arts], Psychology and [Animals], and so on. Please come up with a topic that can spark deep and productive discussions within your small group throughout the term. At the end of the term, you will submit an outcome to show your discussions and exploration. Here are a couple of examples: “How has the movie *Inside out 2* presented key concepts of psychology”, “How can psychology explain specific consumer behaviours?”

For your final project to be submitted, your group can choose any format of reflect your work. Be creative! Options include a written reflection paper, a poster (digital or printed), presentation slides (e.g., PowerPoint), or a short media piece (e.g., video).

### Theme 3: Article summary

In this theme, your group will work together to read and summarize a psychology research article of your interest and think about applying its concepts to your everyday life. If your group chooses this Theme, TA will guide you on how to search for published research articles using UBC Library and other academic databases. This will be an excellent skill set to develop for your later years at UBC! 😊

Your group may choose any format to present your final project—be creative! Possible formats include a written document (e.g., a short reflection paper), a poster (digital or printed), presentation slides (e.g., PowerPoint), or a short media piece (e.g., a video). Just remember that your submitted project will need to clearly include:

(1) Research question and Background (what the study is about and why it is important), (2) Methods (what the researchers did and how the study was conducted), (3) Results (what they found) and Conclusion (what the results mean), (4) how results apply or relate to your life, and (5) what YOU would do differently to improve the study.

Throughout the term, your TA will work closely with you during the weekly Workshop sessions on the theme your group chooses. Our goal is to provide as much hands-on guidance and constructive feedback as possible during each session, so you will not need to work on this group project outside of workshop time (although you are welcome to do so, if you prefer). I am also more than happy to provide feedback at any point. Just drop by my office hours if you would like me to look over your projects or discuss your ideas.

**[4] Weekly Workshop Participation (4%):** Your TA will check your attendance in 8 out of the 13 workshop sessions (see the [Small Group Workshop Schedules](#) section for details). Your participation grade will be assigned based on the number of sessions you attend, as outlined below:

|  |     |     |     |     |
|--|-----|-----|-----|-----|
| Number of sessions attended (out of 8)   | 7–8 | 5–6 | 3–4 | 1–2 |
| Participation marks (toward final grade) | 4%  | 3%  | 2%  | 1%  |

**[5] Mandatory Research Experience Component (REC; 2%):** 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](https://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](http://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., Arts 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/](http://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>

**BC Crisis Centre:** <https://crisiscentre.bc.ca/>

### Grades Breakdown:

|  |  |  |
|--|--|--|
| Exam 1: 20 Multiple Choice Questions (MCQs)                        | Feb 10 (Tuesday); 50 mins                                  | 38% (22% higher score + 16% lower score) |
| Exam 2: 20 MCQs  | Mar 17 (Tuesday); 50 mins                                  |  |
| Exam 3: 20 MCQs + 5 Short Answer Questions                         | Apr 14–Apr 25 (To be determined by University); 100 mins   | 31% (cannot be re-weighted)              |
| Chapter-end in-class assignment (best 6 out of 8)                  | Sundays throughout term (see next page for specific dates) | 12%                                      |
| Small group project  | Due Apr 10   | 13%                                      |
| Small group discussion participation                               | Throughout term  | 4%                                       |
| Mandatory Research Experience Component (up to 2 hours; 1 hour=1%) | Due Apr 10   | 2%                                       |
| <b>Total</b>   |  | <b>100%</b>                              |
| Bonus Research Experience Component (up to 3 hours; 1 hour=1%)     | Due Apr 10   | 3%                                       |

### Lecture Schedules and Important Dates

| Date  | In-Class learning Activity and Topic  | Reading Chapter (page)                     |
|---|---|--|
| Jan 6 (Tue)   | [Lecture 1] Introduction, Evolution of Psychological Science (part 1)   | <b>1.0–1.2</b><br>(p.1-8)                  |
| Jan 8 (Thu)   | [Lecture 2] Evolution of Psychological Science (part 2); Methods in Psychology: Empiricism, Observation                     | <b>1.3–1.6, 2.0–2.2</b><br>(p.9-22, 27-39) |
| Jan 13 (Tue)  | [Lecture 3] Methods in Psychology: Explanation, Drawing conclusion, Conducting empirical research                           | <b>2.3–2.4</b><br>(p.39-59)                |
| Jan 15 (Thu)  | [Lecture 4], Research ethics; Neuroscience and Behaviour, Neurons   | <b>2.5, 3.0–3.2</b><br>(p.60-63, 66-78)    |
| Jan 18 (Sun, 11:59 pm): <b>Chapter 1 Online Assignment; on Canvas</b> |   |  |
| Jan 20 (Tue)  | [Lecture 5] Nervous system, Brain (part 1)  | <b>3.3–3.4</b><br>(p.78-95)                |
| Jan 22 (Thu)  | [Lecture 6] Brain (part 2); Investigating the brain, Epigenetics  | <b>3.5–3.6</b><br>(p.96-109)               |
| Jan 25 (Sun, 11:59 pm): <b>Chapter 2 Online Assignment; on Canvas</b> |   |  |
| Jan 27 (Tue)  | [Lecture 7] Sensation and Perception, Measuring perception, From the eye to the brain                                       | <b>4.0–4.2</b><br>(p.112-122)              |
| Jan 29 (Thu)  | [Lecture 8] Perceiving colour and shape, Visual pathways; Recognizing objects and faces                                     | <b>4.2–4.3</b><br>(p.122-126, 128-129)     |
| Feb 1 (Sun, 11:59 pm): <b>Chapter 3 Online Assignment; on Canvas</b>  |   |  |
| Feb 3 (Tue)   | [Lecture 9] Perceptual grouping, Perceiving depth and size, Perceiving motion   | <b>4.3</b><br>(p.129-134)                  |
| Feb 5 (Thu)   | [Lecture 10] Attention: Binding features, Visual search; Change blindness, Inattention blindness, Multitasking              | <b>4.3</b><br>(p.126-127, 135)             |
| Feb 10 (Tue)  | [Lecture 11] From the ear to the brain<br><b>Exam 1 (50 mins; in class; 20 MCQs: Materials covered from Jan 6 to Feb 5)</b> | <b>4.4</b><br>(p.137-141)                  |
| Feb 12 (Thu)  | [Lecture 12] Perceiving sound, Perceiving touch and pain; Body position, movement, and balance                              | <b>4.4–4.5</b><br>(p.141-148)              |

|   |   |  |
|---|---|--|
| Feb 17<br>(Tue)   | No class; Midterm break   |  |
| Feb 19<br>(Thu)   | No class; Midterm break   |  |
| Feb 24<br>(Tue)   | [Lecture 13] Smelling and Tasting, Multisensory perception  | <b>4.3, 4.5, 4.6</b><br>(p. 134-135, 136, 148-153)                 |
| Feb 26<br>(Thu)   | [Lecture 14] Consciousness  | <b>5.0–5.2</b><br>(p.157-171)                                      |
| Mar 1 (Sun, 11:59 pm): <b>Chapter 4 Online Assignment; on Canvas</b>  |   |  |
| Mar 3<br>(Tue)  | [Lecture 15] Unconsciousness, Sleep and dreaming  | <b>5.3–5.4</b><br>(p.172-184)                                      |
| Mar 5<br>(Thu)  | [Lecture 16] Drugs and consciousness, Memory: Encoding  | <b>5.5, 6.0–6.2</b><br>(p.184-195, 200-206)                        |
| Mar 8 (Sun, 11:59 pm): <b>Chapter 5 Online Assignment; on Canvas</b>  |   |  |
| Mar 10<br>(Tue)   | [Lecture 17] Memory: Storage and Retrieval  | <b>6.3–6.4</b><br>(p.206-220)                                      |
| Mar 12<br>(Thu)   | [Lecture 18] Different forms of memory  | <b>6.5</b><br>(p.220-228)  |
| Mar 17<br>(Tue)   | [Lecture 19] Memory failures (part 1)<br><b>Exam 2 (50 mins; in class; 20 MCQs: Materials covered from Feb 10 to Mar 12)</b>  | <b>6.6</b><br>(p.229-241)  |
| Mar 19<br>(Thu)   | [Lecture 20] Memory failures (part 2), Learning, Classical conditioning; Operant conditioning (part 1)  | <b>7.0–7.3</b><br>(p.245-262)                                      |
| Mar 22 (Sun, 11:59 pm): <b>Chapter 6 Online Assignment; on Canvas</b> |   |  |
| Mar 24<br>(Tue)   | [Lecture 21] Operant conditioning (part 2), Observational Learning  | <b>7.3–7.4</b><br>(p.263-279)                                      |
| Mar 26<br>(Thu)   | [Lecture 22] Implicit Learning, Language  | <b>7.5, 9.0–9.1</b><br>(p.279-283, 329-338)                        |
| Mar 29 (Sun, 11:59 pm): <b>Chapter 7 Online Assignment; on Canvas</b> |   |  |
| Mar 31<br>(Tue)   | [Lecture 23] Language and Brain, Language and Thought   | <b>9.2–9.3</b><br>(p.339-345)                                      |
| Apr 2<br>(Thu)  | [Lecture 24] Concepts and Categories  | <b>9.4</b><br>(p.345-349)  |
| Apr 7<br>(Tue)  | [Lecture 25] Decision making  | <b>9.5</b><br>(p.350-358)  |
| Apr 9<br>(Thu)  | [Lecture 26] Problem solving, Reasoning   | <b>9.6–9.7</b><br>(p.358-366)                                      |
| Apr 12 (Sun, 11:59 pm): <b>Chapter 9 Online Assignment; on Canvas</b> |   |  |
| Apr 14 –<br>Apr 25  | <b>Exam 3 (120 mins)</b><br>- 20 MCQs (materials covered from Mar 16 to Apr 10)<br>- 5 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! |

### Small Group Workshop Schedules

Meeting times: **Drew's sessions: Tuesdays, 12:30–2 pm**  
**Alex's sessions: Wednesdays, 10:15–11:45 am**  
**Victor's sessions: Thursdays, 1–2:30 pm**

|                            |   |
|----------------------------|---|
| [Session 1] Week of Jan 12 | - Introduction and Icebreaker activities/games<br>- Group formation for project |
|----------------------------|---|

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>- Overview of group assignments and decide on group project themes</li> <li>- Tutorial on Human Subject Pool (Your TA will guide you through HSP registration)</li> </ul> |
| [Session 2] Week of Jan 19                 | <ul style="list-style-type: none"> <li>- Q&amp;A and lecture review</li> <li>- Finalize group project theme</li> <li>- Start brainstorming with TA support</li> </ul>  |
| [Session 3] Week of Jan 26                 | <ul style="list-style-type: none"> <li>- Q&amp;A and lecture review</li> <li>- Work on group project with TA support</li> </ul>  |
| [Session 4] Week of Feb 2                  | <ul style="list-style-type: none"> <li>- Drop-in individual office hour (no group meeting); <b>No attendance check</b></li> <li>- Get TA help with Exam 1 preparation</li> </ul>                                 |
| [Session 5] Week of Feb 9                  | <ul style="list-style-type: none"> <li>- Q&amp;A and lecture review</li> <li>- Work on group project with TA</li> </ul>  |
| Week of Feb 16: No meeting (reading break) |  |
| [Session 6] Week of Feb 23                 | <ul style="list-style-type: none"> <li>- Exam 1 Review with TA; <b>No attendance check</b></li> </ul>  |
| [Session 7] Week of Mar 2                  | <ul style="list-style-type: none"> <li>- Q&amp;A and lecture review</li> <li>- Work on group project with TA support</li> </ul>  |
| [Session 8] Week of Mar 9                  | <ul style="list-style-type: none"> <li>- Drop-in individual office hour (no group meeting); <b>No attendance check</b></li> <li>- Get help with Exam 2 preparation</li> </ul>                                    |
| [Session 9] Week of Mar 16                 | <ul style="list-style-type: none"> <li>- Q&amp;A and lecture review</li> <li>- Work on group project with TA support</li> </ul>  |
| [Session 10] Week of Mar 23                | <ul style="list-style-type: none"> <li>- Exam 2 Review with TA; <b>No attendance check</b></li> </ul>  |
| [Session 11] Week of Mar 30                | <ul style="list-style-type: none"> <li>- Q&amp;A and lecture review</li> <li>- Work on group project with TA support</li> </ul>  |
| [Session 12] Week of Apr 6                 | <ul style="list-style-type: none"> <li>- Q&amp;A and lecture review</li> <li>- Work on group project with TA support</li> </ul>  |
| [Session 13] Week of Apr 13                | <ul style="list-style-type: none"> <li>- Drop-in individual office hour (no group meeting); <b>No attendance check</b></li> <li>- Get help with Exam 3 preparation</li> </ul>                                    |

Acknowledgments: This syllabus has been informed and adapted from syllabi from similar courses designed by Drs. Luke Clark, Simon Lolliot, Catherine Rawn, Grace Truong, Eva Zysk, Camila Cavalli, and Jay Hosking.