



INTRODUCTORY PSYCHOLOGY (PART II)

What is this Course About?

Psychology is the scientific study of behaviour. Together we will explore many of psychology's key areas, tackling issues such as how we develop, manage mental wellness and illness, affect and are affected by others, experience emotions, and make more effective decisions. Throughout the term, we will explore methods modern psychologists use to learn about behaviour, as well as the theories they develop to organize their results. You will continually be asked to practice thinking like a psychologist by learning to recognize psychological themes and principles in your life, and by questioning information about behaviour that we encounter daily in our society. Learning will be evaluated based on a combination of individual and collaborative exams, and mini-writing assignments including a peer review component. Join us in studying the most fascinating* subject matter ever: us!

Quick Facts: Where? When?

Classes are held Monday, Wednesday, Friday, 12:00 to 12:50 in [BUCH A101](#). Attendance is expected and is necessary for success. Show respect for your fellow learners and leaders, including arriving on time and leaving *after* official dismissal. Bring your i>clicker, spare batteries, and writing tools. You may choose to bring a computer, but I discourage it because of its tendency to side-track attention – yours and others (Fried, 2008; Sana, Weston, & Cepeda, 2013).

Inside This Syllabus

Course Goals: Where are we going?	2
Materials: What do you need?	2
Learning Appraisals	3-4
Expectations and Course Policies	5
Tips for Success	6
Learning Tools to Investigate	6
Department and Faculty Grading Policies	7
Ethical Conduct: Practices and Polices	8
Our Course Schedule	9

**Ok, so I'm biased. Humour me: This course really does sound fascinating, doesn't it?!*

Meet your Leaders in Learning

INSTRUCTOR Dr. Catherine Rawn

Office: [Kenny Psychology Building](#), Room 2523

Welcome to my drop-in office hours:

Tues 2-3, Wed 3:30-4:30, Fri 4-5. Some appointments can be made if necessary.

Welcome to my Invitational Office Hour (IOH): Fridays 1-1:45pm, Loop Café across from class. One of the best ways I've found for us to get to know each other is through the IOH. Each week I'll randomly select ~12 students (one Learning Group) to join me for an informal chat. Come by and say hi!

Email: cdrawn@psych.ubc.ca **Please put "Psyc 102" in the Subject line** and use your [UBC email account](#) or your message could get lost. **Before emailing, please check** your class notes, syllabus, and learning group for an answer to your question. Although I try to respond as quickly as possible, expect approximately 48 hours for a reply (excluding evenings and weekends).

Web: www.psych.ubc.ca/~cdrawn, **Twitter:** @cdrawn

Dr. Rawn in ≤ 25 words: Ontario-born; vegetarian; happily married; half-marathon runner; textbook author; studied self-control; enjoys teaching, learning, Mindy Project, chocolate, coffee, wine, Vancouver; dislikes horror movies, cheating, non-participation.



TEACHING ASSISTANTS TAs are here to help you learn and to help me to evaluate your learning. They will grade papers and exams, hold office hours to help answer your questions, and respond to brief questions sent via email. If you cannot make their office hours, email them to see if you can work out an alternative appointment.



Stef Bourrier, Email: sbourrier@psych.ubc.ca

Office: [Kenny](#) 3508; Office hr: Wednesdays 10:30-11:30

Stef in ≤ 20 words: Cognitive science research student who enjoys crosswords, making beer, chats about consciousness. Hardline skeptic, LGBT Ally, vegan, Star Trek nerd.

Antonya Gonzalez, Email: agonzalez@psych.ubc.ca

Office: [Kenny](#) 1005; Office hr: Mondays 10:30-11:30

Antonya in ≤ 20 words: from United States, studies stereotype development, definite extravert; loves: rock climbing, biking around Van, too much TV, mac&cheese, peanut M&Ms.



Jade Wang, Email: jade.wang@ubc.ca

Office: [Lasserre](#) 206; Office hr: Thursdays 2-3

Jade in ≤ 20 words: Love to travel, animals, art and food. Interested in visual culture, portrayal and perception of race/culture, multiculturalism in Canada.

Learning Goals: Where are We Going?

I designed this course with specific goals in mind. *If you are willing and able to meet the requirements, by the end of this course, you will be able to...*

1. define modern psychology and identify some major perspectives within it;
2. recognize, recall, connect, and evaluate psychological concepts and theories from specific subfields (e.g., developmental and social psychology);
3. apply your knowledge of psychological principles and themes to gain insight into yourself, others, and events in your everyday life;
4. identify basic methods modern psychologists use to understand behaviour;
5. critically evaluate new evidence about behaviour that you encounter in your daily life;
6. practice multiple ways of learning to promote retention and understanding (e.g., participate in class, take notes, read text, write, self-test, review others' work).
7. communicate your ideas about psychology both verbally and in writing;
8. give, receive, and use constructive peer feedback in writing and testing contexts;
9. demonstrate respectful, professional conduct in email, online, and face-to-face communication with your peers, TAs, and Instructor; and
10. feel (even a little bit!) excited about learning in general and about psychology in particular.

A NOTE ON WITHDRAWING FROM THIS COURSE

Sometimes people find that they are unable or unwilling to handle the demands of a course. If you find yourself in this situation, I encourage you to talk to one of your Leaders in Learning for advice. If you wish to withdraw from this course without any record of the course on your transcript, you must do so before 19 January 2015. If you wish to withdraw from this course with only a withdrawal standing of "W" on your transcript, you must do so before 13 February 2015. Consult the UBC Academic Calendar: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,45,99,0>

Materials: What Do You Need?

1. REQUIRED TEXTBOOK Lilienfeld, S. O., Lynn, S. J., Namy, L. L., Woolf, N. J., Cramer, K. M., & Schmalz, R. (2013). *Psychology: From Inquiry to Understanding, (2nd Canadian ed.)*. Toronto, ON: Pearson Canada Inc.

EDITIONS: DSM5 update edition is also acceptable. The 1st Canadian edition is not recommended. *No US editions* or other books will work for this course.

PURCHASE OPTIONS: A new, hard copy of the text is available to buy from the UBC Bookstore or Discount Textbooks, and comes with a \$10 i>clicker rebate coupon, access to MyPsychLab study guide, and the electronic version of the text. To save cash, you can buy access to the e-text and MyPsychLab (without a hard copy) from www.mypsychlab.com using our course code rawn83966. Used hard copies of the 2nd Canadian edition should be available.



2. REQUIRED i>clicker i>clicker questions and polls will be integrated into every class. Physical i>clickers can be purchased at the bookstore, used or new. You must REGISTER YOUR i>clicker *on our Connect course website* to receive the points you earn in class.

3. REQUIRED CONNECT COURSE WEBSITE Our course website is www.connect.ubc.ca. Log in using your CWL. Register your i>clicker, download PowerPoint slides *after* each lesson, announcements, discuss course material with your Learning Group, check your grades, submit assignments, give peer feedback, and more! You are responsible for checking this site frequently.

4. RECOMMENDED MYPYCHLAB TEXTBOOK COMPANION WEBSITE Includes study tools such as an electronic version of the text, practice quizzes, flashcards, chapter reviews, relevant links, videos and more. Your text (electronic or hard copy) comes with an access code you can enter on www.mypsychlab.com. If you buy a used book and want access, visit their website for purchase options. **Our course ID code is rawn83966.**

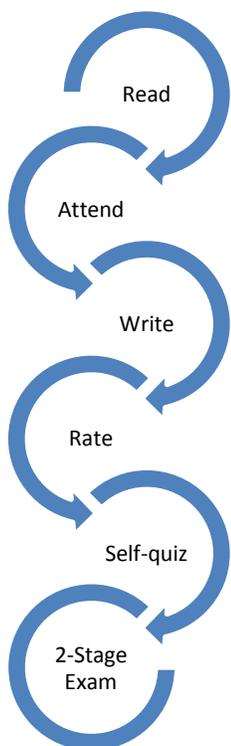
SHORT ON CASH? If you're choosing between buying food or textbooks and an i>clicker, *please* come see me. I have some materials available for loan. Note that you can also borrow a copy of the text from Koerner library. It's on course reserve.



How Will We Know If We Have Met Our Goals? Learning Appraisals: Overview

Learning Appraisal Activity	Points to Earn	Dates
Writing to Learn Mini-Papers with Peer Assessment (5 x 1%) <ul style="list-style-type: none"> • Skeptical Intelligence • Four “Write & Rate” concept-check assignments 	5%	Throughout the term; see Course Schedule for all dates.
3 Two-Stage Midterm Tests worth 16% each (weighted 90% individual, 10% team) <ul style="list-style-type: none"> • Approximately 25 multiple choice & 5 fill-in-the-blanks 	48%	Friday Jan 30, Wednesday Feb 25, Wed March 18
Cumulative Two-Stage Final Exam <ul style="list-style-type: none"> • Approximately 70 multiple choice and 10 fill-in-the-blanks (2-stage, weighted 90% individual, 10% team) and 2 paragraphs (individual only) 	43%	During exam period April 14-29, including Saturdays
Engagement in Learning <ul style="list-style-type: none"> • Class participation (i>clicker): 2% • <i>Required</i> Subject Pool Participation: 2 hours = 2% 	4%	Complete by Friday April 10
Base Points Available for you to Earn	100%	
<i>Bonus</i> Peer Review Completion points (0.5% x up to 5)	2.5%	See Course Schedule for Dates
<i>Bonus</i> Subject Pool Participation (up to 3 more hours = up to 3%)	3%	Complete by Friday April 10

This course is divided into four sets of two chapters. For each pair of chapters, we’ll follow the same process, as depicted in the diagram below. This process is designed to help you distribute your readings and studying throughout the term (Wahlheim, Dunlosky, & Jacoby, 2011), using a combination of writing and peer review that research has shown to help students learn (Dochy, Segers, & Sluijsmans, 1999; Nevid, Pastva, & McClelland, 2012; Siu, 1989). Moreover, the two-stage test format is designed to help you learn from each test and build connections in class (Gilley & Clarkson, 2014; Rieger & Heiner, 2014; Zipp, 2007). Taken together, this course design incorporates at least five methods that have been empirically demonstrated to promote learning (Dunn, Saville, Baker, & Marek, 2013; Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).



Read the assigned chapter (*Independent study*), before or after you...

Attend and engage in classes. Earn participation points while learning by using your i>clicker to respond to questions during class. (*Graded requirement*)

Write a couple of paragraphs *in your own words* about one concept from the list for each assigned chapter for that set. For each, summarize *what you have learned about this concept* and/or *how this concept relates to something you have experienced in your life*. Post your paragraphs on Connect and TurnItIn. (*Required completion*)

Rate your peers’ and your own paragraphs for accuracy and clarity, including constructive written feedback (on Connect). (*Bonus points; useful for independent study*)

As you study, **quiz yourself** on the material to be tested. Can you answer each Learning Objective? Explain every key term? Compare and contrast related terms? Generate examples of each concept? Answer questions on MyPsychLab? (*Independent study*)

Take a **2-stage exam** on the material from those assigned chapters: first **individually**, then again immediately **with teammates**. (*Graded requirement*)

How Will We Know If We Have Met Our Goals?

Learning Appraisals: Details

TWO-STAGE MIDTERM TESTS (3 total, worth 16% each) AND FINAL EXAM (worth 43%) All tests and exams will consist of a mix of multiple-choice and fill-in-the-blanks questions. The final exam will also include two written paragraphs based on what you write for *Writing to Learn mini-papers* (see below).

What is a Two-Stage exam? In class, take the test on your own, then immediately get into groups of 4 and retake it together so you have the chance to discuss and debate answers. Sit near people you want to work with. Individual tests will count for 90% of your test score, and team tests will count for 10%. In the rare case where an individual score is higher than that person's team score, the individual score will count for the full 100%.

Why a Two -Stage exam? Data shows it helps students learn and engage in courses. It provides you with immediate feedback while you still remember the test questions. See my blog post for references and a lengthier rationale: <http://ow.ly/ztdv6>

You will be challenged to push beyond memorization of facts and to integrate and apply course material. Research shows greater long term retention when people expect a final test in the future (Szpunar, McDermott, & Roediger, 2007). Therefore, to best prepare you to apply course material in future related courses and to your life in general, **the final exam is cumulative.**

WRITING TO LEARN MINI-PAPERS (5 x 1%) These paragraphs will help you to apply course material to understand your everyday life experiences, and will help you practice your written communication skills, including summarizing and connecting concepts, peer feedback, and revision.

The **first mini-paper** (due January 16) requires **investigating claims of intelligence-enhancing products in the media** and will be explained in class. **Exception:** If you are officially enrolled *on or after* January 13, you can skip this first assignment only. Your other 4 assignments will total 5%.

Write and Rate Concept Check Mini-Papers Each subsequent paper worth 1% requires **writing about two concepts**. On Connect, you will find a list of at least 10 critical concepts per chapter. Choose one concept and **summarize, in your own words, what you have learned about this concept and/or how this concept relates to something you have experienced in your life** (Nevid, et al., 2012). Before each exam, **submit two paragraphs (one per chapter being tested) to Connect and to Turnitin (worth 1% for completion)**. By the deadline after the exam, log in to Connect and **review five submissions from your peers** using

the rubric provided, and receive reviews on your work. These peer reviews will not count toward your grade, but are intended as feedback. If you choose to complete peer reviews for others meaningfully, you will **receive 0.5% bonus mark** toward your own grade, and will benefit from being able to study from and learn from others' work. *Past students indicate reviewing others' work is one of the most helpful steps of this writing assignment.*

On the final exam, you will be asked to choose any two concepts from those lists and write about them. To study, you can revisit the paragraphs you wrote, and consider the peer feedback you received on them, to create your best paragraphs. *Note: no notes may be brought to the final exam.* More details will be discussed in class. **See all deadlines for Writing and Rating in Our Course Schedule (page 9).**

ENGAGEMENT IN LEARNING ABOUT PSYCHOLOGY (4%)

Taking responsibility for your learning involves actively participating throughout this course.

i>Clicker Questions Because of the size of our class, it is challenging to measure individual participation on an ongoing basis. Therefore, your class contribution will be evaluated based on your responses to **i>clicker** questions in class. In each class period, earn a maximum of two marks by **answering at least 75% of the i>clicker questions (1 mark) and any one of those correctly (1 mark)**. To earn the full 2% toward your course grade, earn full marks **for at least 90% of the classes** during the term.

Required Human Subject Pool credits (2%, plus up to an additional 3% bonus) Another way to engage in learning about psychology is to be a participant in ongoing research projects. Earn points toward your course grade by participating in research through the Human Subject Pool (HSP), or complete an alternative assignment. Study sign-ups and details about the alternative assignment are posted on <https://hsp.psych.ubc.ca/>. Participating in a 1 hour study (or completing 1 alternative assignment) earns you 1%; 2 are needed to earn the 2% required. An additional 3 are needed to earn 3% bonus. These points will be added to your final course grade, after any scaling that may be applied.

Engaging in these activities (and others, such as online and in class discussion, MyPsychLab activities, class activities, demonstrations, etc.) will help you learn the material and about the discipline – which should help you perform on tests and papers as well.

Expectations and Course Policies

What We Expect from You

ATTEND CLASS Please come to every class prepared to participate in your learning. Bring your i>clicker with spare batteries, a pen and some paper (in addition to a laptop, if you choose to bring one), and an open mind. *If you must miss class* you are responsible for obtaining missed notes and important announcements. You will not be able to regain participation points for missed classes.

PARTICIPATE Success in this class depends upon your active participation. **I will ask you to do only those activities that I believe will help you learn.** Class time is designed to mix lecture-based explanations of course material with demonstrations, pair and small group discussions, large group discussions, writing, i>clicker questions, and feedback. Come ready.

TREAT OTHERS RESPECTFULLY You are expected to treat all your classmates, the teaching team, and yourself with respect at all times, both in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving to class on time and minimizing distractions for other students.

ACT ETHICALLY You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including dishonest use of the i>clicker, and copying other's work. See the syllabus section on *Ethical Conduct* for more information.

COMPLETE PAPERS ON TIME Because of the way the online system works, you are required to meet each deadline or else lose the 1%. **No late papers will be accepted.** **TURNITIN.COM REQUIREMENT:** After completing your work on Connect, you must turn in the exact same mini-paper to Turnitin.com within one day or lose 1%. Go to turnitin.com, create an account, and enter *our course ID (9183882) and password (psychology)*, and submit your work.

WRITE ALL MIDTERMS Presence at tests is expected. In most cases, if you miss a *midterm test* you will receive a zero. There will be *no* make-up midterms. **Exceptions:** In documented cases of varsity athletic commitments (as per UBC policy), severe illness or other extenuating circumstance verified by UBC Academic Advising as warranting Concession, or a conflict with a major religious holiday, obtain appropriate documentation and completed the **Request For Excused Absence Form** on Connect. If approved, the worth of the missed exam will be added to the final exam. *Note:* Testimony by unofficial parties such as parents and roommates will *not* count as appropriate documentation. You must seek official documentation and, ideally, have it verified by an Academic Advisor in your Faculty.

WRITE THE FINAL EXAM Presence at the final exam is **mandatory**. If you absolutely must miss the final exam due to an extenuating circumstance like severe illness, you must apply

for Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services). If you have 3 or more exams scheduled to *start and finish* within a 24 hour period you may request to write the second exam on a different day. However, you must give the instructor of the second exam one month notice.

SHARE CONSTRUCTIVE FEEDBACK We invite you to share your ideas and suggestions with us, particularly about things we are able to change, and be open to working together to make this course a positive experience for all of us.

USE ELECTRONICS IN THE CLASSROOM RESPONSIBLY You may choose to use electronic devices to support your learning—not distract from it. Part of the room will be designated a "laptop-free zone" for people who wish to remain distraction-free during class.

What You Can Expect from Us

BE AVAILABLE We are here to help you in your choice to succeed. Visiting us in person is typically more effective than email for clearing up questions. If office hours absolutely cannot work for you, respectfully email us a few time and day options to make an appointment. Because of our class size, there may be limits on the number of appointments possible.

POST SOME MATERIALS ONLINE PowerPoint slides and handouts will be available *after* class on our course Connect site. Learning Objectives will be available there before class.

TAKE PHOTOGRAPHS To help document active learning, I may take some photographs throughout the term. Please see me within the first two weeks of the course if you have serious concerns about this.

ARRANGE FOR AND PROVIDE FEEDBACK Your peers will be an important source of feedback throughout this course. In addition, we will attempt to provide you with feedback on learning appraisals as promptly and as with as much detail as possible, given the size of our class. See us for more details.

ACT RESPECTFULLY & ETHICALLY At all times, we aim to treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

CONSIDER RE-GRADE REQUESTS If you feel very strongly that any exam question was graded unfairly, please submit the **Re-Grade Request Form** available on Connect. You must submit the form within 2 weeks of the date grades were made available on Connect. I will consider your request carefully and will respond via email in approximately one week of receiving it. Re-grading may result in an increase or decrease. That re-grade is final.

Tips for Success: Making Choices to Learn!

I believe you can master this course material at a high level, if you consistently choose to put in the effort required to do so. Here's a rough guideline for how much time you should be spending on this (and each of your) courses this year: **2-3 hours out of class for every 1 hour in class.** Note that some people will need more time than this.

WHAT CAN YOU DO *IN CLASS*?

- **Take notes** about what's being discussed, using the Learning Objectives to help determine what is most important. Avoid just copying exactly what you see on the slides; you'll get those words later.
- **Keep focused.** For example, avoid bringing a computer (or sitting behind someone else's) if it will be a distraction for you. Get adequate sleep and nutrition.
- **Actively participate in activities, demonstrations, and discussions; thoughtfully answer i>clicker questions.** The point of all of these is to help you think about the material so you can master it and make it meaningful for your life.
- **Ask questions.** Be brave! If you would like clarification or are interested in how a concept connects or applies in some way... ask it!

WHAT CAN YOU DO DURING THOSE 6-9 HOURS PER WEEK YOU SPEND ON THIS COURSE *OUTSIDE CLASS*?

- **Add to your class notes.** Fill in any missing gaps before you forget. Integrate your notes with the slides posted online. *Build your notes so you can use them to study later.*
- **Actively read the text.** For example, take notes using the section headers; convert headers into questions to help you identify the most important points. Take every chance available to test yourself (Bjork & Bjork, 2011). For example, complete "Assess your knowledge," "Apply your thinking," and "Think again" sections; after each chapter, close your book and freely recall everything you can remember, then go back and check what you got correct and what you missed (Karpicke & Blunt, 2011). *Build your notes so you can use them to study later.*
- **Test yourself using learning objectives from class and the text.** What should you be able to do with the course material? Learning objectives are designed to help you answer this question so you can study more effectively.
- **Explore the MyPsychLab activities** that come with your text.
- **Write your Writing to Learn Mini-Papers.** Start early! Seek advice from the Writing Centre, me, our TAs, and your peers.
- **Come to office hours and post questions on Connect.** Get to know your Leaders in Learning, ask questions about course material, and find out more about psychology!

Learning Tools to Investigate



I encourage you to take responsibility for your learning and check out what these resources have to offer.

COLLEGE SUCCESS STRATEGIES By S. L. Nist-Olejnik & J. P. Holschuh (2012, 4th edition). This book offers countless tips and strategies. It is primarily geared toward new university students, but there is a ton of useful information in there for upper years as well, from any discipline.

TIME MANAGEMENT Search online for productivity and project management tools and apps (e.g., <https://trello.com>, <https://www.rescuetime.com/>, <https://todoist.com>). Give yourself enough time for papers with <http://assignmentcalculator.library.ubc.ca>, and master many other aspects of academic life <http://learningcommons.ubc.ca/student-toolkits/>

UBC ACADEMIC REGULATIONS Information about academic regulations, course withdrawal dates and credits can be found in the [University Calendar](#).

LEARNING COMMONS is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online technology tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! <http://learningcommons.ubc.ca>

WRITING SKILLS The UBC Writing Centre offers tutoring services, including an [Online Writer's Workshop](#). Also, Purdue University offers an amazing collection of information about writing at their Online Writing Lab (OWL), available at <http://owl.english.purdue.edu/owl>.

PHYSICAL OR LEARNING DISABILITIES UBC is committed to equal opportunity in education for all students and so are we!. If you have a documented disability that affects your learning in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, www.students.ubc.ca/access. **If your disability requires extra exam time, meet with Dr. Rawn as soon as possible to discuss accommodation options for the two-stage exams.**



Let's work together to make this course a positive experience for all of us.

Psychology Department Grading Policies

To meet department policy, the typical student demonstrating adequate performance on learning appraisals will earn around 63-67% in this course.

Read on for details.

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You 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%		



Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines (also available on [this](#) website) that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

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

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

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

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

Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on For Key Definitions, Consequences, and Ways to Act Ethically

The consequences for unethical conduct are more severe than you may think: you may fail the assignment or test, you may fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns for the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the university subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of originality that flag instances of matching text suggesting possible plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Why is Academic Misconduct Treated So Harshly?

Some people don't feel like cheating on a test or taking a sentence or two from someone else's paper without citing it is a big deal. Here's a bit of insight into why we care so much. In the academic community—a community of which you are now a part—**we deal in ideas**. That's our currency, our way of advancing knowledge. By representing others' ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. Formatting styles like APA and MLA give us formal ways to indicate where our ideas end and where others' begin. **Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.**

Participating Ethically in the Academic Community

What can you do to ensure you are acting ethically? First, recognize that all graded work in this course, unless otherwise specified, is to be **original work done independently by each individual**.

Visit the Learning Commons' guide to academic integrity UBC offers an online guide to preventing unintentional plagiarism and organizing your writing. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

Be careful and critical of what you read and choose to cite. Unless otherwise specified, in psychology courses reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate to use. **Do not** copy and paste text from other sources, even in a draft, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

If you have any questions about what sources to use or how to cite them without plagiarizing, please see your Instructor or TA before handing in your assignment.

Our Course Schedule

This plan is subject to change. Changes will be announced in class and posted on the Connect course website.

W k	Class Dates	This Week's Readings	Reminders	Midterm Test Dates	Write & Rate Topics & Schedule
1	January 5, 7, 9	Syllabus Ch 1 Psychology & Scientific Thinking	Register your i>clicker.		
2	January 12, 14, 16	Ch 9 Intelligence & IQ Testing Ch 2 pp. 55-56, 73-75 <i>Research Methods Moments (RMM)</i>			#1 Skeptical Intelligence: <i>Write due Friday Jan 16</i>
3	January 19, 21, 23	Ch 2 pp. 58-64 <i>RMM</i> Ch 10 Human Development			<i>Rate due Monday Jan 19</i>
4	January 26, 28, 30	Ch 10 Human Development		Test #1: Friday Jan 30 (Ch 1, 9, 10, p. 55-56, 58-64, 73-75, classes)	#2 Ch 9&10: <i>Write due Wednesday Jan 28</i>
5	February 2, 4, 6	Ch 11 Emotion & Motivation			<i>Rate due Monday Feb 2</i>
6	February 11, 13	Ch 2 pp. 47-51 <i>RMM</i> Ch 12 Stress, Health, & Coping	Monday: No classes for Family Day		
	February 16, 18, 20		No classes: Spring Break!		
7	February 23, 25, 27	Ch 12 Stress, Health, & Coping Ch 13 Social Psychology		Test #2: Wed Feb 25 (Ch 11, 12, pp. 47-51, classes since Test 1)	#3 Ch 11&12: <i>Write due Monday Feb 23</i> <i>Rate due Friday Feb 27</i>
8	March 2, 4, 6	Ch 13 Social Psychology Ch 2 pp. 69-72 <i>RMM</i>			
9	March 9, 11, 13	Ch 13 Social Psychology Ch 14 Personality			
10	March 16, 18, 20	Ch 14 Personality Ch 15 Psychological Disorders		Test #3: Wed Mar 18 (Ch 13, 14, pp. 69-72, classes since Test 2)	#4 Ch 13&14: <i>Write due Monday Mar 16</i> <i>Rate due Friday Mar 20</i>
11	March 23, 25, 27	Ch 15 Psychological Disorders			
12	March 30, April 1	Ch 16 Psychological and Biological Treatments Ch 2 pp. 65-68 <i>RMM</i>	Friday: No classes Good Friday		
13	April 8, 10	Catch-up & Synthesis	Monday: No classes Easter Monday		#5 Ch 15&16: <i>Write due Friday Apr 10; Rate due Monday Apr 13</i>
<p><i>The final exam date will be set by the registrar. Do not book travel during exam period: April 14 to 29, including Saturdays.</i></p> <p>The Final Exam will feature most heavily the new material covered since Midterm 3 (Chapters 15-16 and pp. 65-68, plus class material), but will include class and reading material from the entire course (Chapters 1, 2 (pp. 47-51, 54-75 only), 9-16, and class material).</p>					

ACKNOWLEDGEMENTS AND COPYRIGHT Thanks to all of my introductory psychology students and Teaching Assistants since 2009 for their helpful suggestions and experiences, which have influenced the design of this course. In addition, this course and syllabus design were informed by those from similar courses designed by W. Buskist (Auburn University), M. Casteel* (Penn State), R. Day (Simon Fraser), P. Graf (UBC), R. E. Lee (Blackhawk College), J. Lymburner (Kwantlen Polytechnic University), P. Marek* (Kennesaw State), and C. Pederson (Kwantlen Polytechnic University). *Peer-reviewed syllabus available from the *Society for the Teaching of Psychology's Office of Teaching Resources in Psychology* website (<http://teachpsych.org/otrp/syllabi/index.php#Uho-X5Kkr08>).



Psyc 102 Section 004 Introduction to Psychology Part II Course Syllabus 2015 by Catherine Rawn is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Recommended APA-style citation:

Rawn, C. D. (2015). *Psyc 102 Section 004 Introduction to Psychology Part II Course Syllabus*. University of British Columbia, Vancouver Canada. Retrieved from <http://www.psych.ubc.ca/~cdrawn>