

PSYCHOLOGY 101 - Section 901

Introduction to Biological and Cognitive Psychology

3 credits



University of British Columbia, Vancouver

Fall 2015

W 17:00 - 20:00

Chemistry D200

Instructor: Dr. Michael Souza ("sues-uh")

E-mail: souza@psych.ubc.ca

Office Hours: *Tues 8A-10A in CIRS 4336

*shared office hours for my PSYC 101 and 301 courses

Teaching assistant: Melanie Tremblay

E-mail: melanie.t@psych.ubc.ca

Office Hours: Wed 3P-4P in Kenny 3510

I. Your instructor and teaching assistant



Dr. Souza is a Senior Instructor and the Associate Head of Undergraduate Affairs in the Department of Psychology. He received his Ph.D. in Psychology from UC Berkeley. His interests revolve around higher-order cognitive functions, neurological injury and rehabilitation. He is also interested in fostering opportunities that promote student development.

Melanie is a Behavioral Neuroscience PhD student in the Department of Psychology. She received her BA (Honours) from UBC. Her research focuses on Parkinson's Disease and developing a better understanding of the molecular basis for various treatments.

II. Course description and goals

Psychology – or psychological science – is an incredibly rich and heterogeneous field. In this course, we will focus on the more biological and cognitive aspects of psychological science. To this end, we will cover a number of important topics, including relevant history, research methods, fundamentals of neuroscience, sensation and perception, learning and memory, language, consciousness and thinking.

After successful completion of this course, you should have:

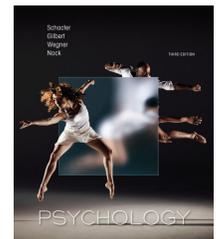
- developed a more nuanced appreciation of what psychological science is as a field;
- learned how the scientific method is applied to areas of inquiry in psychological science, and practiced applying the method to a variety of interesting and relevant questions;
- developed knowledge about the link between neural structures and various psychological processes;
- explored how to characterize components of cognition (e.g., memory) informed by behavioral studies, animal work, brain imaging studies, patient work, and other relevant methods;
- considered the incredibly interdisciplinary nature of many of the questions in psychological science;
- applied research in psychological science to everyday life, wherever possible

III. Required textbook

Schacter, D.L., Gilbert, D.T. & Wegner, D.M, Nock, M.K. (2014). *Psychology* (3rd ed).
New York: Worth. ISBN-13: 9781464106033

>> *please note: You should NOT use other editions.*

In the UBC Bookstore, this book may come bundled with supplemental materials (i.e., LaunchPad). Please note that these materials are NOT required, although they may prove helpful to you as you navigate the textbook material.



IV. Course webpage

<http://elearning.ubc.ca/connect/> (location for important announcements, lecture slides and grades)

V. Course requirements

“Pop” quizzes (4 @ 6% each = 24% of the course grade)

Each quiz will consist of multiple-choice and/or short-answer questions. These questions may come in various formats, including (but not limited to) questions with diagrams and “all of the above” or “none of the above” options. Questions on quizzes will come exclusively from lecture content. Two quizzes will occur prior to the Midterm, and two quizzes after the Midterm. Note that the dates of these quizzes **will not** be announced ahead of time.

Midterm Examination (30% of the course grade)

The midterm will be the same format as the quizzes but it will be longer. Unlike the quizzes, the midterm will include questions based on textbook material. Materially, there will be more of a focus from lecture versus the textbook but to perform well, you must have a clear understanding of both lecture and the textbook.

Final Examination (44% of course grade)

The Final will be structurally similar to the midterm but it will be cumulative and longer. Every lecture will be “fair game” on the Final but only the assigned readings *after the Midterm* will be testable. There will be more of a focus from lecture versus the textbook but to perform well, you must have a clear understanding of both lecture and the textbook. **Please note: the date of the final is not announced by the University until early October. You should NOT make travel plans until you learn the date of your final exams. You CANNOT take the final at a different date/time unless you have a verifiable medical reason.**

Research participation (2% of the course grade)

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

Participate in the Psychology Department Human Subjects Pool

Most students will choose to earn their research experience component by spending two hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology’s Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://ubc-psych.sona-systems.com/>. Please register in the system ASAP 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.

The last day to earn and assigned HSP credits is the final day of classes (December 4, 2015).

For more information about the HSP program: <http://psych.ubc.ca/internal/human-subject-pool/>

Alternative assignment: Library writing projects

As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2000-present in the journal *Psychological Science*. Each summary should be about 500

words and should include the purpose, method and results of the study. Students should submit their assignments on TurnItIn, to class ID 9183443, entitled "Psychology HSP (Winter 2015)", password "research". For more information, please visit: <http://psych.ubc.ca/internal/human-subject-pool/>

VI. Research participation (optional extra credit opportunity)

You have the opportunity to earn and add up to three (3) extra percentage points to your course grade by participating in research studies coordinated through the human subject pool (HSP). As an alternative to participating in studies, you may choose to complete library writing assignments. For more details about how to pursue either of these options, please refer to the "Research Participation" heading under Section V. Any credits you earn will first be applied to the course requirement of 2%. Any additional credits will be applied to extra credit. For extra credit, one percentage point is assigned to your final grade for each hour of participation, and partial credits will be rounded down (i.e., 1.5 hours extra credit hours = 1% extra credit). Credits can be recorded and tracked via the HSP website. Extra credit is added to your grade at the end of the course. **If you do not correctly assign your credits to this course, you will NOT receive credit.**

Please note: absolutely no other extra credit opportunities are available for this course.

VII. Course grading

Your final grade consists of the items described in Section V. Performance for each of the items above will be put into a calculator that outputs your final course percentage earned. As mentioned in Section VI, any extra credit earned will be added to this final score.

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 mean grade in a 100-level class is 69 for a good class, 67 for an average class, and 65 for a weak class, with a standard deviation of 14.** 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, your course percentage is converted 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% | | |

Remember, 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 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. Please 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 vigor.

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.

VIII. Course policies

Class participation

Active learning is a critical component of a proper education and for that reason it will be frequently promoted during the term. You may be asked to answer questions at any point in class and you are expected to do your best. It is OK to not know the answer in this context but it is NOT acceptable to not try.

Attendance and Powerpoint slides

Attendance is expected for every class period. In the event you miss a lecture, I strongly suggested that you acquire notes from a fellow classmate. The primary reason for this is that lecture slides are designed to give you a framework of our discussions, as opposed to giving you every piece of information discussed in class.

For your convenience, lecture slides will usually be posted by 10PM the evening before a lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page). ***Instructional materials are solely for the purpose of learning in this course and must not be distributed or used for any other reason.***

Reading the textbook

The textbook is designed to reinforce lecture concepts and to introduce pieces of information that were not discussed in lecture. In addition to questions covering lecture, the exams will also have questions exclusively from the textbook. Thus, superior performance on the exams will require a thorough reading and understanding of the textbook.

E-mail policy

In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include the course and nature of the inquiry (i.e., "PSYC 101 – Question about chemical transmission"). Emails should contain no more than one question and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected). If you have more than one question, you should visit office hours. Please note that emails about test questions may not be answered the day before an exam.

Class discussion board on Connect

For your convenience, discussion threads will be created to improve information flow in our course. Logistical questions may be directed to the instructor on one thread. Inquiries, requests for class notes or study partners *directed to fellow students* may be posted on a second thread. Please note that you are NOT allowed to post class notes on the discussion board. Finally, current research in psychology will be posted on the third thread. Negative remarks on any of these discussion forums will not be tolerated and failure to respect this policy may result in your access to our course website being revoked.

Syllabus changes

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to properly prepare for an examination (e.g., reading an extra chapter during the week of the midterm).

Office hours

You should consider visiting Melanie's office hours if you would like to review a quiz or midterm examination (note: only she will have your assessments for review), if you would like to discuss course content and/or study strategies, or you would like to discuss the field of psychology more broadly. When reviewing your quizzes or midterm exam during office hours, you are NOT allowed to take notes or photos. **Failure to respect this policy will be treated as academic misconduct and will be handled accordingly.**

You should consider visiting Dr. Souza's office hours if you would like to discuss course content (or psychology more broadly) or if you have an issue with course performance or progress (e.g., would like to discuss your exam performance after meeting with Melanie or you missed an exam due to illness). Please note that any grade-based disputes (other than calculation errors) must be handled within two (2) weeks of the scores being released.

Classroom conduct

Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated and the student(s) and/or individual(s) will be asked to leave.

Taking a quiz or the Midterm examination

In my opinion, punctuality is a sign of respect to your instructor, teaching assistant and fellow students. Regarding lecture content, tardy students should not ask the instructor or teaching assistant for what they missed from lecture because they should direct such questions to fellow students. Regarding quizzes, tardy students run a serious risk of missing the quiz and receiving a zero, as quizzes may occur at any time during the lecture period. Regarding the Midterm and Final, a student will not be allowed to write a midterm or the Final if (1) s/he is tardy 30 minutes or more, or (2) a student has already finished and submitted their exam, whichever occurs first. Students in this situation will not be allowed to write the exam and will receive a zero.

Absolutely no exceptions will be made.

There will be no "in and out" privileges once you've started an exam (e.g., bathroom break) unless you have a documented medical reason for doing so. Medical documentation must be disclosed with Dr. Souza at least 24 hours prior to the exam so that the proper arrangements can be made.

When time is called at the end of the exam, you must immediately stop working and submit your exam and scantron form. You will not be allowed more time for any reason, including (but not limited to): putting your name or ID on the exam or filling in or changing an answer. You must also remain completely silent until every exam has been collected. Failure to stop working when time is called or to stay silent until all exams have been collected will result in a zero on the exam.

Missing a midterm or the Final

There are no make-ups for quizzes, nor is there a make-up for the Midterm under any circumstances.

You will not be accommodated for missing a midterm unless you have a valid doctor's note (which will be verified). If you are a student from the Faculty of Arts, you must meet with an Arts Advisor within 48 hours of missing the exam (unless it is medically impossible). If you are from a different faculty, you should provide Dr. Souza with your medical note within the same time frame. Non-Arts students may scan and email their medical note to Dr. Souza. Being excused from a quiz or the Midterm is at the sole discretion of Dr. Souza.

If you are excused from one of the first two quizzes, that portion of the grade will be added to your Midterm examination. If you are excused from one of the two last quizzes, that portion of the grade will be added to your Final Examination.

If you are excused from the Midterm, that portion of the course grade will be added to the Final examination. If you cannot write the Final examination, you must connect with Arts Advising to address the issue. Standing deferred make-ups for the Final may differ from the version used for the rest of the class.

Access and Diversity

UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit this website (<http://www.students.ubc.ca/access/disability-services/support-students/exam-accommodations/>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel here at UBC.

Grade bumps

When computing final grades, the instructor carefully analyzes every single student to determine whether a grade bump is deserved. Bumps may be awarded for consistent performance at a major grade boundary or for marked improvement from the midterm to the final (10%+ at minimum). Bumps are not guaranteed and are **not** awarded for non-academic reasons (i.e., student is graduating and/or involved in sports or other extracurricular activities). **DO NOT send the instructor an email asking for a grade bump.**

Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. Relevant to this course, the Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. This will be used for every assessment we take in this course.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

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

IX. Links that you may find useful...

Generally useful information

UBC Academic Calendar <http://www.calendar.ubc.ca/vancouver/academicyear.cfm>
UBC Access and Diversity <http://students.ubc.ca/about/access>
Study skills, test anxiety tips http://www2.swccd.edu/~asc/wphomepage_3_contents.html

Student professional development

Student Engagement at UBC Psychology <http://engage.psych.ubc.ca>
UBC Career Services <http://students.ubc.ca/career>

UBC Psychology student organizations

Psi Chi (local chapter of the Honors Society) <http://psichi.psych.ubc.ca/>
Psychology Students' Association (PSA) <http://psa.psych.ubc.ca/>

Psychology 101: Lecture and reading schedule

note: contents of this schedule may change slightly with advance notice from the instructor

| <u>Meeting</u> | <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|----------------|-------------|-------------------------------------|-----------------------------------|
| 1 | 9-Sep | Course introduction | Ch. 1 |
| | | A brief history of psychology | |
| 2 | 16-Sep | Nature vs. nurture discussion | Ch. 2 |
| | | Research methods | |
| 3 | 23-Sep | Conducting ethical research | Ch. 3 |
| | | Statistics | |
| 4 | 30-Sep | Introduction to the nervous system | Ch. 3 |
| | | Neurons and neural transmission | |
| 5 | 7-Oct | Gross neuroanatomy | Ch. 4 |
| | | Brain dysfunction | |
| 6 | 14-Oct | Sensation | - |
| | | Perception | |
| 7 | 21-Oct | Attention | Mtgs 1-6; Chs. 1-4 |
| | | Midterm Examination | |
| 8 | 28-Oct | Learning | Ch. 7 |
| | | Categorizing human memory | |
| 9 | 4-Nov | Neuropsychology of memory | Ch. 6 |
| | | The fallibility of human memory | |
| 10 | 11-Nov | Consciousness | Ch. 5 |
| 11 | 18-Nov | Language and thinking | Ch. 9 |
| 12 | 25-Nov | Special topics in psychology (TBA) | - |
| 13 | 2-Dec | The future of psychological science | - |
| | | Course conclusion | |
| 14 | TBA | Optional Q&A review session | Mtgs 1-13; Chs. 5-7, 9 |
| | | Cumulative Final Examination | |