

# PSYCH 101/004

Term 1 2017

## About This Course

Psychology is a broad discipline with both an academic and applied/professional side. As a modern academic discipline, psychology is defined as *the scientific study of behavior and the mind, and their cognitive and neurobiological bases*. Applied psychologists are professionals with training and clinical skills for helping people cope more effectively with life/school/work issues and with mental health problems.

This course is an introductory level survey of the methods and findings of psychology as a science. It focuses on the scientific method and its application to specific content areas: Attention & consciousness, sensation, perception, learning and memory. A comparable introduction to other content areas of scientific psychology, such as personality, emotions and motivation, as well as mental wellness and illness is provided by PSYCH-102.

Modern psychology uses the methods of science, and consequently, this course emphasizes science-related topics such as research methods, statistics, logical reasoning, critical thinking and the importance of operationalizing concepts.

## Goal & Objectives

This course's primary goal is to increase scientific literacy and help you think critically about a wide range of topics in psychology.

In order to guide us throughout the term, we have translated this goal into a number of specific objectives which you should achieve by the end of the course:

1. Define and understand the core elements of the scientific method and why this method is used.
2. Know the methods used by modern psychology for the purpose of understanding behavior and the mind.
3. Define modern psychology and identify major theoretical perspectives within it.
4. Recognize, recall, connect and discuss psychological as well as neurobiological concepts and theories from specific content areas of psychology (e.g., perception, learning, memory).
5. Recognize, recall, interpret and apply findings and phenomena from the different content areas of psychology (e.g., the serial position effect, long term potentiation, sleep cycles).
6. Critically evaluate evidence about behavior and the mind that occurs in the context of our daily life.
7. Apply your understanding of psychological concepts, theories and facts for the purpose of making predictions about yourself, others, and events which are likely to occur in the context of daily life.
8. Communicate your understanding of psychology effectively in both spoken and written form.
9. Demonstrate respectful, professional and productive conduct in emails, online, in class, and in face-to-face communications with your peers, TAs and the instructor.

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# Class Meetings & Materials Required for Class Meetings

Classes are held every Mon, Wed and Fri, 10:00 to 10:50 am, in CIRS Room 1250. The CIRS building is located at 2260 West Mall. Please respect your peers and instructors by arriving on time and by not leaving early. In a large class, either arriving late or leaving early is noisy, distracting and irritating.

You do not need to bring your textbook to class.

We will be using iClicker Cloud (REEF polling) for many class meetings. iClicker Cloud is a tool for in-class polling, quizzing, tracking class participation, etc. To participate in all such activities, bring to class a mobile device: a phone, a laptop or an iClicker remote.

## Course Leaders

The course leaders are here for you, to facilitate learning, to answer questions, to help you understand course materials and requirements ... to lead you to a successful course completion. The course leaders also are responsible for preparing and delivering lectures and other course activities (i.e., demos, quizzes, tests) and for keeping records.



The instructor for this course is Professor Peter Graf

Office phone: 604.822.6635

Office location: CIRS 4352 (upstairs from the classroom)

Office hours: Thursday 9:00 to 11:00 am; no appointment required - anyone may drop in.

Informal office hours: Most Mondays & Fridays from 9:00 to 9:30 am, I will be at THE LOOP café, located in the lobby of the CIRS building, just outside the classroom.

Email: [pgraf@psych.ubc.ca](mailto:pgraf@psych.ubc.ca). Be thoughtful about using email. Please include "PSYCH 101" in the subject line of your email. If the subject line is blank, your email is likely to end up in my trash folder. Before you send an email, keep in mind that a response to your question or concern might be in your class notes, in this syllabus, or it might have been addressed in Piazza -- the course-web discussion forum. Also keep in mind that each individual email is best suited for asking one specific question, never for a list of questions. Email is never a reasonable substitute for class attendance, and is not suited for dealing with deep issues that require a face-to-face meeting. I will do my best to respond to emails within 24 hours.

The teaching assistants for this course are:



**Anna Thais Klassen**

I am a Masters student studying behavioral genes involved in addiction using *C.elegans*. My research interests include epigenetic mechanisms of addiction, especially the role that early-life experience plays in genes and neural pathways of substance dependency. Please feel free to ask me any questions you have about the course material in my office hour.

Office Location: Audain 4038B (6398 University Blvd).

Office hours: Wednesdays 1 - 2 pm. No appointment is required during my office hours. If this time is not convenient for you, and you would like to set up a separate meeting, please email me to arrange a meeting date and time. Email: [at.klassen@alumni.ubc.ca](mailto:at.klassen@alumni.ubc.ca). Please include "PSYCH 101" in the subject line of the email, and I will do my best to respond within 24 hours.



**Jennifer Campbell**

I am a doctoral student in developmental psychology. My research focuses on how young infants learn their first words. I examine how infants learn labels for individuals (i.e., proper names) and labels for categories of objects (i.e. count nouns). I am especially interested in how infant's cognition influences how they learn the meanings of these types of words.

Office Location: Kenny Bldg 1005 (2136 West Mall)

Office hours: Tuesdays, 4:00-5:00 pm. Please feel free to drop by during my office hours without an appointment. Please email me to set up an alternate time if you would like to meet but are not available during office hours.

Email: [campbejc@psych.ubc.ca](mailto:campbejc@psych.ubc.ca) (please include "Psych 101" in the subject line).

# Tools You Will Need

In order to achieve the course objectives, we will use the following:

- A. Textbook: Schacter, D.L., Gilbert, D.T., Wegner, D.M., Nock, M.K. & Johnsrude, I. (2014). Psychology (Canadian 3rd edition + Launchpad). New York: Worth. The textbook is paired with an online platform called LaunchPad, which we will be using on a regular basis throughout the course.

You can obtain the textbook and LaunchPad access at the UBC bookstore, which is offering a hardcover version (more expensive) as well as a convenient loose-leaf version (less expensive), and both are bundled with access to LaunchPad.

An even less expensive option is just to purchase online access to the LaunchPad. By doing so, you will automatically get access to an e-version of the text.

## B. Launchpad

We make extensive use of LaunchPad, which includes an online copy of the textbook as well as many interactive learning tools including videos, quizzes, and flash cards. Nearly every week, a number of short 'Learning Curve' exercises will be assigned to help you master a chapter in the textbook. (Completion of these exercises counts for 8% of your final course grade.) LaunchPad tools are an excellent way to spend your weekly study time and prepare for tests and exams, and I strongly encourage you to use the online resources regularly.

For an alternative to LaunchPad, for students who are unable to purchase LaunchPad access: See Appendix A (will be provided in a few days).

Your textbook (either the hardback or loose-leaf) comes with a code for accessing LaunchPad. Keep this code; you will need it for registering yourself on LaunchPad. To create a LaunchPad account, go to the course website on [www.connect.ubc.ca](http://www.connect.ubc.ca), click on the LaunchPad link, and then follow the instructions.

Note: You can use LaunchPad for free for 21 days. All activities that you complete during this trial period will be credited to you.

Some sections of PSYC 102 use the same Schacter et al. textbook with Launchpad (drawing on the later chapters in the book), and students are able to use their Launchpad access code for both courses. In order to enroll in both courses at the same time, register for this course by clicking on the LaunchPad link on the course web and entering your access code or purchasing access online. Then, visit the other professor's course URL and login using the same login credentials.

Earlier editions of the textbook are not ideal for the course (and any Non-Canadian edition is definitely not suitable), in part, because they will not include LaunchPad access.

If you have technical issues with Launchpad, please follow these steps:

STEP 1: Self Trouble-Shoot: LaunchPad Student User Guide: [CLICK HERE](#)

- Device: use a Laptop or a Desktop computer when submitting assignments
- Browser: use Chrome or Firefox when submitting assignments
- Refresh (reload) Chrome or Firefox browser as needed
- Allow pop-ups on your Chrome or Firefox browser
- Clear cache and cookies in Chrome [CLICK HERE](#) in Firefox [CLICK HERE](#)

STEP 2: Call tech support: (800) 936.6899

STEP 3: If after you call Tech Support the issue(s) is unresolved, please email your instructor, with a few details. When you email your instructor, you MUST include the Tech Support TICKET NUMBER in the subject line of your email.

## C. TurnItIn

As part of this course, you will complete a writing assignment -- a research essay -- and submit it for review and evaluation by your peers. We are using two platforms in connection with the research essays: TurnItIn & Moodle. TurnItIn is -- among other things -- a plagiarism-identification service, and UBC subscribes to this service. When you submit your research essay to this service, it checks its originality, and thereby helps avoid and prevent plagiarism.

I will enroll you on TurnItIn, using the **name and email information** available on Friday September 29 2017 on the official UBC class list. If you do not yet have a TurnItIn account with the same name and email address, TurnItIn will create a profile for you. If you already have a TurnItIn account, you will already have a profile and password.

- D. Moodle: Moodle is a learning management system which we use for the peer assessment of the research essays. You will submit your research essay to this site, and use this site also for reviewing the submitted research essays of a selection of your peers.

I will create a Moodle account for you, using the information (i.e., your name, UBC student number, email address) available on September 29 2017 on the official UBC class list. After this date, go to: [arcus.docbob.ca/moodle](http://arcus.docbob.ca/moodle) (copy the site name correctly). Log-in to this site with the username which consists of all parts in the email UBC has for you that comes before the @ sign. For example, if my UBC email is [pgraf@psych.ubc.ca](mailto:pgraf@psych.ubc.ca), my username would be pgraf. When I create the Moodle accounts, I will use each students' UBC student number as his/her temporary password. Therefore, when you go to your account for the first time, use your UBC student number as your password, and then change it to something that is more secure.

- E. iClicker Cloud (REEF): MC questions and polls will be included in many class meetings, and your responses to them will count toward your course grade.

iClicker Cloud is a tool for in-class polling, quizzing, tracking class participation, etc. To participate in iClicker Cloud activities, you can use your phone, a laptop or an iClicker remote.

iClicker Cloud is free (paid for by UBC). However, in order to use iClicker Cloud, you need to create an account. Use this specific activation code -- **4B8914C18094** -- to ensure that your account is connected the correct course/section.

To get started on iClicker Cloud, go to this site: <https://app.reef-education.com> create an account and sign in.

To learn more about creating an account and using iClicker Cloud, check these sites:

<https://community.macmillan.com/docs/DOC-7476-reef-student-application-registration-getting-started>

<https://community.macmillan.com/community/iclicker-support/iclicker-student-support/pages/iclicker-reef-student-application>

Please note: The account activation code must be entered **using a computer, not a device like a phone or a tablet**. If you have difficulties, iClicker Cloud has created a quick video tutorial on how to enter the access code: <https://vimeo.com/203162341>.



- F. Course Website. The website for this course is at [www.connect.ubc.ca](http://www.connect.ubc.ca). Use your CWL (campus wide login) to connect to this site. This site is where you will find everything you need for the course, the most up-to-date copy of this syllabus, pdfs of slides used in lectures, instructions for assignments, announcements, links to discussion groups, links to TurnItIn, Moodle, LaunchPad and Piazza, as well as a record of grades. Go to this website early in the course and return to it frequently – at least a few times each week -- for announcements, discussions on current issues, problems and their solutions, as well as for connecting with other students, for finding answers to common questions, etc.

- G. Piazza: Piazza is a versatile tool for discussing course issues, asking questions, practicing question answering skills, honing peer teaching skills, connecting with other students, commiserating with other students, etc. For most issues/questions that you have about any aspect of the course, turn to Piazza rather than the instructor or TAs because your issues/questions are likely to be of interest to other students, and other students are likely to have the answers you are seeking. We will be on Piazza at least a few times each day, in order to guide discussions, clarify questions and answers, correct misinformation, etc.

Piazza provides detailed data about the number of postings/contributions viewed by each student, the number of questions asked by each student, the number of questions answered by each student, and these data will be used as part of your class participation grade.

I will enroll you on Piazza, using the **name and email address UBC has for you**. Once enrolled, Piazza will send you a welcome message, with a link to activate your Piazza account. Please note: If you did not receive a welcome message, check the email address that you have provided to UBC.

If you have joined the class after 1 Sep 2017, send me a note with the name and email address UBC has for you.

To check/change your account info, click on the 'gear' on the Piazza homepage (right side of screen, where your name should appear), and then click on account settings.

# What We Expect From You

**Participation in Class and on Piazza:** Learning is an activity, not a drug or treatment, and not the passive process of absorbing information. The course makes use of lectures, demonstrations and peer-to-peer learning, and relies on feedback and participation as well as discussions in small groups. We expect you to speak up, to formulate your ideas in writing, to listen critically and provide feedback, to participate and respond to clicker questions. Lectures and class meetings are an opportunity for asking questions, for testing your understanding of issues and for augmenting insights provided by the text and for building your course notes. Learning occurs when you are active, when you dare to make errors, and when you are prepared to receive critical and constructive feedback on your comments, observations and questions.

**Attendance:** Come to every class, always prepared to participate, with an open and critical mind. To every class, bring a device for responding to iClicker Cloud items, and bring materials for making notes. If you miss a class, you are responsible for obtaining notes and for getting informed about announcements. You will not be able to make up clicker questions/responses that occurred during your absence.

Plan ahead! Connect with class mates who will be able to keep you informed in case you absolutely must be absent from class. Take to heart UBC's motto: *Tuum Est!*

**Respectful & Ethical Conduct:** You are expected to treat your classmates, instructor and teaching assistants with respect at all times, whether face-to-face, on the phone or in emails.

*We are committed to a zero tolerance for cheating in any form, including dishonest use of the iClicker tools, copying from a classmate or submitting the work of others as your own. All forms of misconduct will be dealt with as described later in this syllabus and in the UBC calendar (see Academic Misconduct).*

**On-Time Completion of LaunchPad Activities:** You are required to complete a few "Learning Curve" exercises and one quiz in connection with each chapter of the text. These activities are open book, not time limited, can be repeated up to three times, but must be completed by the due date specified on LaunchPad, as well as in the Schedule of Course Activities which is included later in this document. If you attempt a quiz more than once, we will use only the highest score you have achieved. The purpose of all LaunchPad activities is to encourage you to read each chapter ahead of the date when we begin course activities related to the chapter topic, and to reinforce your learning immediately after we have covered each topic. Learning is most effective when it is distributed in time.

Policy of missed or late LaunchPad activities: All LaunchPad activities must be completed by the due date/time specified on LaunchPad and in the Schedule of Course Activities. The graded versions of the quizzes will no longer be available on LaunchPad after its due date/time. A grade of zero (0) will be assigned for every LaunchPad activity that has not been completed by the due date/time.

**On-Time Submission of Research Essay & of Peer Evaluations of Research Essays:** Writing and evaluating the written work of others are important elements of this course. For these reasons, you will be required to research one of four topics (details included in Assignment Description: Research Essay & Rubric) and write a brief essay about it.

In addition, you are also required to evaluate/assess and provide critical, constructive comments on the research essays submitted by 6 of your classmates/peers.

A detailed description of and instructions for the research essay & of the peer evaluations of the research essay is included in the document called "Assignment Description: Research Essay & Rubric". This document is available on the course website (click on the link called "Syllabus & Assignment Info").

**On-Time Completion of the Peer Assessment Training Workshop (PAW).** You are required to complete an on-line workshop that we have developed for teaching you how to assess the research essays of your peers in a valid and reliable manner. The workshop gives you an opportunity for practicing your assessment skills and to compare your grading with the grading provided by experienced peers and by the instructor. Completion of the workshop will require about 2 hours.

The workshop will be available from Beginning of Sunday September 24 2017, and must be completed by no later than the end of day Sunday October 8 2017.

Late/Failed Submission Policy: A late submission of a research essay will not be accepted under any circumstances. A research essay that has not been submitted to both TurnItIn and to Moodle by the due time/date will be regarded as a late submission, and it will be assigned a grade of zero (0). Late completions of peer evaluations will not be accepted under any circumstances and will be assigned a grade of zero (0).

If you fail to submit a research essay, you will NOT be able to participate in the peer evaluation cycle, and you will automatically forfeit any course grades that are available for this component.

**Re-Grade Policy:** If, after receiving a grade & feedback on your research essay, you feel very strongly that your essay was graded unfairly by your peers, you may choose to have your essay re-graded by emailing such a request to your TA within 1 week of the grades being released. Note that re-grading may result in a grade increase or decrease, and that the re-grade is final.

**Presence at Syllabus Quiz:** Your presence in class is essential on September 22 for a quiz on the course syllabus. The quiz will consist of multiple choice questions. Your quiz answers will be collected with a Scantron form, and you must use a #2 pencil for completing this form. There is no make-up for missing this quiz! A grade of zero will be assigned if you miss the quiz.

**Presence at Midterm Test:** Your presence at the mid-term – scheduled for Monday October 16 -- is required. If you must be absent from the mid-term for a valid reason, notify the course instructor immediately in order to make alternative arrangements. Alternate arrangements will only be made for valid & properly documented medical reasons. There are no make ups for the mid-term. A grade of zero will be assigned for an unexcused missed midterm.

**Presence at Final Exam:** Your presence at the Final Examination in December 2017 (exact date to be determined by the Faculty of Arts) is mandatory. If you absolutely must miss the final examination for a valid reason, you or your caregiver must apply for an Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services).  
**Final Exam Hardship:** If you have 3 or more exams scheduled to start and finish within a 24 hour period, you may make a request via the Faculty Advising Office to write the 2<sup>nd</sup> examination on a different day.

**Policy on Unreadable Scantron Forms:** We will be using Scantron forms for the syllabus quiz, for the mid-term and for the final examination. You must use a #2 pencil for completing all of the required parts of each Scantron form. If you fail to complete a required part of a Scantron form, or if you do not use a #2 pencil, it will not be machine readable. A 10% penalty will be applied to each quiz/test/exam that was submitted with an unreadable/unidentifiable Scantron form.

## What You Can Expect From Us

**Availability:** We – the Course Leaders -- are here for you, to facilitate your learning, to answer your questions, to help you understand course materials and requirements ... to lead you to a successful course completion. Make effective use of us, for example, by visiting us during office hours. A visit is typically more effective than an email, a phone call, or a brief after class chat. If our office hours absolutely cannot work for you, we will propose a few alternative date / time options.

**Slides & Lecture PDFs:** PDFs related to class presentations & activities will be available AFTER class on the course website ([www.connect.ubc.ca](http://www.connect.ubc.ca)). NOTE: The lecture notes will never be available before class. For copyright reasons, the posted pdfs may be different from those used in class. Keep in mind also that the pdfs are not lecture notes; they are speaking points for reminding and guiding the lecturer, for highlighting core concepts, etc. Do not assume that posted pdfs are sufficient for catching up with class activities.

**Feedback/Grades:** We will endeavor to provide you with feedback on all learning assignments (e.g., syllabus quiz, mid-term test, final examination, etc.) as promptly and with as much detail as manageable for a large class.

**Respectful Ethical Conduct:** At all times, we will strive to treat you with respect, and to make decisions with the highest standards of ethics in mind. If you feel that you have been treated in any other way, disrespected in any way by us or by a classmate, we invite you to talk to us so we can address the issues together.

*Please note that failing to make course concessions for you (e.g., changing a due date or test date) is not a sign of disrespect. Ethical conduct requires us to uphold all course requirements and UBC standards and regulations, and to apply them fairly and in a consistent manner to all students. [Hint: Before you come to us with a request for some sort of concession, ask yourself whether we would be able to offer this same concession to all students in the course. If the answer is NO, don't bother asking.]*

# Learning Appraisals & Due Dates

We will use a number of different methods for determining whether we are meeting the course objectives.

Unless otherwise stated, the due date for all assignments is the end of day/date listed.

Activity	Value	Due Dates
Account verification posting on TurnItIn & Moodle	1%	Sunday October 13 2017, end of day
Syllabus quiz - in-class: 10-15 MC questions	2%	Friday September 22 2017
Clicker-accuracy (points for correct responses to clicker items): 3% for correct on 80%+ items; 2.5% for correct on 70%; 2% for correct on 60%; 1.5% for correct on 50%; 1% for correct on 40%; .5% for correct on 30% of items.	3%	Ongoing throughout the term
Clicker-class-participation (points for responding to clicker items; correctness of responses does not matter): One (1) participation point for every class with responses to > 50% of all clicker items. End of year, the 2% are allocated as follows: 2% for students earning 4/5 of all available participation points; 1.5% for earning 3/5 of participation points; 1% for earning 2/5 of participation points; .5% for earning 1/5 of participation points.	2%	Ongoing throughout the term
Piazza (points for making a meaningful contribution on Piazza): 4% for >40 contributions; 3.5% >35 contributions; 3% for >30 contributions; 2.5% for >25 contributions; 2% for >20 contributions; 1.5% for > 15 contributions; 1% for > 10 contributions; .5% for > 5 contributions.	3%	Ongoing throughout the term Participation
Peer assessment training workshop	2%	Due on Sunday October 8 2017
Peer evaluations of research essays	4%	Due on Sunday November 12 2017
LaunchPad activities, using average of best grades: Max 4% for completing LearningCurve activities; max 4% for chapter quizzes.	8%	Ongoing throughout the term
Critical-constructive comments on research essays	2%	Due on Sunday November 12 2017
Research essay	12%	Due on Sunday Nov 5 2017
In-class mid-term test, focused on materials – class & text -- covered up to the date of the test (approximately 40 MC questions and 15 short answer [SA] questions)	26%	In-class on Monday October 16 2017
Cumulative final examination (approximately 85 MC and 20 SA items).	33%	During the examination period, between December 5 & 20 2017
Research experience component	2%	Friday December 1 2017
Total points available for course work	100%	
Bonus points for optional research participation	3%	Friday December 1 2017

**iClicker Cloud & Piazza:** To get the maximum out of this course, you need to become actively engaged in every part of it, by coming prepared to class with issues/questions that occurred in the course of reading the text, or in conversations with class mates, friends or family. Take part in class discussions and in Q&A sessions, and respond thoughtfully to all clicker items/questions. Your engagement and participation in course counts for 2% of your grade, and your correct responses to in-class clicker questions counts for 3% of your course grade.

Your engagement in the course outside of class meetings counts for 3% of your course grade. These extra 3% are awarded for making meaningful, thoughtful, critical constructive contributions on Piazza, according to the scheme in the listing of *Learning Appraisals*. [Note: Writing a Piazza question that asks for information included in this syllabus or that was announced in class does not count as a meaningful contribution. Similarly, a 'me too' response will not be counted as a meaningful contribution.]

**LaunchPad activities, Syllabus Quiz, Mid-term, and Final Examination:** The LaunchPad activities – which count for 8% of your grade -- are intended to make you familiar with each topic covered in the course, to prepare you for class activities, to ascertain your mastery of the materials covered in each chapter, etc.

The syllabus quiz is an incentive for you to become thoroughly familiar with the syllabus, with everything that is required for succeeding in this course, to encourage you to pay attention to deadlines, etc.

The mid-term will be given in the classroom at the same time as the regularly scheduled class, on Monday October 16 2017, while the final examination -- a 2-hour event -- will be scheduled by the Faculty of Arts between December 5 and 20, 2017. [Do not make any travel arrangements before you know the date of the final examination. Being away from UBC will not be accepted as a reason for missing the examination.]

The mid-term test and the final examination will consist of a combination of Multiple-Choice [MC] and Short-Answer [SA] questions, and they will focus on materials covered in the text and in the lectures and class-activities. The final examination is cumulative. In order to do well on the test and examination, you will need to go beyond memorization of facts and definitions; you will need to integrate and apply the materials to new situations.

The SA items on the test and exam usually create more anxiety than the MC items, probably because the former are less familiar. The SA items will require a short-response, from a few words to a maximum of 1 or 2 sentences. Nearly all SA items included on the mid-term test or on the final examination will be based on or be direct duplicates of questions introduced in class. Therefore, pay attention in class and take careful notes, and above all, participate in class activities by generating responses/answers to all questions/items when they come up in class. Practice answering such questions.

**Research Essay & Peer Evaluations of Research Essays:** The document called "Assignment Description: Research Essay & Rubric" gives detailed specifications for these two course components (note: This document is on the course web, under "syllabus and assignment Info").

Your Research Essay must address one of the topics we have chosen/assigned, must be prepared according to the American Psychological Association (APA) format, and must be submitted -- to both your TurnItIn & Moodle accounts --by the due date. A late submission will not be accepted under any circumstances and will result in a grade of zero. The research essay, which counts for a total of 12% of your course grade, is designed to help you apply course materials to everyday life situations, events and experiences, and to help develop and polish your written communication skills.

The best method for learning to write effectively is to evaluate and provide critical, constructive feedback on the written work of peers. For this reason, you will be reviewing/assessing/evaluating/commenting on the research essays of 6 of your peers. Immediately after the due date for submitting the research essay, each of them will be assigned to 6 peers (i.e., randomly selected from among all students in the course) for evaluation/assessment and for critical, constructive comments. Each student/peer is required to evaluate/assess the research essay of 6 different peers, assign a grade to each, as well as to write one critical, constructive comment (i.e., highlighting a specific weak, confusing, unclear aspect in the essay, and recommending at least one way in which this shortcoming could be corrected) about each.

Peer Evaluations must be completed by the due date. Failure to complete ALL of the required peer evaluations by the due date will result in a grade of zero for this course component.

The validity of the grades & the quality of the critical constructive comments written by each student/peer assessor will be graded by the TAs and instructor, and will count for 4% and 2% respectively, of your course grade. The essay authors look forward to your thoughtful, critical-constructive comments & to your fair grading of their work.

The final grade awarded to each research essay is the median of the grades assigned by the 6 peer evaluators. There is considerable research showing that grades derived in this manner are of the same as or higher quality than grades assigned by a TA or by an instructor (see Cho, Schunn & Wilson, 2006; their published article is available on the course web). More importantly, by using peer evaluators, the author of each submission will not only receive a grade on his/her work, but will also receive the written comments from 6 different peers. In addition, by serving as a peer evaluator, each student has the opportunity to compare his/her own work to that of her/his class mates.

**TurnItIn and Moodle Account Verification:** This is the easiest course assignment. In connection with the research essays and with the peer evaluation of these essays, we are using TurnItIn and Moodle. As promised elsewhere in this syllabus, I will create accounts on these platforms for you (at the end of September 2017). To verify your access to your TurnItIn and Moodle accounts, you are required to post a pdf to each account by October 13. This pdf needs to include your chosen research essay topic, your name and UBC student number. Post a pdf with this information to each account, and you have earned 1% of your course grade.

**Research Experience & Optional Research Participation:** One way to learn more about psychology is to be a participant in ongoing psychology research projects. As part of this course, you are asked to complete a research experience component worth 2% of your grade. In addition, you have the option of earning a maximum of 3 bonus points (i.e., giving you a 3% increase in your final course grade) by participating in additional approved experiments that are posted on the web of the Department of Psychology Human Subject Pool (HSP) or by completing alternative assignments. Detailed instructions about these course components appear in the next section of this document.



## Research Experience Component & Optional Research Participation

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 a 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 course grade.

### 1. 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 on 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 on 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 will close, meaning that 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.

Further instruction on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

### 2. Alternative assignment: The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

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 (i.e. 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 system (<https://ubc-psych.sona-systems.com/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted no later than 10 days before the end of classes.

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 6880064, class name is Library Option for HSP, 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.

Extra credit (optional): You may earn up to 3% extra credit that will be added to your final grade. These extra credit points can be earned by doing up to three additional hours of study participation in the HSP (or summarizing another three additional journal articles for the library option) as described above as the research experience component of the course.

*Participating in a 1-hour research project, or completing one of the alternative assignments, earns you 1 point. The 2 points available for the REC will be included when computing your course grade. By contrast, the 3 points available via the optional research participation will be used to increase your final course grade, but they are added only after any scaling that may need to be applied to the course grades.*

## UBC Policies on Grading & Scaling

UBC courses are graded on a percentage basis; corresponding letter grades are assigned automatically by the Registrar.

Percent	Grade	Level of Achievement	Percent	Grade	Level of Achievement
90-100	A+	exceptional	64-67	C+	adequate
85-89	A	exceptional	60-63	C	adequate
80-84	A-	exceptional	55-59	C-	adequate
76-79	B+	competent	50-54	D	adequate
72-75	B	competent	00-49	F *	inadequate
68-71	B-	competent			

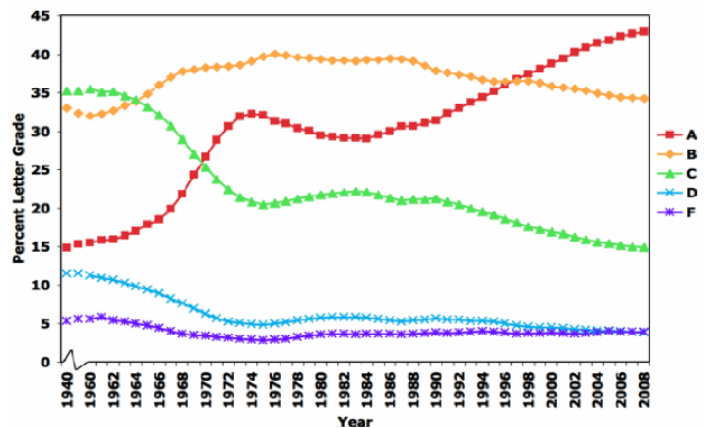
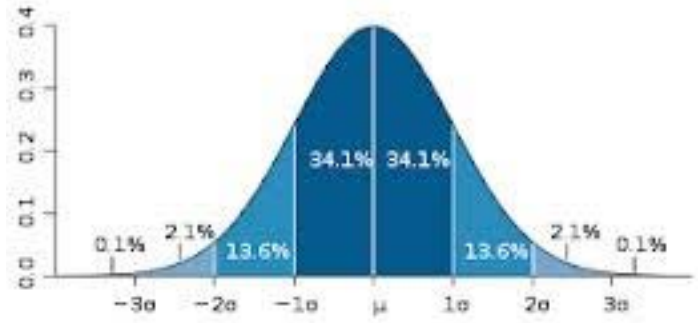
**Grading Criteria:** The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

- ✓ 80% to 100% (A- to A+): Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
- ✓ 68% to 79% (B- to B+): 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.
- ✓ 50% to 67% (D to C+): 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.
- ✓ 00% to 49% (F): Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

**Scaling of Grades:** Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, departmental or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.

Peer graded work often requires scaling because students tend to give inflated grades. Assume that some scaling of peer graded work will occur.

**Grade Inflation Policy:** In order to reduce grade inflation and maintain equity in courses with multiple sections, all psychology courses are required to comply with the departmental policy on grade distributions. According to this policy, all 100 and 200 level courses are required to obtain an average grade of 69%, with a standard deviation of 14%. Grade scaling may be necessary in order to achieve these norms, and may be applied by the professor or by the department. If necessary, each assignment will be scaled to achieve the desired class mean & standard deviation.



**Grade Inflation:** Is the tendency for academic grades for work of comparable quality to increase over time.

# Academic Misconduct

*I would prefer even to fail with honor than to win by cheating*  
~ Sophocles

According to the UBC Calendar, students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

1: Cheating, which may include, but is not limited to:

- ✓ falsification of any material subject to academic evaluation, including research data;
- ✓ use of or participation in unauthorized collaborative work;
- ✓ use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- ✓ use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- ✓ dishonest practices that breach the rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).

2: Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

NOTE: UBC is a subscriber to TurnItIn, a service which is likely to uncover any occurrence of plagiarism in written work.

3: Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

NOTE: TurnItIn is likely to reveal if your written work has been submitted elsewhere (e.g., for another course, by another student, at another university).

4: Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.

5: Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.

6: Falsifying or submitting false documents, transcripts, or other academic credentials.

7: Failing to comply with any disciplinary measure imposed for academic misconduct.

How to Avoid Academic Misconduct: The UBC library ([http://www.library.ubc.ca/hss/instructions/sts/Whole\\_page.htm](http://www.library.ubc.ca/hss/instructions/sts/Whole_page.htm)) and UBC writing center (<http://cstudies.ubc.ca/writing/index.html>) offer online guides for preventing unintentional plagiarism. Please make use of these resources.

Do not copy and paste from any other sources when writing papers, not even when working on early drafts, because doing so is the surest way to committing plagiarism.

## Getting the Most out of University

*Nothing ever comes to one, that is worth having, except as a result of hard work*  
*Booker T. Washington*

In order to succeed in this course, you should expect to give it your full attention for 2 to 3 hours for each 1-hour of class time (10-15 hours per week). Take careful notes, read actively, come prepared for class, participate in class activities, demonstration and discussions, dare to make errors and keep asking questions. Apply what you learn in the course to your own learning, to making you a more effective student.

UBC has a number of web resources which provide excellent tips and insights into how to get the most out of university; browse them, use them to your advantage:

- Skylight (<http://sclt.science.ubc.ca/resources>)
- the UBC Centre for Teaching, Learning and Technology (<http://ctl.ubc.ca/resources/learning/>)
- the Carl Wieman Science Education Initiative ([www.cwsei.ubc.ca](http://www.cwsei.ubc.ca))
- for advice from senior Science students, check out an account published by Ashley Welsh ([http://www.cwsei.ubc.ca/resources/student\\_guidance.htm](http://www.cwsei.ubc.ca/resources/student_guidance.htm)).

Check out the UBC Learning Commons (<http://learningcommons.ubc.ca/>), an evolving collection of UBC-selected learning resources that guide students through a process of discovery. Through an emphasis on student-driven initiatives and shared-decision making, the UBC learning commons enhances the experience of all UBC students.

Take charge of your own learning, and take full advantage of all of the support available to you.

Physical or Other Learning Disabilities: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. We (Access & Diversity) provide leadership in examining policies, processes, and programs through the lens of diversity. We work with students, staff, and faculty to build a community for all.

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 contact us (<https://students.ubc.ca/about-student-services/access-diversity/>) or visit Brock Hall room 1203, 1874 East Mall, Phone: 604.822.5844.

### Withdrawing From a Course

Even the best laid plans can go awry, and suddenly you might find yourself unable to cope with the demands of this course. If you arrive -- or feel you have arrived -- at such a turning point in your life as a learner, talk to one of your Course Leaders immediately, or contact your Faculty's Advising Office (<http://students.ubc.ca/enrolment/courses/academic-planning/advising>). If you wish to withdraw from the course, consult the UBC Academic Calendar for relevant dates: <http://www.calendar.ubc.ca/vancouver/>

## Schedule of Assigned Course Activities

If changes are made to this schedule, they will be announced in class and on the course web.

Day	Date		Tasks, Assignments, Readings & Due Dates
Mon	Sep 4	Labor Day	
Wed	Sep 6	First Day of Class	To-do this week: Read/study the syllabus, make an effective study-plan, get the textbook and read the preface
Fri	Sep 8		
Sun	Sep 10		
Mon	Sep 11		Due End of Today: Read Chapter 1 & complete assigned LearningCurve activities
Wed	Sep 13		
Fri	Sep 15		
Sun	Sep 17		Due End of Today: Chapter 1 on-line quiz
Mon	Sep 18		Due End of Today: Read Chapter 2 & complete assigned LearningCurve activities
Wed	Sep 20		
Fri	Sep 22	Guest Lecture	IN-CLASS QUIZ ON SYLLABUS
Sun	Sep 24		Beginning of Today: Peer assessment training workshop opens
Mon	Sep 25		
Wed	Sep 27		
Fri	Sep 29		
Sun	Oct 1		
Mon	Oct 2		Due End of Today: Chapter 2 on-line quiz
Wed	Oct 4		Due End of Today: Read Chapter 3 & complete assigned LearningCurve activities
Fri	Oct 6		
Sun	Oct 8		End of Today: Peer assessment training workshop closes
Mon	Oct 9	Thanksgiving Day	
Wed	Oct 11		
Fri	Oct 13		Due End of Today: Complete account verification activity for TurnItIn and for Moodle
Sun	Oct 15		Due End of Today: Chapter 3 on-line quiz
Mon	Oct 16		MIDTERM: HELD IN CLASS
Wed	Oct 18	Guest Lecture	Title: <i>Research essay writing basics &amp; best practices</i>
Fri	Oct 20		Due End of Today: Read Chapter 4 & complete assigned LearningCurve activities
Sun	Oct 22		
Mon	Oct 23		

Wed	Oct 25		
Fri	Oct 27		
Sun	Oct 29		Due End of Today: Chapter 4 on-line quiz
Mon	Oct 30		Due End of Today: Read Chapter 5 & complete associated LearningCurve activities
Wed	Nov 1		
Fri	Nov 3		
Sun	Nov 5		Due Today at 6 am: Post your essay on Moodle & TurnItIn Today 10 am: Essay peer evaluation on Moodle opens Due End of Today: Chapter 5 on-line quiz
Mon	Nov 6		Due End of Today: Read Chapter 6 & complete associated LearningCurve activities
Wed	Nov 8		
Fri	Nov 10		
Sun	Nov 12		
Mon	Nov 13	Holiday	UBC is closed in lieu of Remembrance Day
Wed	Nov 15		
Fri	Nov 17		
Sun	Nov 19		Due Today at 6 am: Essay peer evaluation on Moodle closes
Mon	Nov 20		
Wed	Nov 22		Due End of Today: Chapter 6 on-line quiz
Fri	Nov 24		Due End of Today: Read Chapter 7 & complete associated LearningCurve activities
Sun	Nov 26		
Mon	Nov 27		
Wed	Nov 29		Due End of Today: Chapter 7 on-line quiz
Fri	Dec 1	Last Day of Classes	Review & Wrap-Up

The final examination date is set by the UBC registrar's office.

DO NOT BOOK TRAVEL DURING THE EXAMINATION PERIOD: December 5 to 20 2017.

The final examination is cumulative, but it will emphasize more those materials covered after the mid-term.