

PSYCHOLOGY 101-99A: Introduction to Biological and Cognitive Psychology

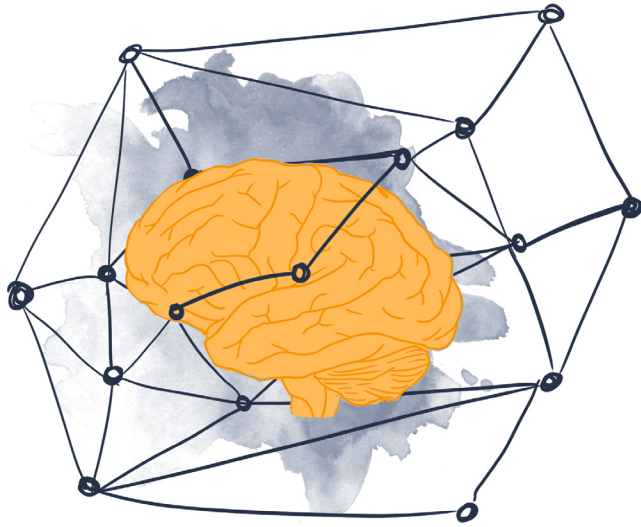


illustration by Kimberly Nipp

Websites: edge.edx.org

This is the website you will use to access most materials in the course.

Please note that not all of the content in the course will be visible to you the first time you log into the edX platform. Course content is released one week at a time. The only exception is the readings: You will have access to all the text readings for the duration of the course.

connect.ubc.ca

We will only be using Connect for instructions on how to register for the edX course, and for housing a breakdown of your grades in the course after you write the final exam.

Mattermost Chat App:

We will be using Mattermost for online chats and virtual office hours. Mattermost is a flexible chat application similar to other messaging apps such as Slack or Discord. You can join channels or message other students directly to ask questions, share files and discuss. You can also use familiar social media attributes such as mentions (i.e., @username) and hashtags to send alerts to individuals and add tags to important messages, respectively. It runs on most mobile and desktop platforms.

Once Mattermost is set-up, I will email a link for everyone to use to login. The link will prompt you to create an account. Once you've created an account, you can simply use that link to log into Mattermost.

ABOUT PSYCHOLOGY 101

This psychology course will introduce you to some of the major research areas within the field of psychology: the scientific study of behaviour. The course begins with an overview of psychology and its research methods, and then covers several fundamental topics in psychology (for example, biological psychology, learning and memory, consciousness, and language).

This section of PSYC101 is a distance education course that uses the content-rich edX (see edx.org) platform. The course uses an open-source text that is supplemented by many video-based lectures and online resources. In addition, the course contains interviews with some leading research psychologists, some demonstrations of psychological phenomena, and some educational animations.

Instructor: Steven Barnes

sjb@psych.ubc.ca

604.822.4656

Virtual Office Hours: Thurs 12-1:30

In-Person or Phone-in Office Hours:
by appointment

Teaching Assistant: Tashya De Silva

tashya.desilva@alumni.ubc.ca

Virtual Office Hours: Mon 4-5

In-Person Office Hours:
by appointment

Notes: (1) We encourage you to use the online discussion forums or Mattermost for your questions as that allows other students to benefit from your questions and your TA's and peer's response. (2) In most cases, emails will be answered within 48 hours on weekdays (not on weekends) during normal working hours; (3) When you send us an email, the subject line should include the course number and the nature of the inquiry (i.e., "PSYC 101 – Question about the limbic system"); (4) If you do send us an email that is content related, it should contain no more than one question and you should try to explain your current understanding of the content in the email (which will be affirmed or corrected by myself or Tashya).

LEARNING GOALS

By the end of this course you should be able to

1. Explain what psychology is and isn't.
2. Describe the history and evolution of the field of psychology.
3. Describe the different types of psychologists and explain the sorts of work that each type of psychologist is engaged in.
4. Understand the nature of scientific inquiry.
5. Define modern psychology and identify the major perspectives within it.

6. Recognize, recall, connect, and evaluate psychological concepts and theories from specific subfields (e.g., biological and cognitive psychology).
7. Understand and explain basic research methods currently employed by psychologists.
8. Explain the concept of an 'experiment'; its strengths and its weaknesses.
9. Use effective evidence-based study strategies based on current psychological research.
10. Use and interpret basic descriptive statistics.
11. Understand the purposes of inferential statistics, and be able to interpret some basic inferential statistics.
12. Identify and avoid plagiarism when writing a psychology assignment.

EVALUATION

1. Final Exam (50%):

There will be one *cumulative* final exam which will be written during the exam period at a time designated by the Registrar's Office (you must be available to write at any time during the December exam period). **Note that you must pass the final exam in order to pass the course.**

Final Exam (50%)

Dec 5-20 (exam period)

Notes on the Final Exam:

- There will be topics covered in the video lectures that are not in the readings and topics in the readings that are not covered in the video lectures. You will be responsible for both. That is, all readings and all class materials are examinable.
- The final exam will be composed of multiple-choice and short-answer questions.
- Note that the instruction on all multiple-choice questions will be to "select the single best response."
- If you encounter what you believe to be a faulty question on the final exam, answer it to the best of your ability under the circumstances, and write a brief explanation of what you think is the problem on the front of your exam. Occasionally, bonus marks are awarded to those who spot subtle ambiguities or errors.
- Once the final has been marked, your grade will be available on Connect.
- If you miss the Final Exam, you must contact your Faculty Academic Advising Office to address the issue--note that they will probably require medical or other documentation. Please refer to the UBC Calendar for details of 'academic concession.' Please note that a makeup for the Final Exam will differ from the versions used for the rest of the class.

2. Lecture Self-Check Questions (5%):

During each week of this course, there will be self-check ques-

tions associated with most course lecture videos. All self-check questions will use the multiple-choice format.

Please note that there will be no extensions on the lecture self-checks. If you cannot complete one of these lecture self-checks, and you have a valid excuse, the weight of the missed lecture self-check will be spread between the remaining lecture self-checks. If you cannot complete the final lecture self-check in the course, and you have a valid excuse, then your grade for the lecture self-check questions will be based on all previous lecture self-checks.

3. Readings-Review Questions (3%):

During each week of this course, there will be review questions associated with the assigned readings. All readings-review questions will use the multiple-choice format.

Please note that there will be no extensions on the readings reviews. If you cannot complete one of these readings reviews, and you have a valid excuse, the weight of the missed readings review will be spread between the remaining readings reviews. If you cannot complete the final readings review in the course, and you have a valid excuse, then your grade for the readings-review questions will be based on all previous readings-review questions.

4. Quizzes (15%):

During each week of this course, there will be a quiz. All of the quizzes will use the multiple-choice format. Some quizzes will also have a single short-answer question. Quizzes will be timed; that is, you will have a set amount of time to complete each quiz.

Please note that if you have an accommodation through Access & Diversity (see below) for extra time for quizzes and exams, you will need to inform me before you attempt the first quiz so that I can add additional time for you for all the course quizzes.

Please also note that there will be no extensions on the quizzes. If you cannot complete one of these quizzes, and you have a valid excuse, the weight of the missed quiz will be spread between the remaining quizzes. If you cannot complete the final quiz in the course, and you have a valid excuse, then your grade for the quizzes will be based on all previous quizzes.

5. Written Assignments (20%):

There will be three written assignments in this course. The goal of these assignments is to get you comfortable with reading a body of psychological literature and designing an experiment.

Research Question and Abstracts (TA-graded; 2%)	Oct 1
Introduction Section (First Draft; Peer- and TA-graded; 4%)	Nov 5
Introduction and Methods Sections (TA-graded; 14%)	Dec 1

Please note that late assignments will not be accepted. If you cannot complete one of these assignments, and you have a valid excuse, the weight of the missed assignment will be spread between the remaining assignments. If you cannot complete the final assignment in the course, and you have a valid excuse, then a makeup assignment will be assigned.

Research Question and Abstracts. For this assignment you will compose a research question (150 words maximum) and select five peer-reviewed primary research articles that are related to your research question. You must hand in both your research question and links to each of the five primary research articles that you select. The purpose of this assignment is to give you feedback on the quality of your research question and research skills before you compose your introduction section (see below). This written assignment will be TA-graded.

Introduction Section (First Draft). For this assignment you will write the introduction section for an experiment on a topic of your choice (500 words minimum). This 'first draft' of the introduction section is meant to give you feedback from your peers and TA prior to the final submission of your introduction section and methods section (see below). Your introduction section should also include a title page, an abstract, and references; and should follow APA-style guidelines (the 500-word minimum does not include those elements). This written assignment will be both peer- and TA-graded.

Introduction and Methods Sections. For this assignment you will write the introduction and methods sections for an experiment on a topic of your choice (1000 words minimum). You should incorporate the feedback you get from the first draft of your introduction section (see above). Your introduction and methods sections should also include a title page, an abstract, and references; and should follow APA-style guidelines (the 1000-word minimum does not include those elements). This written assignment will be TA-graded and must be submitted via both the edX Platform and Turnitin (see below).

Turnitin. Please note that you must submit your introduction and methods sections using a two-step submission procedure:

1. Submit your final draft via the edX course platform by 23:59 on the due date. Late assignments will not be accepted.
2. Also submit a copy of your final draft by 23:59 on the due date to Turnitin.com.
 - To submit your paper on Turnitin you will need to go to turnitin.com, create an account if you do not yet have one (see below), select "enroll in a class," enter our Class ID (16137383) and Enrollment Password (alwayscite), and submit your paper as a Microsoft .doc or .docx file.
 - Be sure that the edX and Turnitin copies of your assignment match.

Setting up an account on Turnitin. To submit your paper on Turnitin.com, you will need to create a unique user profile, consisting of a username (e-mail address) and password. Please

note that information submitted to Turnitin is stored in the United States.

If you have concerns about privacy, it is recommended that you remove identifying information, such as your name and student number, from the text of any assignment submitted to Turnitin. In addition, please follow these instructions:

1. Create an anonymous email address using one of the available free services.
2. Go to www.turnitin.com.
3. At the top right, go to Create Account and select Student.
4. Enter the Class ID (16137383) and Enrollment Password (alwayscite).
5. Create an alias or pseudonym. Please remember to include that alias/pseudonym on the cover of the copy you submit via the edX platform.
6. Please delete any identifying information from the original document prior to uploading it. This includes your name and student number in the document, as well as any metadata or hidden data that might be stored in the document itself. To remove metadata from your Microsoft Word document:
 - Windows: You can remove the hidden data by using Microsoft Word's Document Inspector.
 - Mac: You can remove the hidden data by clicking on Word > Preferences > Security, then selecting Remove personal information from this file on save.

6. Discussion (7%):

General Discussion Forum Activity (up to 2%)
Responses to Discussion Questions (up to 5%)

General Discussion Forum Activity. Your grade on this component will be determined by the instructor and TA after considering the number of posts you made on the discussion forums and also the thoughtfulness of your posts. Offering help to other students is particularly encouraged.

Responses to Discussion Questions

During the course there will be one peer-graded discussion question per week. For each discussion question, you must respond to the question and also grade four of your peers responses to the same question.

COURSE MATERIALS

Required: OpenStax College. Psychology. OpenStax CNX. May 18, 2016. <http://cnx.org/contents/4abf04bf-93a0-45c3-9cbc-2cefd46e68cc@5.46>. This text was selected for this course because it is of high quality, it is free and open to use, and is at an appropriate reading level for an introductory psychology course. This text will be supplemented by many in-course videos and additional external resources that are designed to facilitate your understanding of the course materials. Please note that it is important that you either use the text that is embedded in the edX platform, or use version 5.46 of the OpenStax text (see link above).

Optional: Gilbert, D., Schacter, D., Wegner, D., Johnsrude, I., and Nock, M. K. (2014). *Psychology: Third Canadian Edition*. Worth, ISBN-13:978-1429237215. This optional text was selected for this course because it is of high quality, and is at an appropriate reading level for a first-year student.

WITHDRAWAL DATES

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **Sep 19**. If you wish to withdraw with a "W" on your transcript, you must do so on or before **Oct 13**.

GRADING AND ATTENDANCE

Grading. In order to reduce grade inflation and maintain equity across course sections, all psychology courses are required to comply with departmental norms for grade distributions. According to departmental norms, the mean grade in a 100-level distance education class is 69 for a strong class, 67 for an average class, and 65 for a weak class (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 myself or the department. Grades are not official until they appear on your transcript. You will receive both a percent and a letter grade for this course. At UBC, your course percentage is converted to a letter grade according to the following key:

A+	90-100%	A	85-89%
A-	80-84%	B+	76-79%
B	72-75%	B-	68-71%
C+	64-67%	C	60-63%
C-	55-59%	D	50-54%
F	0-49%		

Because you are earning a degree at a highly reputable post-secondary institution, the 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 particular grade ranges. These characteristics help put the Psychology Department grading policies into perspective. Please note that adequate performance is in the C range.

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.

C-D Range: Adequate Performance. Understanding of the sub-

ject 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.

Attendance. If the December exam is missed, you must apply through the Registrars office to write a make-up exam--they will probably require medical or other documentation. Please refer to the UBC Calendar for details of 'academic concession.'

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify me, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with disabilities who have registered with the Access & Diversity office (see below). The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated.

Access & 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 the website for Access & Diversity (students.ubc.ca/about/access) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

Early Alert Program. I participate in the Early Alert program, which helps me support students who are facing difficulties that are interfering with their education, their wellness or both. For answers to frequently asked questions regarding the early alert program, please visit blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/.

Credit/D/Fail Grading. This course is eligible for Credit/D/Fail grading. The last day to change between Credit/D/Fail and percentage grading is **Sep 19**.

POINTS TO REMEMBER

- There are 13 weeks and 8 chapters will be covered during the course. Plan your reading and studying accordingly.
- Productive discussion and debate on the edX discussion forums and in Mattermost is encouraged.

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.

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 the student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether what you are doing is even a borderline case of academic misconduct, please consult with me. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (students.ubc.ca/calendar) and read the University's Policy 69 (available at universitycounsel.ubc.ca/policies/policy69.html).

WELLNESS RESOURCES

Below is a list of resources you may want to use if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

The Kaleidoscope:

the-kaleidoscope.com

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations.

Counselling Services:

students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counseling, or to document an illness if you should require academic concession.

SpeakEasy:

ams.ubc.ca/services/speakeasy/

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

SHARE:

www.vivreshare.org

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

UBC Wellness Centre:

students.ubc.ca/livewell/services/wellness-centre

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Access and Diversity:

students.ubc.ca/about/access

604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

Student Health Services:

students.ubc.ca/livewell/services/student-health-service

604- 822-7011

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC:

ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Mental Health Awareness Club:

ubcmhac.sites.olt.ubc.ca/

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential service for youth and young adults up to the age of 24. Services include counseling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

AMS Food Bank:

ams.ubc.ca/services/food-bank/

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic:

clinic.psych.ubc.ca

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center:

crisiscentre.bc.ca

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line:

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Last Modified: September 8, 2017

COURSE SCHEDULE

Date	Topic(s)	Assigned Readings (available on the edX course site)	Due Dates
Week 1 (Sept 5-10)	What is Psychology? (Psychology's History: Functionalism vs. Structuralism, Behaviorism, Psychophysics, Modern Approaches; Types of Psychologists)	Syllabus; OpenStax Psychology: Chapter 1 Introduction; Chapter 1, Sections 1.1 to 1.4.	
Week 2 (Sept 11-17)	Research Methods Pt. 1 (Nature of Scientific Inquiry, Research Methods of Psychology and Statistics)	OpenStax Psychology: Chapter 2 Introduction; Chapter 2, Sections 2.1, 2.2, 2.4.	
Week 3 (Sept 18-24)	Research Methods Pt. 2 (Nature of Scientific Inquiry, Research Methods of Psychology and Statistics)	OpenStax Psychology: Chapter 2, Sections 2.3.	
Week 4 (Sept 25-Oct 1)	Neuroanatomy, Neural Transmission and the Endocrine System Pt. 1	OpenStax Psychology: Chapter 3 Introduction; Chapter 3, Sections 3.2 to 3.5.	Research Question and Abstracts (Oct 1)
Week 5 (Oct 2-8)	Neuroanatomy, Neural Transmission and the Endocrine System Pt. 2	OpenStax Psychology: Chapter 3, Section 3.2.	
Week 6 (Oct 9-15)	Genetics, Evolutionary Psychology, and Behavior	OpenStax Psychology: Chapter 3, Section 3.1	
Week 7 (Oct 16-22)	Visual System	OpenStax Psychology: Chapter 5 Introduction; Chapter 5, Sections 5.1 to 5.3.	
Week 8 (Oct 23-29)	Other Sensory Systems, Perception and Attention	OpenStax Psychology: Chapter 5, Sections 5.4 to 5.6.	
Week 9 (Oct 30-Nov 5)	States of Consciousness	OpenStax Psychology: Chapter 4 Introduction; Chapter 4, Sections 4.1 to 4.6.	Introduction Section (First Draft)(Nov 5)
Week 10 (Nov 6-12)	Learning: Classical Conditioning, Operant Conditioning, and Social Learning.	OpenStax Psychology: Chapter 6 Introduction; Chapter 6, Sections 6.1 to 6.4.	
Week 11 (Nov 13-19)	Cognition: Memory	OpenStax Psychology: Chapter 8 Introduction; Chapter 8, Sections 8.1 to 8.4.	
Week 12 (Nov 20-26)	Cognition: Thinking and Reasoning	OpenStax Psychology: Chapter 7 Introduction; Chapter 7, Sections 7.1 and 7.3.	
Week 13 (Nov 27-Dec 1)	Cognition: Language	OpenStax Psychology: Chapter 7, Section 7.2.	Introduction and Methods Sections (Dec 1)
Dec 5-20			Final Exam