About This Course

Psychology is a science and an academic discipline. Today, this discipline is defined as the scientific study of behavior and the mind, and their cognitive and neurobiological bases. Psychology also has an applied component, where professionals with training and clinical skills help people to 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 use in several 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.

Goal & Objectives

The overall goal of this course is to increase scientific literacy and foster critical thinking about a wide range of issues/topics in psychology. We have translated this goal into a number of objectives. Specifically, by the end of this course, you should be able to:

1. Define modern psychology and identify major theoretical perspectives within it.
2. Recognize, recall, connect and discuss psychological as well as neurobiological concepts and theories from specific content areas of psychology (e.g., perception, learning, memory).
3. Recognize, recall, interpret and apply findings and phenomena from the different content areas of psychology.
4. Critically evaluate evidence about behavior and the mind that occurs in the context of our daily life.
5. 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.
6. Communicate your understanding of psychology more effectively in both spoken and written form.

Class Meetings

Classes are held every Mon, Wed and Fri, from 8:00 to 8:50 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.

You do not need to bring your textbook to class.

We will be using iClickers for many class meetings. An iClicker is a tool for in-class polling, quizzes, tracking class participation, etc. To participate in all such activities, please bring to your iClicker remote to class.
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: Mondays & Fridays from 9:00 to 9:45 am, I will be at THE LOOP café, located in the lobby of the CIRS building outside the classroom. If this ‘office hour’ does not work for you, please make an appointment.
Email: pgraf@psych.ubc.ca. Please include “PSYCH 101” in the subject line of your email to ensure it does not land in my trash folder. Keep in mind that a response to your question might be in your class notes, in this syllabus, or it might have been addressed in Piazza -- the course-web discussion forum.

The teaching assistants for this course is Enda Tan
I am a PhD student studying moral development. Specifically, I am interested in the neural and cognitive mechanisms underlying moral reasoning and prosocial behaviors. Please feel free to ask me any questions you have about the course material in my office hour.
Office Location: Kenny 1101.
Office hours: Thursday 12 - 1 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: enda.tan@psych.ubc.ca. Please include “PSYCH 101” in the subject line of the email, and I will do my best to respond within 24 hours.”

Tools You Will Need

In order to achieve the course objectives, we will use the following 5 resources:


Version 1: CP BP LL PSY 4E CAN V1 & LP & WILLO - P1
Looseleaf custom Schacter Vol 1 & 6 month LaunchPad access
9781319252632 --- 131925263X

Version 2: CP BP LL PSY 4E CAN & LP 24M & WILLO - P1
Looseleaf custom Schacter full text & 24 month LaunchPad access
9781319252717 --- 1319252710

Version 3: VB LPAD ONL 24M PSY 4E CAN UBC - P2
Online 24 month text and launchpad access
9781319252694 --- 1319252699

Please keep the receipt from your text purchase; you will need this receipt for creating/validating your LaunchPad account.

NOTE: If you purchase your text elsewhere, or if you have a different edition of the text, you will not be able to access LaunchPad.

B. LaunchPad: LaunchPad is a platform which includes learning tools such as videos, quizzes, flash cards, as well as something called learning curve activities. Nearly every week, a number of activities will be assigned to help you keep up with the course and master a chapter in the textbook. On-time completion of the learning curve activities counts for 8% of your final course grade.

The course web (canvas.ubc.ca) includes a link to LaunchPad. Instructions for accessing and validating your LaunchPad account are provided elsewhere in this document, as well as on the course web.
Note: You can use LaunchPad for free for 2 weeks after using the link for the first time. All activities that you complete during this trial period will be credited to you.

If you have technical issues with Launchpad, please use these options:

Via phone at (800) 936-6899: available Monday-Friday 7:00am to 3:00am EST; Weekends 9:00 am to 3:00 am EST.
Via Online Form, available 24/7 http://support.bfwpub.com/supportform/form.php?View=contact
Via Chat, available 24/7, Available from within Launchpad itself.

If the UBC LT Hub people have not been able to resolve your technical issue(s), please email your instructor with details of your technical issue(s), and with a description of steps you have already taken to resolve it/them.

C. TurnItIn

As part of this course, you are required to write a research essay and submit it for review and evaluation by your peers. We are using TurnItIn in connection with the research essays. 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.

Please create an account on TurnItIn. To create an account, go to:

You will need this information:  
Class ID: 18712407  
Class Name: PSYCH 101 001 8 AM  
Enrollment Key: WeAre001

If you already have a TurnItIn account, you will need the information above to join Psych 101 001.

D. iClicker: MC questions and polls will be included in many class meetings, and your responses to them will count toward your course grade. An iClicker can be purchased at the UBC Bookstore, used or new. Please register your iClicker on the course website. If you fail to do so, your clicker responses will not be counted toward your course grade.

E. Course Website. The website for this course is on canvas (canvas.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, 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.

F. 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, etc. These data are used to determine your class participation grade.

Please create an account on Piazza. To create a Piazza account which is linked with the correct class, please use this link:
piazza.com/ubc.ca/winterterm22018/psyc101001

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.

Attendance: Come to every class, always prepared to participate, with an open and critical mind. To every class, bring your iClicker, 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.
Respectful & Ethical Conduct: We expect you 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, 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” activities 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 syllabus. 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 on 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 examine one of several topics (details included in Essay Assignment Description & Rubric) and write a brief essay about it. In addition, you also will be 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 Essay Assignment Description & Rubric. This document is available on the course website (click on the link called Modules, then on Essay Assignment Description & Rubric).

Policy on late research essays: Because we are using peer assessment for essay grading, any essay that is not submitted by the due date WILL NOT BE INCLUDED in the peer evaluation cycle. For this reason, if you fail to submit your essay by the due date, you will automatically forfeit any course grades that are available for the evaluation component. For late submissions of essays, a 10% deduction will be applied for every 24 hour period past the due date/time.

Policy on late peer reviews: Late completions of peer evaluations will not be accepted under any circumstances and will be assigned a grade of zero (0).

Policy on re-grading: If, after receiving a grade & feedback on your research essay, you feel strongly that your essay wasgraded 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.

On-Time Completion of the Peer Assessment Training Workshop (PAW). You are required to complete an on-line (Note: on-line on the course web) 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. In addition, this workshop will give you hands-on knowledge of how to prepare your own high-quality essay for this course. Completion of the workshop will require between 1 and 2 hours.

The workshop will be available from Sunday September 23 2018, and must be completed by no later than the end of day Sunday October 7 2018.

Policy on peer assessment workshop completion: The peer assessment training workshop will not be available after the completion deadline. If you have not completed it by the deadline, you will receive a grade of zero (0) for this course component.

Presence at Syllabus Quiz: Your presence in class is essential on September 24 for a quiz on this 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 Wednesday October 17 – 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 exceptional cases. 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 2018 (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).
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. 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, write to us for alternative date/time meeting options.

Slides & Lecture PDFs: PDFs related to class presentations & activities will be available AFTER class on the course website. The lecture notes will not 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 notes for reminding and guiding the lecturer, for highlighting core concepts, etc. Posted pdfs are not 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, Piazza posts, 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.]

Equity, Inclusion, Diversity & Respect: The classroom and the course discussion platform – Piazza -- are places that should be conducive to learning and rigorous intellectual inquiry. They are also a place where everyone should feel included and respected -- regardless of ethnicity, gender identity, gender expression, sexual orientation, political or religious affiliations, ability, age, social status, etc. All students are encouraged to speak up and participate during class meetings. And, when you express yourself in class, it’s important that you do so in a manner that shows respect for every other member of this class. (Please make sure that you’re familiar with UBC’s policy on maintaining a Respectful Environment on campus and in the classroom: http://www.hr.ubc.ca/respectful-environment/.)

Some course content may introduce topics that may be perceived as controversial or sensitive. When talking about such topics it will be especially important for us all to express ourselves in a thoughtful, nonjudgmental, and socially responsible manner. Of course, people aren’t perfect and slip-ups are possible (e.g., someone might say something that is perceived by someone else to be insensitive). It is important also to respond to such slip-ups in a responsible manner. If something is expressed by someone -- whether it’s by the instructor, a TA, a fellow student, or an author of the one of the assigned course readings -- that you perceive to violate our goals for equity and inclusion and diversity and universal respect, I encourage you to bring it to my attention in whatever way that is most comfortable to you. (You may speak to me, or communicate anonymously -- for instance by asking a third party to relay a message to me.) By doing so, you will be doing a good deed by helping to educate other people (including me!) and by promoting an inclusive educational environment.

Learning Appraisals & Due Dates

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus quiz – in-class: 10-15 MC questions</td>
<td>2%</td>
<td>Monday September 24 2018</td>
</tr>
<tr>
<td>Peer assessment training workshop (PAW)</td>
<td>2%</td>
<td>Sunday October 7 2018</td>
</tr>
<tr>
<td>pdf uploading practice &amp; survey on Turnitin &amp; Piazza account info</td>
<td>1%</td>
<td>Sunday October 14 2018</td>
</tr>
<tr>
<td>Research essay – DUE DATE/TIME – 6 AM</td>
<td>12%</td>
<td>Sunday Nov 4 2018 – 6 AM</td>
</tr>
<tr>
<td>Peer evaluations of research essays – DUE DATE/TIME – 6 AM</td>
<td>4%</td>
<td>Sunday November 18 2018 – 6 AM</td>
</tr>
</tbody>
</table>
Critical-constructive comments on research essays – DUE Date/time -- 6 AM

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class mid-term test, focused on materials – class &amp; text -- covered up to the date of the test (approximately 40 MC questions and 12 short answer [SA] questions)</td>
<td>25%</td>
<td>In-class on Wednesday October 17 2018</td>
</tr>
<tr>
<td>Clicker-accuracy: 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.</td>
<td>3%</td>
<td>Ongoing throughout the term</td>
</tr>
<tr>
<td>Clicker-participation: One (1) participation point for every class with responses to &gt; 25% 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.</td>
<td>2%</td>
<td>Ongoing throughout the term</td>
</tr>
<tr>
<td>Piazza (points for making a meaningful contribution on Piazza): 4% for &gt;40 contributions; 3.5% &gt;35 contributions; 3% for &gt;30 contributions; 2.5% for &gt;25 contributions; 2% for &gt;20 contributions; 1.5% for &gt; 15 contributions; 1% for &gt; 10 contributions; .5% for &gt; 5 contributions.</td>
<td>4%</td>
<td>Ongoing throughout the term</td>
</tr>
<tr>
<td>LaunchPad activities, using average of best grades: Max 4% for completing LearningCurve activities; max 4% for chapter quizzes.</td>
<td>8%</td>
<td>Ongoing throughout the term</td>
</tr>
<tr>
<td>Cumulative final examination (approximately 75 MC and 20 SA items).</td>
<td>33%</td>
<td>During the examination period, between December 4 &amp; 19 2018</td>
</tr>
<tr>
<td>Research experience component</td>
<td>2%</td>
<td>Friday November 30 2018</td>
</tr>
<tr>
<td>Total points available for course work</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Bonus points for optional research participation</td>
<td>3%</td>
<td>Friday November 30 2018</td>
</tr>
</tbody>
</table>

iClicker & Piazza: To get the maximum out of this course, you need to become actively engaged in every part of it, come prepared to class with issues/questions that occurred in the course of reading the text, or in conversations with classmates, 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 4% of your course grade. These 4% are awarded for making meaningful, thoughtful and 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.]

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 Wednesday October 17 2018, while the final examination -- a 2-hour event -- will be scheduled by the Faculty of Arts between December 4 and 19, 2018. NOTE: 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 based on materials covered in the text, in the lectures and in class-activities. The final examination is cumulative.

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 direct duplicates of questions asked in class. Therefore, pay attention in class, take careful notes, and above all, participate in class activities by generating responses/answers to all questions/items.

Research Essay & Peer Evaluations of Research Essays: The document called “Essay Assignment Description & Rubric” gives detailed specifications for these two course components.

Your Research Essay must address one of the assigned topics, must be prepared according to the American Psychological Association (APA) format, and must be submitted – to both your TurnItIn & on Canvas (use the module called 'Research Essay
Management System) – by the due date. The essay 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 essay will be allocated 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 and thoughtful grading of their work.

The final grade awarded to each research essay is the median of the grades assigned by the 6 peer evaluators. Research has shown 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). 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.

**pdf uploading practice & survey on TurnItIn & Piazza account info:** This small assignment has two parts, both of which must be completed by the end of day on Sunday October 14 2018. For Part 1, you are required to upload a pdf – any pdf (the content of this file does not matter) – in two places: on TurnItIn and on the Canvas module called ‘Research Essay Management System’. For Part 2, you are required to complete a brief survey, called ‘Survey: TurnItIn & Piazza Information’, which is available on Canvas (you will see the survey if you click on the link called ‘quizzes’). The purpose of Part 1 is for you to practice uploading a pdf to the sites that you will need when submitting your research essay later in the term. The purpose of Part 2 is to provide us with the information we need for giving your credit for work completed on TurnItIn and on Piazza.

**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.
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 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 https://psych.ubc.ca/undergraduate/human-subject-pool/ in the document entitled “Research Participant Information”.

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 the last day of classes.
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 18384605, class name is HSP 2017-2018: "HSP 2017-2018: Psychology HSP (2018) (Summer Term 2)”, and password is “Research”. See 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.

You may earn up to 3% extra credit or bonus points that will be added to your final grade. These extra credit points can be earned by doing up to three additional hours of 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.*
Schedule of Assigned Course Activities

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Tasks, Assignments, Readings &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Sep 3</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Wed</td>
<td>Sep 5</td>
<td>First Day of Class</td>
</tr>
<tr>
<td>Fri</td>
<td>Sep 7</td>
<td>To-do this week: Read the syllabus, make a study-plan, get the textbook and read its preface</td>
</tr>
<tr>
<td>Sun</td>
<td>Sep 9</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 10</td>
<td>Due End of Today: Read Chapter 1 &amp; complete the assigned LearningCurve activities</td>
</tr>
<tr>
<td>Wed</td>
<td>Sep 12</td>
<td>Due End of Today: Read Chapter 2 &amp; complete assigned LearningCurve activities</td>
</tr>
<tr>
<td>Fri</td>
<td>Sep 14</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Sep 16</td>
<td>Due End of Today: Chapter 1 on-line quiz</td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 17</td>
<td>Due End of Today: Read Chapter 2 &amp; complete assigned LearningCurve activities</td>
</tr>
<tr>
<td>Wed</td>
<td>Sep 29</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Sep 21</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Sep 23</td>
<td>Beginning of Today: Peer assessment training workshop opens</td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 24</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Sep 26</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Sep 28</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Sep 30</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 1</td>
<td>Due End of Today: Chapter 2 on-line quiz</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 3</td>
<td>Due End of Today: Read Chapter 3 &amp; complete assigned LearningCurve activities</td>
</tr>
<tr>
<td>Fri</td>
<td>Oct 4</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Oct 7</td>
<td>End of Today: Peer assessment training workshop closes</td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 8</td>
<td>Thanksgiving Day</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 10</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Oct 12</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Oct 14</td>
<td>Due End of Today: Chapter 3 on-line quiz</td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 15</td>
<td>Guest Lecture Title: TBA</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 17</td>
<td>MidTerm: Held in Class</td>
</tr>
<tr>
<td>Fri</td>
<td>Oct 19</td>
<td>Due End of Today: Read Chapter 4 &amp; complete assigned LearningCurve activities</td>
</tr>
<tr>
<td>Sun</td>
<td>Oct 21</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 22</td>
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<tr>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 24</td>
<td>Due End of Today: Chapter 4 on-line quiz</td>
</tr>
<tr>
<td>Fri</td>
<td>Oct 26</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>Oct 28</td>
<td>Due End of Today: Read Chapter 5 &amp; complete associated LearningCurve activities</td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 29</td>
<td>Due End of Today: Read Chapter 5 &amp; complete associated LearningCurve activities</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 31</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Nov 2</td>
<td>Due Today at 6 am: Post your essay on TurnItIn &amp; on Canvas</td>
</tr>
<tr>
<td>Sun</td>
<td>Nov 4</td>
<td>Due End of Today: Chapter 5 on-line quiz</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 5</td>
<td>Due End of Today: Read Chapter 6 &amp; complete associated LearningCurve activities</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 7</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Nov 9</td>
<td>Due Today at 6 am: Essay peer evaluation opens</td>
</tr>
<tr>
<td>Sun</td>
<td>Nov 11</td>
<td>UBC is closed in lieu of Remembrance Day</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 12</td>
<td>Holiday</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 14</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Nov 16</td>
<td>Due Today at 6 am: Essay peer evaluation closes</td>
</tr>
<tr>
<td>Sun</td>
<td>Nov 18</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 19</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 21</td>
<td>Due End of Today: Chapter 6 on-line quiz</td>
</tr>
<tr>
<td>Fri</td>
<td>Nov 23</td>
<td>Due End of Today: Read Chapter 7 &amp; complete associated LearningCurve activities</td>
</tr>
<tr>
<td>Sun</td>
<td>Nov 25</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 26</td>
<td>Due End of Today: Chapter 7 on-line quiz</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 28</td>
<td>Last Day of Classes Review &amp; Wrap-Up</td>
</tr>
<tr>
<td>Fri</td>
<td>Nov 30</td>
<td></td>
</tr>
</tbody>
</table>

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

DO NOT BOOK TRAVEL DURING THE EXAMINATION PERIOD: December 4 to 19 2018.

The final examination is cumulative, but it will emphasize more those materials covered after the mid-term.
UBC Policies on Grading & Scaling

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

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

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://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/) 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)
- Getting better grades at UBC (https://students.ubc.ca/enrolment/better-grades)
- the UBC Centre for Teaching, Learning and Technology (http://ctlt.ubc.ca/resources/learning/)
- the Carl Wieman Science Education Initiative (www.cwsei.ubc.ca)
- for advise from senior Science students, check out an account published by Ashley Welsh (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/Challenges:** The UBC Center for Accessibility provide leadership in examining policies, processes, and programs through the lens of diversity. Contact them; the Centre provides support and programming initiatives designed to remove barriers for students with disabilities and facilitates disability related accommodations for members of the UBC Vancouver community.

We work with students, staff, and faculty to build a community for all (https://students.ubc.ca/about-student-services/access-diversity/)

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.

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### 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/
You may at some point find yourself struggling to manage your health (mental or physical) while in school. Below is a list of health-related resources on and off campus that you may wish to utilize.

Access and Diversity: Access and Diversity provides accommodations for UBC students living with physical or mental disabilities. Website: students.ubc.ca/about/access | Phone Number: 604-822-5844

BC Crisis Center: Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. Website: crisiscentre.bc.ca | Phone Number: 604-872-3311

Distress Line: 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.

Counselling Services at UBC: 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 counselling, or to document an illness if you should require academic concession. Website: students.ubc.ca/livewell/services/counselling-services | Phone Number: 604-822-3811

The Kaleidoscope: 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. Food and drink are provided. Website: the-kaleidoscope.com

Live Well, Learn Well: The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental well being. Website: students.ubc.ca/livewelllearnwell

Mental Health Awareness Club: A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community. Website: ubcmhac.sites.olt.ubc.ca/

Mood Disorders Clinic UBC: A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder. Website: ubcmooddisorders.vch.ca/

Pacific Spirit Addiction Services: A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series. Phone Number: 604-267-3970

Psychology Clinic at UBC: Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees. Website: clinic.psych.ubc.ca

SHARE: 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. Website: www.vivreshare.org

Student Health Services at UBC: 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. Website: students.ubc.ca/livewell/services/student-health-service | Phone Number: 604- 822-7011

Wellness Centre at UBC: Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: students.ubc.ca/livewell/services/wellness-centre