PSYC 102
SECTION 001

DR. SIMON LOLLIOT

slolliot@psych.ubc.ca

Orchard Commons: Room 1033
DO YOU...

...like people watching?

...wonder why people behave the way they do?

...want to be able to read people's minds?

...wonder what babies are thinking?

...want to know what causes mental illness?

...want to know how to handle stress?

...want to learn how to use more than 10% of your brain's capacity?

...want to learn how to spot fake news?

Yes?*

Then you've registered in the right course

* Except for reading people's minds. I can't teach you to do that...
Contents Page

- Guide to PSYC 102 ................................. 4
- Instructor & TA ........................................ 5
- Lectures, Textbook, PPT ......................... 6
- A note on class materials & exams .......... 7
- What we will cover ................................. 8
- Course grade info ................................. 9
- Grade Components ............................... 10
- Exam & midterm info ............................. 12
- Activity assignment ............................. 14
- Research experience credit .................... 15
- Important info
  -- Handing in Assignments .................... 16
  -- Alternative to REC & honor code .......... 17
A BEGINNER'S GUIDE TO PSYC 102

What do you think about when you think of "psychology"? Most people think of Freud, psychopathology, and therapy. While these are interesting and important parts of psychology, they are a small part of the discipline.

As we will see, psychology primarily aims to answer the question, “Why do we behave the way we do?” Thus, this question will be the “Big Idea” for the course.

This question can be answered through many different psychological lenses: from developmental trajectories and changes (Ch. 9) to how stress shapes us and how we shape stress (Ch. 13); from the roots of personality (Ch. 11) to the tides of the social psychological seas (Ch. 12).

By introducing you to each of these sub-disciplines that encompass “psychology”, we will see that there are many different ways in which we can answer, "Why do we behave the way we do?"

To uncover the Big Idea behind psychology, it is important to be able to answer several “essential questions”. One such course-level essential question is “Does what I am made of have a stronger effect on how I behave than where I am at / have been?” – the good ol’ nature vs. nurture debate. To answer these essential questions and uncover the answer to the Big Idea, we rely on the scientific method (Ch. 2).

My main goal for PSYC 102 is to give you a good overview of several sub-fields of psychology and to introduce you to how different psychologists think about the world. This coverage will focus on classic theories and research to give you a solid foundation for future specialty courses on these topics. But, psychology is ever-evolving, so we will also explore the latest research and most recent findings to help develop your critical thinking skills.
Instructor: Simon Lolliot, PhD
slolliot@psych.ubc.ca

Office Hours:

Online: Monday TBD (look on Canvas for the link)
In-Person:
To try and accommodate as many people as possible, please fill out your availability here: https://www.when2meet.com/?7051080-KjLV1
Based on your and my availability, I’ll set office hours to maximize the number of people who can attend (if you want / need to...)

Teaching Assistant: Jessica Stewart
jessica.stewart@psych.ubc.ca

Office Hours:
By appointment in Kenny 1906.
Send an e-mail to Jessica to set an appointment.
LECTURES - WHAT TO EXPECT:
Classes will mainly take the form of a lecture. However, I try to make the class as interactive as possible by asking questions and using various technologies to bring you into the class. This does require, though, participation from you please :)

REQUIRED TEXT:
I understand that university is expensive, so I have found a textbook that is excellent AND free!!!


This textbook can be viewed on the web, downloaded as an epub or pdf and works as an iBook and on Kindles. Click on the green picture to the right to be taken to the textbook. If you prefer hardcopies, I've ordered a limited number at the bookstore - so be sure to get hold of one quick!

POWERPOINT:
I will do my best to post slides before class. I often leave blanks at strategic places in the slides for you to fill in and, every now-and-then, you will see a slide marked "secret slide"; this is because I have something sneaky planned. I will upload full versions of the slides after every class!
A note on class materials and exams

Classes are designed to cover and extend on what is in the textbook. This means that we will be covering some things that do not appear in the textbook. But, because there is a lot to cover, we also will not get to cover everything in the textbook.

This means that to be successful in this course you must carefully read the text and consistently attend every lecture.

And please note - unless otherwise stated, everything in the chapters we cover in the textbook and what we cover in class is examineable.
1. Introduction to Psychology (Ch. 1)
-- where did it all start?

2. Psychological Research (Ch. 2)
-- what methods do we use to explore the inner worlds of our minds?

3. Intelligence (Ch 7; from 7.4 in textbook)
-- What is intelligence?
-- Is intelligence once construct or multiple constructs?
-- Is intelligence stable?

4. Lifespan Development (Ch. 9)
-- How does our physical development inform our cognitive development
   and is there room for environment to influence this relationship?

5. Motivation & Emotion (Ch. 10)
-- What motivates you? Biology? A desire to fit in? Desire?
-- What role do our emotions play in affecting our behaviours?

6. Personality (Ch. 11)
-- Is personality stable across the lifespan? Why (not)?
-- Is "personality" a universal construct?

7. Social Psychology (Ch. 12)
-- How do our surroundings influence our behaviour?
-- When do good people do not do so good things?
-- How can we change people’s attitudes?

8. Stress, Lifestyle, & Health (Ch. 14)
-- How best do we handle stress and how does it relate to our health?
-- What is the relationship between our mental state, stress, and bodily manifestations of stress?

9. Psychological Disorders (Ch. 15)
-- What are psychological disorders and how do we identify them?

10. Therapy & Treatment (Ch. 16)
-- How do we treat psychological disorders? With medicine? With therapy? With something else?
Course Grade Information
GRADE COMPONENTS

Grade Letters

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>68 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>55 - 67%</td>
</tr>
<tr>
<td>D</td>
<td>50 - 54%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 50%</td>
</tr>
</tbody>
</table>

GRADE DISTRIBUTION & SCALING

Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty and department or school norms. Please note that the unofficial grades you will receive from me, the instructor, might be changed by the faculty, department or school. Grades are not official until they appear on the student’s academic record. If necessary, the grades from this course will be scaled (curved) to obtain an average between 63-67%, with an SD of 14%.

<table>
<thead>
<tr>
<th>Class Performance</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Class</td>
<td>67%</td>
<td>14%</td>
</tr>
<tr>
<td>Average Class</td>
<td>65%</td>
<td>14%</td>
</tr>
<tr>
<td>Weak Class</td>
<td>63%</td>
<td>14%</td>
</tr>
</tbody>
</table>
brief course outline

Class Starts!  
Whoop!

6 September

9 October

MIDTERM 1  
Chapters 1, 2, 7 & 9

30 November

Class ends...  
D:

6 November

MIDTERM 2  
Chapters 10 & 14

Final Exam

DATE: TBC  
All chapters covered.
EXAM INFO
Midterms (2 X 26%) & Finale Exam (36%)

The midterms will be **multiple choice** and are **non-cumulative**. This means that the chapters covered by the first midterm will **NOT** be tested in the second midterm.

The final exam will also be all multiple choice, but it will also be **cumulative**. "Why, Simon?", you might ask. Fair question. Research shows that expecting a cumulative final exam results in better long term retention of information (Szpunar, McDermott, & Roediger, 2007). That means that the hard work put in now will pay off later on in future courses and to your life in general! The material to appear on the final exam will be more heavily weighted to the material covered after the second midterm.

You will be tested on topics covered both in the lecture and in the text. Please note you will be tested on material from the book that we do not cover in lecture. The text is very readable and complements the material we will discuss.

**Makeup Midterms**

You must take exams on the date and time they are scheduled. Make-up exams will not be allowed for trips out of town or for sleeping late.
EXAM INFO

Makeup Midterms Continued...

The only case that I will allow a make-up exam for is due to illness on the day of the exam. If this occurs you must:

(a) inform me that you will be unable to take the scheduled exam prior to the exam time and

(b) obtain a doctor’s note.

Make-up exams must be completed within one week of the scheduled exam. To request a make-up exam, e-mail the TA and cc me, please.

What if I am sick for the final exam?

If you are unable to attend the final exam please contact your faculty advising (e.g., Arts Advising or Science Advising) and apply for academic concession as there will be no makeup exams run by me or the TA. This is because final exams are organized through the university, and so any concessions need to be dealt with by the university. Please do, however, contact me if you are unable to make the final exam.

Arriving late to the finale exam.

University policy states that if you are later than 30 minutes to a final exam, you will not be allowed to write. So please come on time to the final!!!
There will be three activity assignments presented throughout the term: You will be required to complete one of these activity assignments. Extra assignments will not earn you extra credit - you can only do one. If you do hand in more than one Activity Assignment, your mark will be based on the first assignment you handed in. These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful, and interactive way. These assignments will be announced during class time. Each assignment will include two steps:

-- An interactive component that requires some activity or involvement on your part
-- A written summary that addresses several questions that are provided on a worksheet (that you can find on Canvas).

You have the option of completing your assignment with another student in PSYC 102 (001) and turning in a single joint paper with both partners’ names and ID numbers. If you choose this option, the word limit remains unchanged and the paper will be marked in the same way as individual assignments. You and your partner will receive the same grade regardless of whether your actual contribution to the assignment was equal.

Your final written assignment will be submitted to turnitin.com to be marked by the TA. For information on how to hand assignments in on turnitin.com, see the "Important Info" section below.

**NOTE:** Unfortunately, due to the size of the class and the limited number of hours that your TAs are paid to work, you will not receive detailed written comments on your assignment. However, you can contact your section TA to discuss your mark on an activity assignment and to get general advice for improving your writing.
I get quite excited about this part...

Throughout the term, we are going to be covering some really cool research; many of these findings have a profound effect on our day-to-day lives. Research, however, needs participants. As part of the course, you will be asked to complete a research experience component (REC) as way of introducing you in a 'hands-on' way to the research process.

This component is worth between 2 to 5% of your total grade. I require a minimum of 2% for this course (this translates to 2 hours of participating in a study - or 0.5% per half-hour). Because I am cool, you can earn an additional 3% credit by participating in an extra 3 hours of study! This means that theoretically, you could achieve 103% for this course. Whoop!

To create an account, and sign up for studies, go to

https://ubc-psych.sona-systems.com/

Further instruction on how to use the HSP online system can be found at http://psych.ubc.ca/internal/human-subject-pool/ in the document entitled “Subject Pool Information for Participants.” Who knows, a study that you participate in may very well help shape our understanding of the human experience in a profound way.
Handing in assignments

You will be asked to hand in assignments to both turnitin.com AND Canvas. This extra step saves us a lot of work in getting your assignments with comments back to you in a timely fashion.

What is Turnitin.com? It is a service that compares submitted papers to over 500 million papers, articles, and other manuscripts, and checks for evidence of plagiarism.

How to Submit:
See this video I made for you here:

First, if you do not have a turnitin account, create one at turnitin.com. Log in to your account and use the following details to find the class:

Section 001
Class ID: 15697908
Enrollment Key: Lolliot18

Submit your assignment. Once your assignment has been submitted, wait until it has been processed (this can take up to 24 hours - so make sure you have enough time before the deadline on Canvas!). Once your assignment has been processed, download the assignment WITH the similarity report, and submit it to Canvas. An assignment submitted without a similarity report will result in a loss of marks.
As an alternative to participating in research, you can instead choose to complete two library writing projects (worth 1% point each). For this assignment, you will read and summarize two research articles. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2000-present in the journal *Psychological Science* – one of the disciplines’ leading journals. Each summary should be about 500 words and should describe the purpose, method and results of the study in your own words.

You can also submit 3 additional research summaries to receive 3 bonus percentage points and a total of 5% for this component of the class.

Please see the “Subject Pool Information for Participants” document found at http://www.psych.ubc.ca/resguide.psy for further instructions.

If you choose the library option, you must, submit your summaries and a copy of the articles to turnitin.com no later than the last day of class (December 1, 2017).