Course Syllabus: Introduction to Biological & Cognitive Psychology

Psyc 101 Section 005  Fall Term M W F 12-1pm  CIRS 1250

Instructor: Dr Eva Zysk
Office: ORCH 3015
@DrEvaZysk

101 Drop-in office hours:
See Canvas for weekly availability
(or email for appointment)

In brief: International background; Researcher in Mental Health; Loves travel, volleyball, dogs, cake, accents, funny student quotes, and teaching and engaging students.

Teaching Assistants:
Name: __________________________
Email: __________________________
Office & Hours: __________________
In brief: _________________________

Name: __________________________
Email: __________________________
Office & Hours: __________________
In brief: _________________________

Required Text: Schacter 4th Canadian Edition Custom Package – Volume 1 with 6 months of Launchpad access (Psyc 101 only). OR – Full Text with 24 months of Launchpad access (101 and any section of 102). In addition, there will be other assigned readings, videos, blogs, etc. throughout the term posted on Canvas. Academic papers can be found through the UBC Library.

Short on cash? You can borrow the textbook from the UBC Library (1 day and 2 hour loan options).

Our Learning Room: Canvas Psych 101 005. Here you’ll find the course info, slides, additional resources, assessment info, class discussions and Q&A, your grades, and other useful course materials. Check daily for announcements (or set up your alerts: Accounts → Notifications → Announcements → “Notify me right away”). Did you know you can also download the Canvas App?

Course Description

This exciting and fascinating course will introduce you to some of the major research areas within the field of psychology: the scientific study of the brain, the mind, and behaviour. The course begins with an overview of psychology, its history, and its research methods, and then covers several fundamental topics including: biopsychology, sensation & perception, consciousness, memory, learning, language, thinking, and more!

Lectures will involve us covering relevant information, gaining critical skills, and engaging in interactivity.

This course will run for 13 weeks, with ~3 hours of contact time per week led by me. There will be 36 classes in total. Please do your best to attend each and every one of these! 😊

Learning Objectives:

By the end of this course you should be able to:

1. Define modern psychology and identify its major perspectives.
2. Recognize, connect, and evaluate psychological concepts and theories from specific subfields (e.g., biological and cognitive).
3. Critically evaluate information that you encounter in your daily life, and draw informed conclusions.
4. Differentiate between commonly-used research methods in psychology, including experimental and correlational designs.
5. Design a basic research study.
6. Use and interpret basic descriptive statistics and graphs.
7. Summarize and evaluate an empirical research article.
8. Apply psychological principles to daily life.
9. Demonstrate effective study skills (and acknowledge some psychological principles behind them).
Attendance: Attendance is urged as exam questions will be based in large part on class content, which will go beyond the textbook and often also class notes. **The expectation is that you will catch up with a classmate on all material covered, activities run, and announcements made for every session (or part, thereof) missed.**

Participation: Activities throughout the term will involve interactive learning, so be prepared to get involved, learn from one another... and to even have fun (gasp!) in doing so! Pedagogical research shows active participation predicts better course grades. Your participation and engagement throughout the term is highly encouraged and valued. Engagement will be assessed – see below. I would also like to tell you that I value when students are “wrong”, so never ever be afraid to speak up. It gives opportunities in my teaching to discuss the topic in more depth, or often consider various viewpoints... so err away in the name of learning!

Class Materials & Preparation: For most classes, unless otherwise instructed, there will be no pre-reading; i.e. you will not need to read the associated chapter before the class, and can come with no knowledge of the topic we will be covering. I will make lecture slides available for Canvas for downloading or printing. These will have some info missing to keep you following along and engaged throughout class. Downloading the slides is not a substitute for your attendance; the notes are designed as a stepping point for you to take your own notes on additional concepts covered; such concepts will be examinable. To bring to each class: a curious mind, paper, a pen, and a smartphone/laptop (see below).

**N.B.: Instructor materials are not permitted to be shared outside our course, electronically or otherwise, without my consent.**

Electronics: **Laptops and tablets** can be very useful for note-taking and following suggested links, and you are welcome to bring these along. There may be a couple classes I will ask you to bring in your laptop/tablet (please borrow one for those sessions if you do not have one). However, please be mindful that laptops can also be distracting to students around you. Please keep your screen on topic.

A smartphone will often be used for interactive parts of many classes, so bring it (or a laptop) along to each class. However, please otherwise refrain from using the device. Why? See the large evidence base for poorer attention, engagement, learning and academic outcomes of both users and those around them here, here, here, here, here, here... (hopefully you get the idea). If you need to send a text/make a phonecall/check something on Facebook etc. on your phone or computer, you are welcome to step out of class (and come back when done, of course!). Students sat around you reserve the right to pull faces to signify if your device is not being used for pedagogic purposes. You may be asked to stop or even leave the class if you are distracting yourself and fellow pupils. I ask that you don’t abuse this rule.

**N.B.: Recordings** (photo, video, and/or audio) are not permitted without the instructor’s permission. Please just ask!

Questions: Questions (with the exception of the all-too-common and instructor-dreaded “will this be on the exam?”) are encouraged in class, so please do not be shy to raise your hand at any time. It is highly likely you are not the only one with that question (I promise!). Questions let me know students may not understand something or are interested to hear more so I know to focus more on the topic. Further content or assessment-related questions should otherwise be posted on the Canvas Discussion Board where the class can benefit from seeing our answers. The TAs and I will strive to answer questions there within 48 hours. The TAs are available and eager to support your learning so do drop by their office hours to chat about all things psychology-related! You can also drop by our office hours with any personal matters or questions (e.g. special accommodation for disability, if you are falling behind for health reasons, etc) or email to book an appointment. I can be reached at: evazysk@psych.ubc.ca.1

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1 Believe me, I would love to get to know, chat with, and support each and every one of my students on an individual level. And I know students love the convenience of email (who doesn’t?). However, please be mindful that I have thousands of students across multiple courses. If each student sent even only a few emails per term, my job would be mostly answering emails and I would lack the resources to do all the other bits of my job... including preparing fun materials and activities to teach you! This is the reason for the contact plan above.
A gL.it/cH in the matrix: A word of warning that any Canvas-sent emails of ours you try to reply will enter the great ether void. We do not know why this happens, but it’s frustrating! We are not ignoring you! Please ensure you email us on our email addresses above in place of replying to any Canvas emails.

Health Concerns: If you are experiencing psychological or physical ill-health, please access Student Health Services. Please don’t hesitate to reach out if you are in need and there are any barriers preventing you from assessing other resources. Also, please come see me if there is a way I can help accommodate any of your needs in this course.

Assessments

<table>
<thead>
<tr>
<th>Assessment Style</th>
<th>Brief Overview</th>
<th>Deadline / Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Design a study (400 words)</td>
<td>Oct 3rd @ 11am</td>
<td>7%</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>Up to &amp; including Biopsych (45 mins)</td>
<td>Oct 15th @ 12pm</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Short Essay (600 words)</td>
<td>Nov 7th @ 11am</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>Up to &amp; including Memory (45 mins)</td>
<td>Nov 16th @ 12pm</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Article Summary (400 words): Optional</td>
<td>Nov 28th @ 11am</td>
<td>10% (optional*)</td>
</tr>
<tr>
<td>LaunchPad Quizzes</td>
<td>Best 5 of 7 quiz scores</td>
<td>Throughout term (Dates on Canvas)</td>
<td>5%</td>
</tr>
<tr>
<td>REC – Research Credits</td>
<td>Either Research participation...</td>
<td>... November 30th... November 20th</td>
<td>2% (+up to 3% bonus!)</td>
</tr>
<tr>
<td>Class Engagement</td>
<td>Attendance &amp; Engagement</td>
<td>Throughout term</td>
<td>6%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>2.5 hours</td>
<td>Exam period: 4th–19th December</td>
<td>25% (*or 35%)</td>
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Assignments: Further details about each of the assignments will be given in class and posted on Canvas after each is introduced and explained. These will be due an hour before class. No excuses for missing class!

Midterms: will be comprised of multiple choice items. Midterm 2 is non-cumulative.

Class engagement: will be evaluated based primarily on your attendance (recorded as in-class poll completion), but credit will also be given to students who answer other students’ questions on our Class Discussion Board. Sometimes engagement points may also be given out in class to students who impress me!

LaunchPad Quizzes: These adaptive smart-quizzes are programmed to assess your current knowledge and help you determine where to focus your study efforts. They are due at the end of each chapter we cover.

HSP Credits: See info below.

Final Exam: Will be a combination of multiple choice and written response. The exam will be cumulative, but with an emphasis on material since Midterm 2. Be mindful not to make travel plans before the exam schedule release; there will be no alternative date for the exam.

⇒ For information on scaling, make-up assessments and re-marking, please see final page.
Research Experience Component:

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

(a) Participate in the Psychology Department Human Subjects Pool

Most students will choose to earn their research experience component by spending 2 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://hsp.psych.ubc.ca. Please register in 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 in the system, you will be able to browse through and select which studies in which you wish to participate, sign up for an available timeslot, and confirm your accumulated credits afterward. The subject pool closes on the last day of classes; you are strongly urged to participate in and confirm your credits long before the last week of class. Further instruction on how to use the HSP online system can be found at http://www.psych.ubc.ca/resguide.psy in the document entitled “Subject Pool Information for Participants.”

(b) 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 1 research participation credit for each article summary that meets the following 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
- 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 article must be different than that used for Assessment 3 in this course, and should also not be one covered in this or any other psychology class you are taking/have taken.
- The summary should be ~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 (http://hsp.psych.ubc.ca/) and create an account before submitting your article summaries. Your credit is assigned using the online system.
- You are to submit your article and your summary to turnitin.com (a plagiarism detection program). If you don’t have a Turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is 6880064, class name is Library Option for HSP, and password is “research”. See www.turnitin.com, and click on the “Training” link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

Extra credit (optional)

You may earn up to 3% extra credits that will be added to your final grade (post scaling). Yay! These extra credit points can be earned by doing up to three additional hours of study participation in the HSP (or summarizing another 3 additional journal articles for the library option; or a combination) as described above.

Because we can all do with a little boost in our lives!
Further Course Details (the fine print... please do read!!):

Department’s Policy on Grade Distributions & Scaling: In order to reduce grade inflation and maintain equity across multiple course sections, Psychology courses are required to comply with departmental norms regarding grade distributions. The mean grade in a 100/200-level class is 67 for a “good” class, 65 for an “average” class, and 63 for a “weak” class (SD = 14). Scaling will be used in order to comply with these norms; grades may be scaled up or down as necessary by the instructors or department. Irrespective of scaling, resulting marks always depend on students’ mastery of course material relative to their peers.

Make-Up Assessments: Students unable to make a deadline or write an exam due to a serious medical problem, court appearance, or death in immediate family will be given the opportunity to make up the assessment provided they provide the TA with a signed letter from the appropriate professional, before or no later than 2 working days after the deadline or exam date, on letterhead with the name, address, and phone number of the letter writer, that states: "Due to [legitimate reason], [your name] could not write the exam scheduled for [time & date]." In the case of a medical reason, the statement: "In my opinion, the medical problem was so severe that [your name] would have been incapable of writing the exam" should be added. The UBC Health Services will not provide letters so the student should use their private physician.

Marking: If you have what you perceive to be an error in marking on your test or paper, you may apply in email to the Instructor within two days the work was handed back for a re-marking of your entire test or paper. Your request must detail why you believe the test or paper should be re-marked. If your request is approved, your work will be independently re-marked and the latter grade (whether lower or higher than the original) will be retained.

Academic Integrity: Cheating, plagiarism, collusion and other forms of academic misconduct are serious concerns and will not be tolerated in any way by the University. This includes but is not limited to: dishonest or attempted dishonest conduct at tests (e.g., unauthorized use of books, notes, or other aids, communicating with others for purposes of obtaining information, copying from the work of others, and purposefully exposing or conveying information to other students taking the test), changing test answers once tests are marked, and handing in papers with sections prepared by others. Please review the university policy on forms of academic dishonesty. The Department uses software that can reliably detect cheating on multiple-choice exams. In addition, instructors use TurnItIn, a service designed to detect plagiarism. Evidence of cheating or plagiarism may result in a zero credit for the work in question, a failing grade for the course, suspension from the University, cancellation of scholarships, and/or a notation added to a student’s transcript. All graded work in this course, unless otherwise specified, is to be original and own work done and must be referenced fully and appropriately. Please consult the APA guide for information about how to cite all sources. Harvard Style will also be accepted. If you have any questions as to whether or not what you are doing is could be considered even a borderline case of academic misconduct, please consult your TA. University policies and procedures are detailed here. If you’ve made it to this point in the syllabus, well done. Once you have read this document in full, please email the second TA with your favourite student-themed meme/joke so we can tick you off.

Territory Acknowledgement: UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.