



# INTRODUCTION TO PSYCHOLOGY I: BIOLOGICAL AND COGNITIVE PSYCHOLOGY

## What is this Course About?

Psychology is the scientific study of behavior. This course is designed to offer you a broad overview of modern psychology. Together we will explore concepts and theories from many of psychology's key areas, tackling issues such as how we think, remember, learn new skills, communicate with each other, and otherwise function in our daily lives. We will consider how psychologists learn about behavior: how did those concepts and theories arise? Moreover, we will practice thinking like psychologists by learning to recognize psychological themes and principles operating in our lives, and by questioning information about behavior that is continually presented to us in our society. Join us in studying the most fascinating\* subject matter ever: us!

## Quick Facts: Where? When?

**CLASSES** Monday, Wednesday, Friday, 12:00 to 1:00 in Woodward Room 2. Attendance is expected. Please show respect for your fellow learners and leaders, including arriving on time and reading in advance. Please remember your iClicker and spare batteries, your texts, and writing tools.

**COURSE WEBSITE** PowerPoint slides *after* each lesson, important announcements, assignment submission, and discussion forums can be found on WebCT Vista. You are responsible for checking this site frequently, and for registering your iClicker here. To access it, go to [www.vista.ubc.ca](http://www.vista.ubc.ca) and log in using your CWL.

**WITHDRAWAL** Withdraw by September 22 without a W standing on your transcript, or by October 16 with a W standing. If you are considering dropping this course, come see me (your instructor) to discuss your options.

*\*Ok, so I'm biased. Humour me: This course sounds fascinating, doesn't it?!*

## Meet your Leaders in Learning

**INSTRUCTOR** Dr. Catherine Rawn

Office: Kenny 2009

Office hours: Wednesday 1–2  
(including the walk to Kenny)  
or by appointment.

Email: [cdrawn@psych.ubc.ca](mailto:cdrawn@psych.ubc.ca)



Please put "101" in the Subject line of all email and use your UBC email account – or your message could get lost. If the response to your question is in the syllabus, you will get a response stating "please see syllabus."

Web: [www.psych.ubc.ca/~cdrawn](http://www.psych.ubc.ca/~cdrawn)

*Catherine in 25 words:* Ontario-born; studies self-control; happily married; vegetarian; walked a marathon; likes Rock Band, Big Bang Theory (TV show), swimming, learning, chocolate; dislikes horror movies, oatmeal, cheating.



**TEACHING ASSISTANT** Meanne Chan

Office: Kenny 1009

Office hour: Tuesday 4:30–5:30  
or by appointment.

Email: [mchan@psych.ubc.ca](mailto:mchan@psych.ubc.ca)

*Meanne in 25 words:* cat-lover; born in Hong Kong but raised in Vancouver; works in a blood lab; swimmer; likes cooking, symphonies, musicals, shoes; afraid of heights; dislikes bubblegum, ghost movies.

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## Course Goals: Where are We Going?

I designed this course with specific goals in mind to keep all of us focused throughout the term. By the end of this course, you should be able to...

1. Define modern psychology and identify the major perspectives within it;
2. Recognize and recall psychological concepts and theories from specific subfields (e.g., biology of behaviour, cognition, perception);
3. Identify basic methods modern psychologists use to understand behavior;
4. Recognize psychological principles and themes operating in your everyday environment; and
5. Critically evaluate new evidence about behavior that you encounter in your daily life.

## A Note about Reading

Reading the text outside of class is essential for success in this course. This course will involve some class lectures along with demonstrations, class exercises, and class discussions. However, in class lessons cannot cover all the material in the textbook; rather, the goal of lessons is to (1) highlight the more significant aspects of the readings, (2) discuss topics not well-covered by the readings in more detail, and (3) pull together broad themes to make better sense of the readings. Not all the material presented in the readings will be discussed in class, and vice versa. Thus, both a careful reading of text chapters and consistent class attendance are strongly recommended. My suggestion is to read each chapter before we discuss it in class (if possible) so that you know what questions you want to ask.

*Specific goals... help to keep us all focused throughout the course.*

## Materials: What Do You Need?

**REQUIRED TEXT** **Psychology: The Science of Behaviour.** Second custom edition for the University of British Columbia. By N. R. Carlson, C. D. Heth, H. Miller, J. W. Donahoe, W. Buskist, G. N. Martin, & R. M. Schmaltz. Excerpted from the 4<sup>th</sup> Canadian Edition of *Psychology: The Science of Behaviour*. (2010).

*Why is this book a "custom" version?* This course covers only half of the Introductory Psychology content; the other half is covered in Psychology 102. Instead of asking you to purchase an entire textbook, when we will only cover half of it, I have worked with the publisher to offer a version for you that essentially cuts the text in half.

**OPTIONAL TEXT** **College Success Strategies.** By S. L. Nist-Olejnik & J. P. Holschuh. (2009). See "Learning Tools" section for more information.

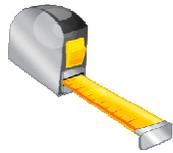
*Copies of both texts will be available soon on Course Reserve at Koerner library for 2hour loans.*

**iCLICKER** iClicker questions and polls will be integrated into every class; please bring yours! They can be purchased at the bookstore, used or new. There is a \$10 rebate coupon packaged with the text to help cut costs. Please REGISTER YOUR iCLICKER on our Vista course website, as soon as possible.



**VISTA COURSE WEBSITE** Our course website is found at [www.vista.ubc.ca](http://www.vista.ubc.ca). You can log in using your CWL. Register your iClicker, download notes and readings, upload assignments, communicate with your base group, and more!

**STUDY TOOLS WEBSITE** Study tools including practice quizzes, videos, an electronic version of the whole textbook, and more can be found at [www.mypsychlab.com](http://www.mypsychlab.com) Pegasus. Your personal student access code is packaged with your text. Your Course ID is CRSCDN6-41850. *Using the Study Plan for each chapter will be added to your participation grade.*



## Learning Appraisals: How Will We Know If We Have Met Our Goals?

Learning Appraisal Activity	Points to Earn	Dates
Participation	5%	Continuous.
3 Midterm Tests (15% x 3)	45%	Wed Sept 30, Mon Oct 26, and Fri Nov 20
Paper	10%	11:59pm on Oct 14 OR Nov 9 OR Dec 4: Commit to your option on September 18
Cumulative Final Exam	40%	Date set by registrar (Exam period: Dec 8–22)
<b>Points Available to Earn</b>	<b>100%</b>	
<i>Bonus</i> Psychology Subject Pool Participation (up to 3 hours)	3%	Friday December 4 (if you choose the library option, the deadline is Tuesday Nov 24)

**PARTICIPATION (5%)** Taking responsibility for your learning involves actively participating throughout this course. Your class contribution will be graded based on a combination of participation indicators, including responding to iClicker questions in class, completing informal in class work, and completing the Study Plan for each chapter at MyPsychLab Pegasus. These specific indicators of participation will contribute up to 5% to your grade, and will likely positively influence your success in learning.

**MIDTERM TESTS (3 x 15%) AND FINAL EXAM (40%)** These tests will consist of a mix of multiple-choice, true/false, fill-in-the-blanks, and written answer questions. The final exam is cumulative. Research shows greater long term retention with multiple testing—not just studying—opportunities (Roediger & Karpicke, 2006). To prepare you to apply course material to future related courses and to your life in general, the final exam (ONLY) is cumulative. More details will be provided closer to the test dates.

**SUBJECT POOL BONUS POINTS (3%)** One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 percentage points toward your course grade by participating in studies that are posted on <https://hsp.psych.ubc.ca/>. These extra points will be added to your final course grade, after any scaling that may have been applied.

**PAPER (10%)** This short paper will help you to apply course material to understand your everyday life experiences, and will help you practice your written communication skills, including analysis and synthesis. **Choose one** experience below that interests you, given the deadline that is optimal for your schedule.

**Option A: Create a Personal Study Plan (due Wednesday October 14).** Choose one of your midterms and create a study plan for you to follow. Focus on using concepts from Chapter 8: Memory.

**Option B: Change an Animal’s Behavior (due Monday November 9).** Choose a nearby animal (e.g., your dog, your roommate) and use the principles of learning (classical, operant) to modify one specific *ethically sound* behavior (e.g., paper train a dog; roommate to put her shoes away). Focus on using concepts from Chapter 7: Learning & Behavior.

**Option C: Analyze an approved movie (due Friday December 4).** On our class Vista site, find a list of approved films. Each one is linked to an appropriate chapter from the course. Choose one of these approved films, watch it, and link it to a concept in that chapter.

In your paper, summarize what happened during the experience (200 words max). Then, in 400 words (max), clearly explain how one course concept was demonstrated or used in that experience. Aim to show us that you can apply material, and show us your best writing. The word limit is strict; your TA will stop reading after 600 words (this is out of necessity, as there are a lot of you). Clear and concise writing is essential. You may need to write more than one draft to do that well.

## What We Expect from You

**PARTICIPATION** This course is designed to be experiential, involving pair and small group discussions, large group discussions, class activities and writing, iClicker questions, Study Plans on MyPsychLabPegasus, and regular feedback. Although some class time will be devoted to a traditional lecture format, the success of the class depends upon your active participation.

**ATTENDANCE** Please come to every class, prepared to participate. Bring your iClicker (and a spare AAA battery), a pen and some paper (in addition to a laptop, if you bring one), and an open mind. *If you miss class* you are responsible for obtaining missed notes and important announcements. You will not be able to regain participation points for missed classes.

**RESPECTFUL CONDUCT** You are expected to treat all your classmates, your instructor, your TA, and yourself with respect at all times, both in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving to class on time and, especially if you are late, minimizing causing distractions for other students.

**ETHICAL CONDUCT** You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including dishonest use of the iClicker (e.g., entering responses for an absent classmate). See the section on academic dishonesty for more information about plagiarism and exams.

**AN ON TIME PAPER** Once you have committed to paper A B or C, you are bound to meet that deadline. Late papers will be accepted up to 7 days late, but 10% per day will be deducted. No assignments will be accepted after 7 days (including weekends). Plan ahead to avoid penalties.

**PRESENCE AT EXAMS & TESTS** If you must miss an exam due to an extenuating circumstance like *severe* illness, you or your caregiver must (1) contact me at least 1 hour before the exam start time, and then (2) provide a doctor's note within one week of the quiz. If both conditions are met, your other exams will each be worth 5% more toward your grade. If **either** condition is not met, you will receive a zero for that test.

**FEEDBACK** You will be consulted regularly for feedback about your learning, what elements of the course are working well for you, and what could be improved. We invite you to share your thoughts and suggestions with us, particularly about things we are able to change, and be open to working together to make this course a positive experience for all of us.



*Let's work together to make this course a positive experience for all of us.*

## What You can Expect from Us

**AVAILABLE** We are here to help you and your 499 classmates choose to succeed. Visiting us is typically more effective than email for clearing up questions. If our office hours absolutely cannot work for you, respectfully email us a few time and day options to make an appointment. Because of our class size, there may be limits on the number of appointments we can schedule per week.

**ONLINE SLIDES** PowerPoint slides and handouts will be available *after* class on our WebCT Vista site, under the "Learning Modules" tab.

**PARTICIPATION** We will make every effort to keep you interested in class by mixing things up and getting you involved in learning activities designed to help you learn. We will ask you to do only those activities that we believe will help you learn. To help document active learning, we will take some photographs throughout the term. Please see your instructor within the first two weeks if you have serious concerns about this.

**FEEDBACK** We will endeavour to provide you with feedback on learning appraisals (e.g., essays, quizzes) as promptly and as detailed as possible, given the size of our class.

**RESPECTFUL & ETHICAL CONDUCT** At all times, we aim treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

## How to Submit Your Paper

Please submit

1. a **hard copy** at the start of the class period in which it is due, and
2. an electronic copy on **Vista** (which is linked to TurnItIn) by 11:59pm on the due date.

In case you are wondering why there are two submissions: The hard copy is considered the master copy; the electronic copy must match it. The purpose of the Vista copy is so that we can use TurnItIn to cross-check your paper with an enormous database of websites, past submissions, and published works. See <http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm> to learn more about TurnItIn and UBC's policies about it.

## Learning Tools to Investigate!

**We encourage you to take responsibility for your learning and check out what these resources have to offer you.**



**COLLEGE SUCCESS STRATEGIES** Your optional textbook offers countless tips and strategies for students. It is primarily geared toward new university students, but there is a ton of useful information in there for upper years as well, from any discipline. I read it and thought the tips in there were so helpful that I wanted to share it with you. A copy will be available soon to sign out in the Koerner library as a Course Reserve.

I have prepared an optional reading plan at the end of this syllabus. Remember, **THIS MATERIAL WILL NOT BE TESTED**, but may help you succeed this year and beyond!

If you choose to use this text, I invite your feedback about it. Was it helpful for your success in this course or other courses? Why or why not? Would you recommend it to other students? Why or why not? Send me an email or drop by my office hour to chat about how you used this book throughout the term or afterward.

**MYPSYCHLAB PEGASUS** Your textbook publisher, Pearson, has prepared for you a customizable study guide, media library, and online version of the text accessible anywhere at [www.mypsychlab.com](http://www.mypsychlab.com). Find your access code packaged with your textbook. You'll also need our Course ID: CRSCDN6-418510. A detailed version of log in instructions can be found on our WebCT Vista site. *Use the Study Plan feature for each chapter and earn up to 2 participation points!*

Tools for planning your approach to managing all your courses: <http://www.arc.sbc.edu/timeplanning.html>.

Information about academic regulations, course withdrawal dates and credits can be found in the [University Calendar](#).

**LEAP** (<http://leap.ubc.ca>) is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online tech tools. LEAP also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make LEAP your first stop for all things academic!

**WRITING SKILLS** The UBC Writing Centre ([www.writingcentre.ubc.ca](http://www.writingcentre.ubc.ca)) also has tutoring services, including an [Online Writer's Workshop](#). The Writing Centre has also paired up with the Library to offer [Student to Scholar online guide to preventing unintentional plagiarism and organizing your writing activities](#). Also, Purdue University offers an amazing collection of information about writing, including using APA style, at their Online Writing Lab (OWL), available at <http://owl.english.purdue.edu/owl>.

**PHYSICAL OR LEARNING DISABILITIES** 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 in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, [www.students.ubc.ca/access](http://www.students.ubc.ca/access).

## Psychology Department Grading Policies

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

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



## Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, 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 main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

**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.

**D-C RANGE: *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 vigour.

**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.

Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

## Don't Cheat. Don't Plagiarize. It's Not Worth It. Read on For Key Definitions and Consequences.

Don't try it, don't do it. The consequences are more severe than you may think: you will fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

### Psychology Department's Position on 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 the first place, the Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

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 a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals.

**Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at [www.library.ubc.ca](http://www.library.ubc.ca) or try Subject Resources.) When instructed to do so, you may use sources such as Google/Yahoo/MSN Search/etc. to find articles for assignments in this course, particularly Google Scholar.

*"Be careful and critical of what you read and choose to cite."*

Be careful and critical of what you read and choose to cite. Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate. **Do not** copy and paste text from other sources, even in a draft. If you ever have any questions about what sources to use or how to cite them without plagiarizing, please see your instructor or TA before handing in your assignment.

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Do note that during exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

*"If you ever have any questions about what sources to use or how to cite them... please see your instructor or TA before handing in your assignment."*

## Our Course Plan

This plan is subject to change. Changes will be announced in class and posted on the Vista course website.

Week	Class Dates	Topics	This Week's Readings	Learning Appraisals & Announcements for this Week
1	Sept 9, 11	Welcome! Course & Vista Overview What is Psychology?	Syllabus Chapter 1: The Science of Psychology (pages 3–10 only!)	Register your iClicker on class Vista website. Register in MyPsychLab.
2	Sept 14, 16, 18	How do we remember?	Chapter 8: Memory	Friday Oct 18: Commit to your paper option
3	Sept 21, 23, 25	How do research psychologists learn about the world?	Chapter 2: The Ways and Means of Psychology	
4	Sept 28, 30, Oct 2	What are some test-taking strategies? Begin "How do we learn?"	(study and review)	<b>Wednesday Sept 30: Test #1 (15%)</b>
5	Oct 5, 7, 9	How do we learn?	Chapter 7: Learning & Behaviour	
6	Oct 14, 16	Why do we learn, help others, parent our offspring, and other complex actions?	Chapter 3: Evolution, Heredity, and Behavior	Mon Oct 12 is Thanksgiving Day, UBC Closed <b>Wednesday October 14: Paper Option A due</b>
7	Oct 19, 21, 23	How cool are our brains?? <i>(Quick Answer: Very)</i>	Chapter 4: Biology of Behavior, pages 87–112 (for Test 2)	
8	Oct 26, 28, 30	How cool are our brains?? (Cont'd) Spotlight on Self-Regulation	Chapter 4: Biology of Behavior, pages 112–123 (for Test 3)	<b>Mon Oct 26: Test #2 (15%)</b>
9	Nov 2, 4, 6	Why don't we rest our hands on a hot stove?	Chapter 5: Sensation	
10	Nov 9, 13	How do we walk around without bumping into everything? Amazing feats of our visual system.	Chapter 6: Perception	<b>Monday November 9: Paper Option B due</b> Wed Nov 11 is Remembrance Day, UBC Closed
11	Nov 16, 18, 20	How can we possibly communicate with others?	Chapter 10: Language Chapter 11: Thinking (pages 347–356 only!)	<b>Fri Nov 20: Test #3 (15%)</b>
12	Nov 23, 25, 27	How do we know we're awake?	Chapter 9: Consciousness	<i>[Online Student Evaluation of Teaching]</i>
13	Nov 30, Dec 2, 4	How has Psychology changed?	Chapter 1: The Science of Psychology (pages 10–27 only!)	<b>Friday December 4: Paper Option C due</b>
<b>Final exam date set by registrar. Do not book travel during exam period: Dec 8 to 22 inclusive.</b>				

## Optional Reading Plan: College Success Strategies

The optional text for this course is *College Success Strategies* (Nist-Olejnik & Holschuh, 2009). I encourage everyone to read this book. THIS MATERIAL WILL NOT BE TESTED, but may improve your grades by giving you useful tips and ideas to help your reading, studying, and test-taking skills. Read it on the bus, at the gym, between classes, wherever and whenever. I offer the following plan as one way to read it in chunks.

Week	Psyc 101 Class Dates	Optional Text Reading
1	Sept 9, 11	Chapter 1: Now that you're here
2	Sept 14, 16, 18	Chapter 2: Active learning: What's in it for you?
3	Sept 21, 23, 25	Chapter 3: How you learn
4	Sept 28, 30, Oct 2	Chapter 4: Interacting with your professors
5	Oct 5, 7, 9	Chapter 5: What is it I'm supposed to do, anyhow?
6	Oct 14, 16	Chapter 6: Getting organized: Managing yourself and your time
7	Oct 19, 21, 23	Chapter 7: Academic energy: Motivation for learning, attitudes, and interests
8	Oct 26, 28, 30	Chapter 8: Just what do you believe, anyhow?
9	Nov 2, 4, 6	Chapter 9: Dealing with stress
10	Nov 9, 13	Chapter 10: Strategic reading <i>Plus Chapter 13 or 14 or 15, depending the course in which you need the most improvement: Ch 13 Social Sciences (e.g., Psych, Sociology, Econ, Anthro), Ch 14 Humanities (e.g., History, English, Languages, Art, Classics), or Ch 15 Science/Math</i>
11	Nov 16, 18, 20	Chapter 11: Take note! Lectures: A different kind of text
12	Nov 23, 25, 27	Chapter 12: Rehearsal and review strategies
13	Nov 30, Dec 2, 4	Chapter 16: Preparing for objective exams Chapter 17: Preparing for and taking essay and specialty exams

The design of this course and syllabus were informed by insights from similar courses designed by W. Buskist (Auburn University), M. Casteel\* (Penn State), R. Day (Simon Fraser), P. Graf (UBC), R. E. Lee (Blackhawk College), J. Lymburner (Kwantlen Polytechnic University), P. Marek\* (Kennesaw State), C. Pederson (Kwantlen Polytechnic University).

\*Peer-reviewed syllabus available from the *Society for the Teaching of Psychology's Office of Teaching Resources in Psychology* website (<http://teachpsych.org/otrp/syllabi/syllabi.php>).