



INTRODUCTORY PSYCHOLOGY

What is this Course About?

Psychology is the scientific study of behavior. 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, perceive objects and others using our senses, and otherwise function in our daily lives. In Term 2 we will investigate the science of how we affect and are affected by others, develop, manage mental wellness and illness, experience emotions, and motivate ourselves. Throughout the year we will explore methods psychologists use to learn about behavior to help us figure out how theories arise and develop. You will continually practice thinking like a psychologist by learning to recognize psychological themes and principles operating in your life, and by questioning information about behavior that we encounter daily in our society. Join us in studying the most fascinating* subject matter ever: us!

Quick Facts: Where? When?

CLASSES Monday, Wednesday, Friday, 1:00 to 2:00 in Buchanan A Room 101. *Attendance is expected and is necessary for success.* Please show respect for your fellow learners and leaders, including arriving on time and reading in advance. Please remember your i>clicker and spare batteries, your text, 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 i>clicker here. (If you have a used i>clicker, please visit the Learning Commons to find out the code.) To access our website, go to www.vista.ubc.ca and log in using your CWL.

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

Meet your Leaders in Learning

INSTRUCTOR Dr. Catherine Rawn

Office: Kenny 2523

Drop-In office hour Monday
4:30–5:30, my office

Invitational office hour in Arts

Cafe: Friday 2–3

Appointments can be made if necessary.

Email: cdrawn@psych.ubc.ca Please put "Psyc 100" in the **Subject line** of all email and use your UBC email account or your message could get lost. Before emailing, please check class notes and the syllabus for an answer to your question.

Web: www.psych.ubc.ca/~cdrawn

Catherine in ≤ 25 words: Ontario-born; vegetarian; happily married; walked a marathon; studied self-control; likes teaching & learning, Big Bang Theory (TV), chocolate, coffee, wine; dislikes horror movies, oatmeal, cheating.



TEACHING ASSISTANT Liz Nosen, MA

Office: Kenny 1910; Office hour: Thursday 3–4

Email: lnosen@psych.ubc.ca

Liz in ≤ 25 words: Clinical-psych grad student; prairie-girl; plays roller-derby; studies anxiety and addictions; likes bicycles, live music & horror movies; dislikes sidewalk hogs.



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Learning 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., social, biological, and developmental psychology);
3. identify basic methods modern psychologists use to understand behavior;
4. apply your knowledge of psychological principles and themes to gain insight into yourself, others, and events in your everyday life;
5. critically evaluate new evidence about behavior that you encounter in your daily life;
6. understand the need for multiple exposures to material in order to develop a solid understanding of it (e.g., participate in class, review notes, read text, form an active study group).
7. communicate your ideas about psychology both verbally and in writing;
8. demonstrate respectful, professional conduct in email, online, and face-to-face communication with your peers, TAs, and Instructor; and
9. feel (even a little bit!) excited about learning in general and about psychology in particular.

Materials: What Do You Need?

You'll need 4 key materials to set yourself up for success in this course.

1. **REQUIRED TEXT** Lilienfeld, S. O., Lynn, S. J., Namy, L. L., Woolf, N. J., Cramer, K. M., & Schmaltz, R. (2011). *Psychology: From Inquiry to Understanding*, (1st Canadian ed.). Toronto, ON: Pearson Canada Inc. PURCHASE OPTIONS: The text is available to buy from the UBC Bookstore (with a \$10 i>clicker rebate coupon), and from Discount Textbooks. An e-version (cheaper but without coupon) is available from the publisher's website: <http://www.mypearsonstore.ca/bookstore/product.asp?isbn=0205802052>.

Materials, continued:

2. **i>clicker** i>clicker questions and polls will be integrated into every class; please bring yours! They can be purchased at the bookstore, used or new. Please REGISTER YOUR i>clicker on our Vista course website.



3. **VISTA COURSE WEBSITE** Our course website is found at www.vista.ubc.ca. You can log in using your CWL. Register your i>clicker, download notes and readings, upload assignments, discuss course material with your peers, and more!

4. **COMPANION WEBSITE FOR YOUR TEXT** Study tools including an electronic version of the text, practice quizzes, flashcards, chapter reviews, relevant links, videos and more can be found at www.mypsychlab.com. Register using our course code: **CRSCDJF-800273**.

NO MONEY? If you're choosing between buying food or textbooks and i>clickers, *please* come to me and I'll do my best to set you up with what you need. Note that you can also borrow a copy of the text from Koerner library. It's on course reserve.

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, i>clicker questions, and regular feedback. Some class time will be devoted to a traditional lecture format, in which you can actively build your notes for future studying. Success in the class depends upon your active participation.

ATTENDANCE Please come to every class prepared to participate. Bring your i>clicker (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.

(Expectations Continued page 4)



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

Learning Appraisal Activity	Points to Earn	Dates
5 Midterm Tests (9% x 4; drop the lowest or missing score)	36%	September 29, October 25, November 15, February 4, March 14
2 Papers (2 x 10%)	20%	One each term; date depends on your choice.
Engagement in Learning <ul style="list-style-type: none"> • Class participation (i>clicker) • Invitational office hour 	4%	Continuous evidence throughout the year. These activities will help you learn and perform well on formal learning appraisals.
2 Cumulative Final Exams (2 x 20%)	40%	During exam periods Term 1: December 7–21; Term 2: April 11–28
Base Points Available for you to Earn	100%	
<i>Bonus</i> Psychology Subject Pool Participation (up to 6 credits = 3%)	3%	Complete by Thursday April 7.

MIDTERM TESTS (5 total, top 4 x 9%) AND FINAL EXAMS (2 x 20%) All tests and exams will consist of a mix of multiple-choice, true/false, and fill-in-the-blanks. **Tests will challenge you to push beyond memorization of facts and will require you to apply course material.** To prepare you to apply course material to future related courses and to your life in general, **each final exam is cumulative for that term only.** Indeed, research shows greater long term retention with multiple testing—not just studying—opportunities (Roediger & Karpicke, 2006).

PAPERS (2 x 20%) These short papers will help you to apply course material to understand your everyday life experiences, and will help you practice your written communication skills, including summary and analysis. **Each term, there will be 3 paper options, due on different dates. Choose one** of the three options that interests you, given the deadline that is optimal for your schedule. Topic details, submission and formatting details will be provided in a separate document in the second week of each Term.

ENGAGEMENT (4%) Taking responsibility for your learning involves actively participating throughout this course. Because of the class size, your engagement will be evaluated based on two indicators. (1) Responding to i>clicker questions in class. If you answer at least 75% of the i>clicker

questions during a class period, for at least 75% of the classes during the whole year, you'll earn up to 3%. (2) Each week I will randomly choose 12 students to join me during my **invitational office hour** (the list of dates is on Vista; all students will have a turn during the year). This will give you a chance to meet me personally and engage with me and your peers in an informal, small group setting. If you attend and engage meaningfully at the invitational office hour (and/or during my drop-in hour if you can't make it), you can earn the 1%.

These specific indicators of *engagement in learning* will contribute up to 4% toward your grade. Although this may not seem like much, engaging in these activities (and others, such as online and in class discussion, mypsychlab activities, class activities, comprehension checks, etc.) will help you learn the material – which should help you perform on tests and papers as well.

SUBJECT POOL BONUS CREDITS (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/>. Participating in a 1 hour study earns you 0.5%, so 6 hours = 3%. These extra points will be added to your final course grade in April, after any scaling that may have been applied.

What We Expect from You

(Continued from Page 2)

RESPECTFUL & ETHICAL 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 distractions for other students.

You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including dishonest use of the i>clicker (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 required to meet that deadline. **LATE PAPER POLICY:** late papers will be accepted up to 2 weeks after the deadline, but be cautioned that a late paper will not receive the same detailed attention as on time papers do, and you will *not* have the option to contest your grade. **PAPER RE-GRADE POLICY:** If, after receiving feedback on your paper from your TA, you feel very strongly that your paper was graded unfairly, you may choose to have your paper re-graded by emailing your TA within 1 week paper grades being posted online. Re-grading may result in an increase or decrease, and that re-grade is final.

PRESENCE AT TESTS Presence at tests is expected. The top 4/5 test marks (*not including final exams*) will count toward your grade. If you miss a test for any reason, that test will count as your lowest score and will be dropped. **THERE WILL BE NO MAKE-UP EXAMS.** You will earn a mark of zero for each additional test you miss.

PRESENCE AT FINAL EXAMS Presence at the two Final Exams (in December and April) is **mandatory**. If you absolutely must miss a final exam due to an extenuating circumstance like severe illness, you or your caregiver must apply for Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services).

FEEDBACK 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.

You will be consulted for feedback about your learning

experience, what elements of the course are working well for you, and what could be improved. For example, at the end of classes at least once per week, you will have the opportunity to summarize your learning and ask a question you're curious or confused about in writing. I will take up some of these Comprehension Checks at the beginning of the next class.



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 classmates in your choice of success. Visiting us in person 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.

ONLINE SLIDES PowerPoint slides and handouts will be available *after* class on our Vista site (www.vista.ubc.ca).

PARTICIPATION I 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. **I will ask you to do only those activities that I believe will help you learn.** To help document active learning, I may take some **PHOTOGRAPHS** throughout the term. Please see me (your instructor) within the first two weeks of the course if you have serious concerns about this.

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

RESPECTFUL & ETHICAL CONDUCT At all times, we aim to 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.

Tips for Success: Making Choices to Learn!

I believe you can master this course material at a high level, *if you consistently choose to put in the effort required to do so*. Here's a rough guideline for how much time you should be spending on this (and each of your) courses this year: **2–3 hours out of class for every 1 hour in class**. Note that some people will need more time than this.

What can you do *in class*?

- **Take notes** about what's being discussed, using what's on the slides to guide and organize your notes. (Don't just copy down what you see on the slides; you'll get those words later!).
- **Keep focused**. For example, avoid bringing a computer (or sitting behind someone else's) if it will be a distraction for you. Get adequate sleep and nutrition.
- **Actively participate in activities, demonstrations, and discussions; thoughtfully answer i>clicker questions**. The point of all of these is to help you think about the material so you can master it and make it meaningful for your life.
- **Ask questions**. Be brave! If you would like clarification or are interested in how a concept connects or applies in some way... ask it!

What can you do during those 6–9 hours per week you spend on this course *outside class*?

- **Add to your class notes**. Fill in any missing gaps before you forget! Integrate your notes with the slides posted online (www.vista.ubc.ca). *Build your notes so you can use them to study later.*
- **Actively read the text**. For example, take notes using the section headers; convert headers into questions to help you identify the most important points. Take every chance available to test yourself (Bjork & Bjork, 2011). For example, complete "Assess your knowledge," "Apply your thinking," and "Think again" sections." *Build your notes so you can use them to study later.*
- **Test yourself using learning objectives from class and the text**. What should you be able to do with the course material? Learning objectives are meant to help you answer this question so you can study more effectively.
- **Explore the MyPsychLab activities** that come with your text.
- **Write your paper**. Start early! Seek advice from the writing centre, me, our TA, and your peers!
- **Come to office hours**. Get to know your leaders in learning, ask questions about course material, and find out more about psychology!

Learning Tools to Investigate



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

COLLEGE SUCCESS STRATEGIES By S. L. Nist-Olejnik & J. P. Holschuh (2009). This book 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. A copy is available to sign out in the Koerner library as a Course Reserve.

TIME MANAGEMENT Tools for managing all your courses: <http://www.arc.sbc.edu/timeschedule.html>, <http://learningcommons.ubc.ca/get-started/study-toolkits/time-management-toolkit/>, and for planning writing assignments: <http://assignmentcalculator.library.ubc.ca>.

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

LEARNING COMMONS 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. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! <http://learningcommons.ubc.ca>

WRITING SKILLS The UBC Writing Centre (www.writingcentre.ubc.ca) also 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 (and so are we!). 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.

Psychology Department Grading Policies

To meet department policy, the typical student demonstrating adequate performance on learning appraisals will earn around 63–67% in this course.

Read on for details.

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 average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by 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 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 Schedule

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

Week	Class Dates	Topic(s)	This Week's Readings	Learning Appraisals & Announcements for this Week
1	Sept 8, 10	Welcome! Intro to Psychology, the Course, Learning Support	Syllabus, Prologue (omit history page 6–13 unless you find it helpful to know at this point)	Register your i>clicker.
2	Sept 13, 15, 17	Overview of Psychology Skills for thinking scientifically in everyday life	Prologue (as above) Ch 1 Science & Pseudoscience	Commit to paper option.
3	Sept 20, 22, 24	Constructing and Reconstructing our Pasts	Ch 7 Memory Special reading <i>for Friday</i> by Bjork and Bjork.	Special reading for Friday available on Vista.
4	Sept 27, 29 , Oct 1	Constructing..., <i>continued</i> Friday: Begin Investigating...		Test #1: Wednesday Sept 29 (Ch 1, 7, Prologue minus p 6–13, Bjork reading, all classes)
5	Oct 4, 6, 8	Investigating Psychology	Ch 2 Research Methods	Paper Option A due Friday October 8
6	Oct 11, 13, 15	How does nurture change us?	Ch 6 Learning	Monday: Thanksgiving Holiday
7	Oct 18, 20, 22	How does nurture..., <i>continued</i>		
8	Oct 25 , 27, 29	Brain–Body Communication Superhighway	Ch 3 Biological Psychology	Test #2: Monday October 25 (Ch 2 & 6, classes since Test 1)
9	Nov 1, 3, 5	Brain–Body..., <i>continued</i> How We Sense & Conceptualize the World	Ch 4 Sensation and Perception	Paper Option B due Friday November 5
10	Nov 8, 10, 12	How We Sense..., <i>continued</i>		
11	Nov 15 , 17, 19	Getting Inside Our Talking Heads	Ch 8 Language, Thinking, and Reasoning	Test #3: Monday November 15 (Ch 3 & 4, classes since Test 2)
12	Nov 22, 24, 26	Getting inside..., <i>continued</i> Expanding the Boundaries of Psychological Inquiry	Ch 5 Consciousness	
13	Nov 29, Dec 1, 3	Expanding..., <i>continued</i> History of Psychology <i>Where have we been? Where are we going?</i>	Prologue (all)	Paper Option C due Friday December 3

The final exam date will be set by the registrar. Do not book travel during exam period: December 7 to 21 inclusive. The Final Exam will feature most heavily the material covered *since* Test 3 (Chapters 8, 5, and the prologue, plus class material), but will include class and reading material from the entire Term 1 of this course (Ch 1–8, Prologue, Bjork).

Week	Class Dates	Topic(s)	This Week's Readings	Learning Appraisals & Announcements for this Week
1	Jan 5, 7	Welcome Back! Intro to Term 2. Intelligence controversy and consensus	Syllabus Ch 9 Intelligence and IQ Testing	
2	Jan 10, 12, 14	Intelligence controversy and consensus, <i>continued</i>		Commit to paper option.
3	Jan 17, 19, 21	How and why we change	Ch 10 Human Development	
4	Jan 24, 26, 28	What moves us	Ch 11 Emotion and Motivation	
5	Jan 31, Feb 2, 4	What moves us, <i>continued</i>		Test #4: Friday February 4 (Ch 9, 10, 11, all classes Term 2)
6	Feb 7, 9, 11	The Mind-Body Interconnection	Ch 12 Stress, Coping, & Health	Paper Option A due Friday February 11
Reading Break				
7	Feb 21, 23, 25	How others affect us	Ch 13 Social Psychology	
8	Feb 28, Mar 2, 4	How others affect us, <i>continued</i> Who we are	<i>Special Reading for Wednesday: Self-Control available on Vista</i> Ch 14 Personality	
9	Mar 7, 9, 11	Who we are, <i>continued</i>		
10	Mar 14, 16, 18	When adaptation breaks down	Ch 15 Psychological Disorders	Test #5: Monday Mar 14 (Ch 12, 13, 14, classes since Test 4)
11	Mar 21, 23, 25	When adaptation..., <i>continued</i> Helping people change	Ch 16 Psychological and Biological Treatments	Paper Option B due Monday March 21
12	Mar 28, 30, Apr 1	Helping people change, <i>continued</i>		[Online Student Evaluation of Teaching]
13	Apr 4, 6		Prologue: Back to the big picture of psychology Course overview, careers	Paper Option C due Wednesday April 6 (last day of class)
<p><i>The final exam date will be set by the registrar. Do not book travel during exam period: April 11 to 28 inclusive.</i></p> <p>The Final Exam will feature most heavily the new material covered <i>since</i> Test 5 (Chapters 15–16 plus class material), but will include class and reading material from the entire Term 2 of this course (Chapters 9–16, Prologue, special reading).</p>				

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>).