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INTRODUCTORY PSYCHOLOGY (PART I)

What is this Course About?

Psychology is the scientific study of behaviour. 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. Throughout the term, we will explore methods modern psychologists use to learn about behaviour. You will continually be asked to practice thinking like a psychologist by learning to recognize psychological themes and principles operating in your life, and by questioning information about behaviour that we encounter daily in our society. Learning will be evaluated based on a combination of exams and short writing assignments including a peer review component. Join us in studying the most fascinating* subject matter ever: us!

Quick Facts: Where? When?

Classes are held Monday, Wednesday, Friday, 12:00 to 12:50 in CIRS 1250. Attendance is expected and is necessary for success. Please show respect for your fellow learners and leaders, including arriving on time and leaving *after* official dismissal. Bring your i>clicker (3 spare AAA batteries), and writing tools. You may choose to bring a computer, but I discourage it because of its tendency to side-track attention – yours and others (Fried, 2008; Sana, Weston, & Cepeda, 2013).

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**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

Welcome to my drop-in office hours:

Tues 2-3, Wed 3:30-4:30, Fri 4-5. Some appointments can be made if necessary.

Welcome to my Invitational Office Hour (IOH):

Fridays 1-1:45pm, in the Loop Café across from class. Our class is huge! One of the best ways I've found for us to get to know each other is through the IOH. Each week I'll randomly select 10 students to join me for an informal chat. Come by and say hi!

Email: cdrawn@psych.ubc.ca **Please put "Psyc 101" in the Subject line** and use your UBC email account or your message could get lost. **Before emailing, please check** with your class notes, syllabus, and classmates for an answer to your question. Although I try to respond as quickly as possible, expect approximately 48 hours for a reply (excluding evenings and weekends).

Web: www.psych.ubc.ca/~cdrawn, **Twitter:** @cdrawn

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



TEACHING ASSISTANTS (TAs)

TAs are here to help you learn and to help me to evaluate your learning. They will grade papers and exams, hold office hours to help answer your questions and offer advice, and respond to (brief!) questions sent via email. If you cannot make their scheduled office hours, email them to see if you can work out an alternative appointment time. **Please put "Psyc 101" in the Subject line** and use your UBC email account or your message could get lost.



Stefan Bourrier

Email: scbourrier@psych.ubc.ca

Office: Kenny 3508; Office hr: Tuesdays 11-12

Stefan in ≤ 25 words: Cognitive science research student who enjoys crosswords, making beer, and chats about consciousness. Hardline skeptic, LGBT Ally, vegan and Star Trek nerd.

Sara Knauft

Email: sknauft@psych.ubc.ca

Office: Kenny 3514; Office hr: Wednesdays 2-3pm

Sara in ≤ 25 words: Neuroscience grad student, studying learning and memory, Swedish-American, lover of owls and pandas, compulsive chocolate eater, book worm, champion napper, day dreamer, and coffee enthusiast.



Learning Goals: Where are We Going?



I designed this course with specific goals in mind. By the end of this course, you should be able to...

1. define modern psychology and identify the major perspectives within it;
2. recognize, recall, connect, and evaluate psychological concepts and theories from specific subfields (e.g., cognitive and biological psychology);
3. apply your knowledge of psychological principles and themes to gain insight into yourself, others, and events in your everyday life;
4. identify basic methods modern psychologists use to understand behaviour;
5. critically evaluate new evidence about behaviour 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, writing, self-quizzing).
7. communicate your ideas about psychology both verbally and in writing;
8. give, receive, and use constructive feedback on written work;
9. demonstrate respectful, professional conduct in email, online, and face-to-face communication with your peers, TAs, and Instructor; and
10. feel (even a little bit!) excited about learning in general and about psychology in particular.

Materials: What Do You Need?

1. REQUIRED TEXTBOOK Lilienfeld, S. O., Lynn, S. J., Namy, L. L., Woolf, N. J., Cramer, K. M., & Schmaltz, R. (2013). *Psychology: From Inquiry to Understanding, (2nd Canadian ed.)*. Toronto, ON: Pearson Canada Inc.

PURCHASE OPTIONS: A hard copy of the text is available to buy from the UBC Bookstore (and comes with a \$10 i>clicker rebate coupon, access to MyPsychLab study guide, and the electronic version, & peerScholar access), or from Discount Textbooks. To save cash, you can buy access to the e-text and MyPsychLab (without a hard copy) from www.mypsychlab.com. Using the 1st Canadian edition is not recommended because some major changes occurred this edition.

2. REQUIRED 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. You must REGISTER YOUR i>clicker on our Connect course website in order to receive the points you earn in class.



3. REQUIRED CONNECT COURSE WEBSITE Our course website is www.connect.ubc.ca. Log in using your CWL. Register your i>clicker, download PowerPoint slides *after* each lesson, announcements, discuss course material with your classmates, check your grades, and more! You are responsible for checking this site frequently.

4. REQUIRED PEERSCHOLAR WEBSITE We will use this website for assignment submissions, peer feedback, and grading. An access code comes with the textbook bundle from the bookstore. Another option is to buy access directly from <http://www.pearsoned.ca/highered/peerscholar>.

5. RECOMMENDED MYPYCHLAB TEXTBOOK COMPANION WEBSITE Includes study tools such as an electronic version of the text, practice quizzes, flashcards, chapter reviews, relevant links, videos and more. Your text (electronic or hard copy) comes with an access code you can enter on www.mypsychlab.com. If you buy a used book and want access, visit their website for purchase options.

SHORT ON CASH? If you're choosing between buying food or textbooks and an i>clicker, *please* come to me. I have some materials available for loan. Note that you can also borrow a copy of the text from Koerner library. It's on course reserve.

What We Expect from You

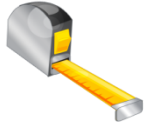
PARTICIPATION This course is designed to be experiential, involving demonstrations, pair and small group discussions, large group discussions, class activities and writing, i>clicker questions, and regular feedback. Some class time will be devoted to a traditional lecture format, during which you can actively build your notes for future studying. Success in this class depends upon your active participation.

ATTENDANCE Please come to every class prepared to participate in your learning. Bring your i>clicker (and 3 spare AAA batteries), a pen and some paper (in addition to a laptop, if you choose to 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 & ETHICAL CONDUCT You are expected to treat all your classmates, the teaching team, 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 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, and copying other's work. See the syllabus section on Ethical Conduct for more information.

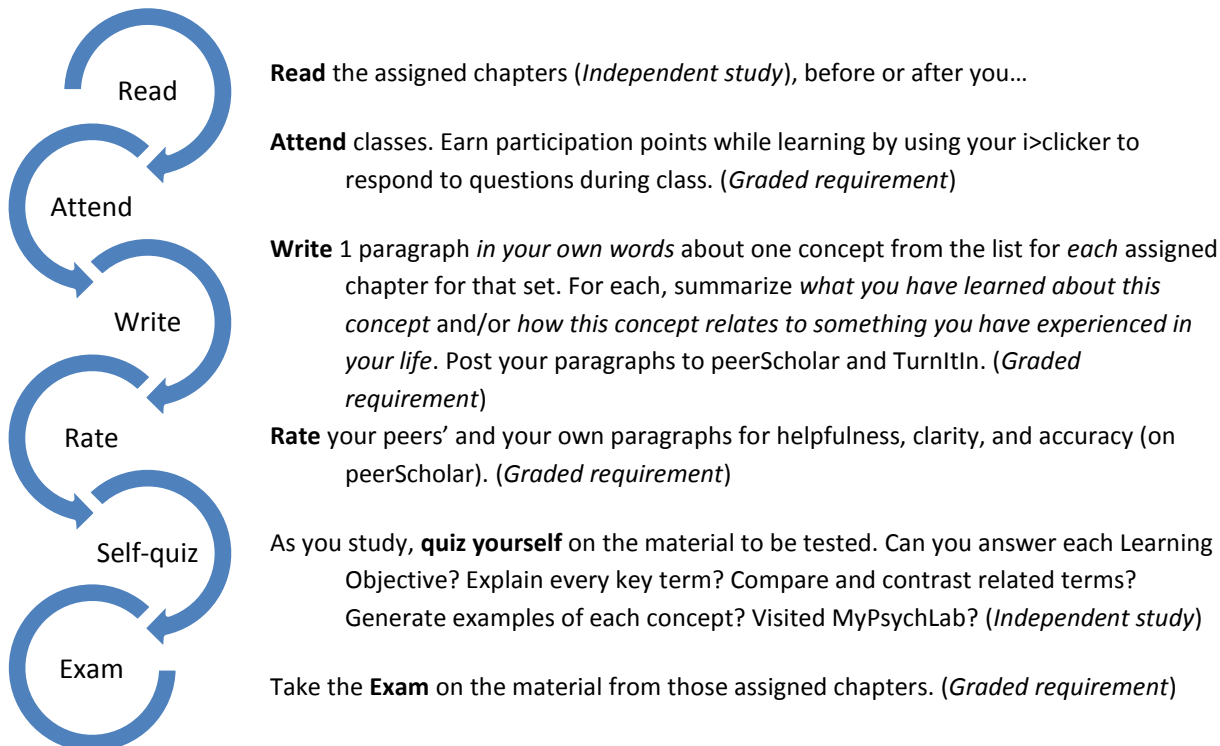
(Expectations Continued page 5)



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

Learning Appraisal Activity	Points to Earn	Dates
3 Midterm Tests (worth 15%, 15%, lowest/missing score worth 10%) <ul style="list-style-type: none"> Approximately 40 multiple choice & 10 fill-in-the-blanks 	40%	September 27, October 21, November 8
Writing to Learn Mini-Papers with Peer Assessment (5 x 2%) <ul style="list-style-type: none"> Suspected pseudoscience in the media (due September 13) Four short "write & rate" concept-check assignments 	10%	Throughout the term; see Course Schedule for all dates.
Cumulative Final Exam <ul style="list-style-type: none"> Approximately 100 multiple choice, 20 fill-in-the-blanks, and two paragraphs 	45%	During exam period December 4-18, including Saturdays
Engagement in Learning <ul style="list-style-type: none"> Class participation (i>clicker): 3% Required Subject Pool Participation: 2 hours = 2% 	5%	These activities will help you learn about course concepts and the science of psychology. Subject Pool participation must be complete by Friday November 29.
Base Points Available for you to Earn	100%	
<i>Bonus</i> Subject Pool Participation (up to 3 more hours = up to 3%)	3%	Complete by Friday November 29

This course is divided into four sets of two chapters. For each pair of chapters, we'll follow the same process, as depicted in the diagram below. This process is designed to help you distribute your readings and studying throughout the term (Wahlheim, Dunlosky, & Jacoby, 2011), using a combination of writing and peer review that have each been shown to help students learn (Dochy, Segers, & Sluijsmans, 1999; Nevid, Pastva, & McClelland, 2012; Siu, 1989). Taken together, this course design incorporates at least four methods that have been empirically demonstrated to promote learning (Dunn, Saville, Baker, & Marek, 2013; Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).



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

MIDTERM TESTS (3 total, worth 15%, 15%, lowest/missing score worth 10%) AND FINAL EXAM (40%) All tests and exams will consist of a mix of multiple-choice and fill-in-the-blanks questions. Additionally, the final exam will also include two written paragraphs based on what you write for *Writing to Learn mini-papers* (see below). **You will be challenged to push beyond memorization of facts and to integrate and apply course material.** Research shows greater long term retention when people expect a final test in the future (Szpunar, McDermott, & Roediger, 2007). Therefore, to best prepare you to apply course material in future related courses and to your life in general, **the final exam is cumulative.**

WRITING TO LEARN MINI-PAPERS (5 x 2%) These paragraphs will help you to apply course material to understand your everyday life experiences, and will help you practice your written communication skills, including summarizing and connecting concepts, peer feedback (facilitated by peerScholar), and revision. The **first mini-paper** worth 2% requires **investigating pseudoscience in the media** and will be explained class (due September 13).

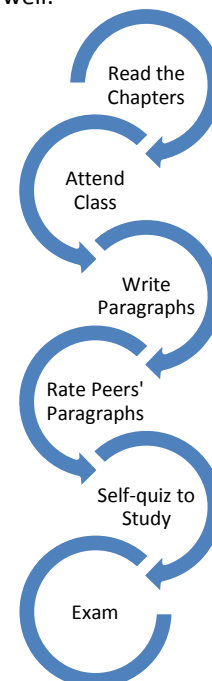
Write and Rate Concept Check Mini-Papers Each subsequent paper worth 2% requires **writing two paragraphs**. On Connect, you will find a list of at least 10 critical concepts per chapter. Choose one concept and **summarize, in your own words, what you have learned about this concept and/or how this concept relates to something you have experienced in your life** (Nevid, et al., 2012). Before each exam, **submit two paragraphs (one per chapter being tested) to peerScholar and to Turnitin (worth 1% for completion)**. By the deadline after the exam, log in to peerScholar and **review five submissions from your peers** for clarity, helpfulness, and accuracy, and receive reviews on your work (**average of five peer reviews is worth 1%**; if you fail to review others' work, you will receive zero for this component). **On the final exam, you will be asked to choose any two concepts from those lists and write a paragraph about them.** To study, you can revisit the paragraphs you wrote, and consider the peer feedback you received on them, to create your best paragraphs. *Note: no notes may be brought to the final exam.* More details will be discussed in class. **See all deadlines for Writing and Rating in Our Course Schedule (page 9).**

ENGAGEMENT IN LEARNING ABOUT PSYCHOLOGY (5%) Taking responsibility for your learning involves actively participating

throughout this course. Because of the size of our class, it is challenging to measure individual participation on an ongoing basis. Therefore, your class contribution will be evaluated based on your responses to **i>clicker** questions in class. To earn maximum points, **answer at least 75% of the i>clicker questions during a class period (and any one of those correctly), for at least 75% of the classes** during the whole term.

Required Human Subject Pool credits (2%, plus up to an additional 3% bonus) The second way to engage in learning about psychology is to be a participant in ongoing research projects. Earn points toward your course grade by participating in research through the Human Subject Pool (HSP), or complete an alternative assignment. Study sign-ups and details about the alternative assignment are posted on <https://hsp.psych.ubc.ca/>. Participating in a 1 hour study (or completing 1 alternative assignment) earns you 1%; 2 are needed to earn the 2% required. An additional 3 are needed to earn 3% bonus. These points will be added to your final course grade, after any scaling that may be applied.

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 and about the discipline – which should help you perform on tests and papers as well.



What We Expect from You (cont'd from p. 2)

ON TIME MINI-PAPERS Because of the way the peerScholar system works, you are required to meet each deadline or else you lose the 2%. **No late mini-papers will be accepted.**
TURNITIN.COM REQUIREMENT: After you complete your paragraphs on peerScholar, you must turn in the exact same paragraphs to Turnitin.com within one day or lose 1% out of your 2%. Go to turnitin.com, create an account, and enter *our course ID (6838041) and password (psychology)*. Then upload your paragraphs.

RE-GRADE POLICY: If you feel very strongly that a question on any exam or your peer reviews on your mini-paper were graded unfairly, you may submit the appropriate **Re-Grade Request Form** available on Connect. To qualify, you must submit the form to Dr. Rawn within 2 weeks of the date grades were posted on Connect. She will consider your request carefully and will respond via email within one week of receiving it. Re-grading may result in an increase or decrease, and that re-grade is final.

PRESENCE AT MIDTERM TESTS Presence at tests is expected. If you miss a *midterm test* for any reason, you will receive a zero. Whichever test has the lowest score will be worth only 10% rather than 15%. **THERE WILL BE NO MAKE-UP MIDTERMS**, except in documented cases of varsity athletic commitments (as per UBC policy; complete the **Request For Excused Absence Form** on Connect if you must miss an exam for varsity athletics).

PRESENCE AT FINAL EXAMS Presence at the final exam is **mandatory**. If you absolutely must miss the 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). If you have 3 or more exams scheduled to start *and finish* within a 24 hour period you may request to write the second exam on a different day. However, you must give the instructor of the second exam one month notice.



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

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 about something

you're curious or confused about in writing. I will take up some of these Comprehension Checks at the beginning of the next class.

USE OF ELECTRONICS IN THE CLASSROOM *To be determined collaboratively on the first day of class.*

What You Can Expect from Us

AVAILABLE We are here to help you and your classmates in your choice to succeed. Visiting us (Dr. Rawn, our TAs) 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 Connect site (www.connect.ubc.ca).

PHOTOGRAPHS 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 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 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.

A NOTE ON WITHDRAWING FROM THIS COURSE

Sometimes people find that they are unable or unwilling to handle the demands of a course. If you find yourself in this situation, I encourage you to talk to one of your Leaders in Learning (me or a TA) for advice. If you wish to withdraw from this course without any record of the course on your transcript, you must do so before September 17. If you wish to withdraw from this course with only a withdrawal standing of "W" on your transcript, you must do so before October 11. Consult the UBC Academic Calendar for more information:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,45,99,0>

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.

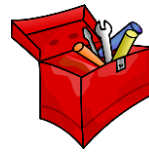
WHAT CAN YOU DO *IN CLASS*?

- **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.connect.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; after each chapter, close your book and freely recall everything you can remember, then go back and check what you got and what you missed (Karpicke & Blunt, 2011). *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 Writing to Learn Mini-Papers**. Start early! Seek advice from the Writing Centre, me, our TAs, and your peers.
- **Come to office hours and post questions on Connect**. 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 (2012, 4th edition). This book offers countless tips and strategies. 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.

TIME MANAGEMENT Tools for managing your courses, <http://www.arc.sbc.edu/timeschedule.html>, papers, <http://assignmentcalculator.library.ubc.ca>, and mastering many other aspects of academic life <http://learningcommons.ubc.ca/student-toolkits/>

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 technology 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 offers tutoring services, including an [Online Writer's Workshop](#). Also, Purdue University offers an amazing collection of information about writing 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 (and so are we!), 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.

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.

Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on For Key Definitions, Consequences, and Ways to Act Ethically

The consequences for unethical conduct are more severe than you may think: you may fail the assignment or test, you may 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 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 originality that flag instances of matching text suggesting possible plagiarism; instructors receive copies of these reports for every student in their classes.

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

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. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Why is Academic Misconduct Treated So Harshly?

Some people don't feel like cheating on a test or taking a sentence or two from someone else's paper without citing it is a big deal. Here's a bit of insight into why we care so much.

In the academic community—a community of which you are now a part—**we deal in ideas**. That's our currency, our way of advancing knowledge. By representing others' ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. **Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.**

Participating in the Academic Community Ethically

What can you do to ensure you are acting ethically? First, recognize that all graded work in this course, unless otherwise specified, is to be **original work done independently by each individual**.

Visit the Learning Commons' guide to academic integrity UBC offers an online guide to preventing unintentional plagiarism and organizing your writing. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

Use the Library's resources, including 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. Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate to use. **Do not** copy and paste text from other sources, even in a draft, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

If you 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.

Our Course Schedule

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

Wk	Class Dates	This Week's Readings	Announcements & Reminders this Week	Exam Dates	Write & Rate Topics & Schedule
1	Sept 4, 6	Syllabus	Register your i>clicker.		
2	Sept 9, 11, 13	Ch 1 Psychology & Scientific Thinking			#1 Pseudoscience: <i>Write</i> due Friday Sept 13
3	Sept 16, 20	Ch 7 Memory	Wednesday Sept 18: No classes (see www.trc.ca)		#1 Pseudoscience: <i>Rate</i> due Monday Sept 16
4	Sept 23, 25, 27	Special reading <i>for Monday</i> by Bjork and Bjork. Ch 7 (continued)	Special reading for Monday available on Connect.	Test #1: Friday Sept 27 (Ch 1, 7, Bjork reading, all classes)	#2 Ch 1&7: <i>Write</i> due Wednesday Sept 25
5	Sept 30, Oct 2, 4	Ch 2 Research Methods			#2 Ch 1&7: <i>Rate</i> due Monday Sept 30
6	Oct 7, 9, 11	Ch 2 (continued) Ch 3 Biological Psychology			
7	Oct 16, 18	Ch 3 (continued)	Monday October 14: No classes for Thanksgiving		#3 Ch 2&3: <i>Write</i> due Friday Oct 18
8	Oct 21, 23, 25	Ch 4 Sensation & Perception		Test #2: Monday October 21 (Ch 2 & 3, classes since Test 1)	#3 Ch 2&3: <i>Rate</i> due Wednesday Oct 23
9	Oct 28, 30, Nov 1	Ch 4 (continued) Ch 5 Consciousness			
10	Nov 4, 6, 8	Ch 5 (continued)		Test #3: Friday Nov 8 (Ch 4 & 5, classes since Test 2)	#4 Ch 4&5: <i>Write</i> due Wednesday Nov 6
11	Nov 13, 15	Ch 6 Learning	Monday November 11: No classes for Remembrance Day		#4 Ch 4&5: <i>Rate</i> due Monday Nov 11
12	Nov 18, 20, 22	Ch 6 (continued) Ch 8 Language, Thinking, and Reasoning			
13	Nov 25, 27, 29	Ch 8 (continued) Integration & Synthesis			#5 Ch 6&8: <i>Write</i> due Friday Nov 29 <i>Rate</i> due Monday Dec 2

The final exam date will be set by the registrar. Do not book travel during exam period: December 4 to 18, including Saturdays. The Final Exam will feature most heavily the material covered *since* Test 3 (Chapters 6 and 8, plus class material), but will include class and reading material from the entire term (Ch 1-8, Bjork & Bjork).

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