



PSYCHOLOGY IN YOUR LIFE: HOW SOCIAL PSYCHOLOGY CAN HELP YOU SUCCEED

What is this Course About?

PURPOSE University can be a fantastic opportunity to learn, but rarely do we take the time to discuss *how* to learn. The purpose of this course is to help you apply social psychology research & theory to improve your learning.

Throughout the course we will encourage you to take responsibility for your own learning. All course material was selected to help you do that. We welcome anyone interested in improving, regardless of where you are right now in your degree.

Quick Facts: Where? When?

CLASSES Tuesdays and Thursdays, 11:00 to 12:30 in Klink Room 201. 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, some readings, important announcements, assignments, 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 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.

Meet your Leaders in Learning

INSTRUCTOR: Dr. Catherine Rawn
Office: Kenny 2009
Office hours: By appointment.
Email: cdrawn@psych.ubc.ca



Please put "208" 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

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: Jelena Brcic
Office: Kenny 3413
Office hour: By appointment.
Phone: 604.822.6666
Email: jelenabrcic@psych.ubc.ca

Jelena in 27 words: born in Former Yugoslavia; owns an energetic puppy and kitty; went skydiving; studies astronauts; likes marine mammals, Nuttella, Amazing Race (TV), wants to host Departures (travel show).

Inside This Syllabus

Course Goals: Where are we going?	2
Materials: What do you need?	2
Course Structure	3
Learning Appraisals	4
Expectations	5
How to Submit Assignments	6
Learning Tools to Investigate	6
Grading Policies	7
Don't Cheat. Don't Plagiarize	8
Our Course Plan	9

Course Goals: Where are We Going?

Goals are a major topic in this course. 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. Apply and assess how well techniques of active learning work for you.
2. Recognize the basic ways social psychologists come to know about behavior and explain why that's useful.
3. Describe how beliefs about the self can influence learning.
4. Use research-based information about goals and self-control to plan your learning.
5. Use research-based motivation and coping strategies to support your goal pursuit.
6. Appraise your and others' learning in a balanced, growth-directed way.
7. Explain how the presence of others can influence learning.
8. Describe and apply strategies to enhance group productivity and decision making.
9. Interpret your learning experiences in context.
10. Demonstrate practice in a variety of employable skills.

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

Materials: What Do You Need?

REQUIRED TEXTS When designing this rather unorthodox course, I worked with two publishing companies to create a custom set of materials that aligned with course content *and* was as budget-friendly as possible for you. There are **two custom texts for this course, both titled with the course title**. I will refer to them as McGraw and Pearson, reflecting their publisher.

- From **McGraw-Hill** Custom Publishing come excerpts from *Exploring Social Psychology, 2nd Canadian Edition*, by David G. Myers and Steven M. Smith (2009). This thin book has the UBC logo in the top left corner.
- From **Pearson** Custom Publishing come excerpts from two thorough texts plus two relaxed but research-based books featuring a non-text, popular press writing style. See Vista for the full source list in APA style. This book has a windowpane/cross style cover. **Please register in peerScholar using your access code found packaged with this text, and course code: CRSCDLC-217130.**
- A few **additional readings** can be found on the Vista course website.
- *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 in the Pearson text pack to help cut costs. **Please REGISTER YOUR iCLICKER on our Vista course website**, as soon as possible.

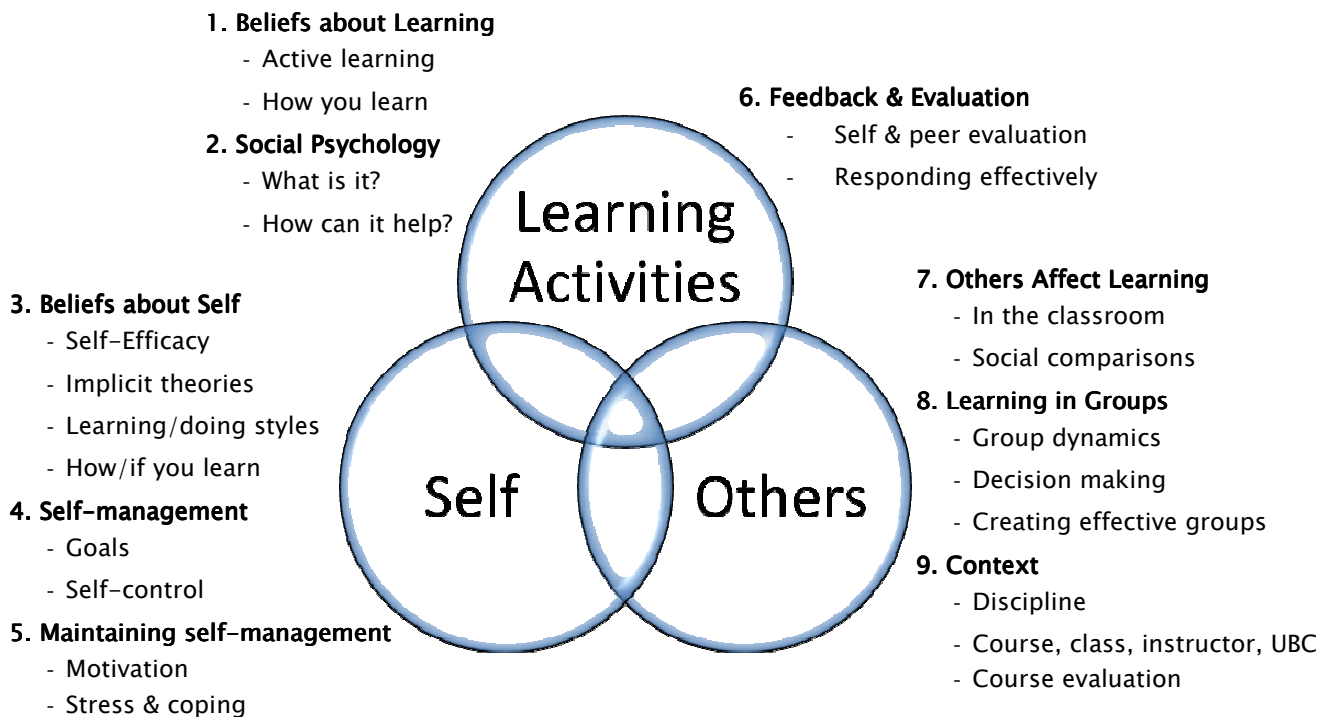


VISTA COURSE WEBSITE Our course website is found at www.vista.ubc.ca. You can log in using your CWL. Register your iClicker, download notes and readings, upload assignments, communicate with your base group, and more!

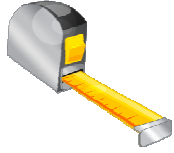
Course Structure: How Will Course Goals Affect the Journey?

This course is designed to lead you—in fact, all of us—on a learning journey. **Course goals provide a structure** that guides the content, learning activities (both in class and out), and appraisal strategies (more on that later). Throughout the journey we will use tools, theories, and research evidence from social psychology to think about how people learn in general, and specifically how you can improve your own learning. By the end of this course, I hope **you will have collected a set of approaches, tools, ideas, and perspectives that you can use to succeed** throughout university and in your future learning endeavours.

Social Psychology is the study of how people interact with their environments, which includes real and imagined others, context, and culture. One of the focal emphases in social psychology is the interaction between the self and external environments, particularly other people (real or imagined). Thus, the course is organized to reflect this core emphasis on “self interacting with others” in the discipline. I have added “learning activities” as a third component in the Venn diagram below to reflect this course’s focus on applying social psychological theories of self and others (and their interaction) to the learning context. The Venn diagram acts as a broad organizing schema for the topics we’ll cover in this course.



- 10. Developing Employable Skills, including**
- Thinking critically about material & your learning
 - Taking responsibility for your learning
 - Assessing your own progress in writing
 - Assessing peers’ progress in writing
 - Working effectively independently & in a team
 - Investigating, synthesizing information
 - Writing concisely for varied purposes
 - Discussing ideas with peers
 - Using Social Psychological research, when appropriate, to inform your decisions



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

Learning Appraisal Activity	Points to Earn	Dates
Participation	5%	(continuous)
Midterm	20%	Thursday October 29
3–4 page Research Paper, Peer & Self Evaluation	25%	Paper: Tuesday November 10 Peer & Self Evaluation: Thursday November 19
Active Learning Plan	20%	Thursday December 3 (last day of our class)
Cumulative Final Exam	30%	Date set by registrar (Exam period: Dec 8–22)
Points Available to Earn	100%	
<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 minor homework assignments, and participating in your base group. These specific indicators of participation will contribute up to 5% to your grade, and will likely positively influence your success in learning.

MIDTERM (20%) AND FINAL (30%) 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). Because this material is important for success in your future, a cumulative final is most appropriate. More details will be provided closer to the exam dates.

RESEARCH PAPER (25%) This assignment will help you apply skills and knowledge from this course to prevent and deal with problems you and others encounter as students (see Course Goals 4, 5, 10). You will be asked to read a real problem that an (anonymous) peer has encountered in the past. In 3–4 pages of your best formal writing, summarize the problem, then use course material to identify potential causes, solutions, and preventative measures. You will be asked to incorporate some knowledge from a literature search you conduct on

that topic. Reflecting Course Goal #6, you will be asked to read and appraise 5 other students' papers, using peerScholar software specialized for this purpose (see <http://www.pearsoned.ca/peerscholar/> for more information). Empirical evidence supports the learning value of peerScholar for peer assessment of papers (e.g., Paré & Joordens, 2008), and you will be given the option to appeal and have your paper graded by our TA if you wish. Further details will be provided soon, including specific assessment criteria and peerScholar procedures.

ACTIVE LEARNING PLAN (20%) The aim of this personalized assignment is to measure your ability to apply course material to improve your own learning. It is designed with low-stress in mind. This assignment involves writing 2 pages, 4 times throughout the term, then pulling it all together at the end, adding a 2 page introduction and a 2 page conclusion. Grammar will take a back seat in these writings; the focus is on showing us that you are accurately and earnestly applying the course material to improve your learning. Further details will be provided soon, including assessment criteria.

SUBJECT POOL BONUS POINTS (3%) One way to learn more about psychology is to participate 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 points will be added to your final course grade, after any scaling that may have been applied.

What We Expect from You

PARTICIPATION This course is designed to be experiential, involving small base group discussions, large group discussions, class activities and writing, iClicker questions, 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 your base group-mates, 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.

PUNCTUAL ASSIGNMENTS Late assignments will be accepted but 10% per day will be deducted. No assignments will be accepted after 7 days. Plan ahead to avoid penalties.

PRESENCE AT EXAMS 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 test. Unless both conditions are met, you will receive a zero.

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 179 classmates choose to succeed. Visiting us is typically more effective than email for clearing up questions. Email us a few time and day options to make an appointment. We hope you will join us to discuss the course material, course process, and application to your life.

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 Assignments

RESEARCH PAPER

Please submit

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

For peer edits

1. Sign in to www.pearsoned.ca/peerscholar and follow directions there. We will go over directions in more detail on October 6.

By September 15, please create your peerScholar account. Use the access code packaged with your Pearson text, plus this course code: CRSCDLC-217130.

In case you are wondering why there are three submissions: The hard copy is considered the master copy; all others 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. You will be using peerScholar to evaluate each other's papers.

PERSONAL ACTIVE LEARNING PLAN

For each element during the term, please submit only

1. an electronic copy on **Vista** (which is linked to Turnitin) by 11:59pm on the due date.

For the final product on December 3, please submit

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

LATE PAPERS will be penalized 10% per calendar day late, starting at 12:00 midnight. Unless all versions are handed in as specified above, the paper will be considered late. NO papers will be accepted after 7 late days (including weekends). Absolutely NO extensions will be given. Sudden illness will not be considered grounds for an extension as you will have many weeks to complete the papers.

The Bottom Line: Plan ahead! Don't be late!

Learning Tools to Investigate!

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

Further 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) 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, Phone: 604.822.5844, Web: 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 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

Subject to change. Changes will be announced in class and posted on the Vista course website.

Week	Date	Topics	Readings for Today	Learning Appraisals & Activities for Today
1	Tuesday Sept 8	No class (Imagine UBC Day)		
	Thursday Sept 10	Welcome! Course & Vista Overview	Syllabus	
2	Tuesday Sept 15	Active Learning I: What's in it for you? Classroom Team Building	Pearson Chapter 1	Register your iClicker on class Vista website. Register on peerScholar.
	Thursday Sept 17	Active Learning II: How You Learn	Pearson Chapter 2	Active Learning Plan: Mini Bio
3	Tuesday Sept 22	What is social psychology and how can it help us?	McGraw-Hill Module 2	Active Learning Plan: Goals & Learning Strategy
	Thursday Sept 24	Beliefs about the Self I	Vista Reading #1 (Dweck) McGraw-Hill Module 5	
4	Tuesday Sept 29	Beliefs about the Self II Self-Management I: Using Goals Effectively	Pearson Chapter 4	
	Thursday Oct 1	Self-Management II: Using Goals Effectively		
5	Tuesday Oct 6	Your Research Paper: Let's get started!		Active Learning Plan: Revisiting & Adapting Goals
	Thursday Oct 8	Self-Management III: Self-Control		Paper topic statement.
6	Tuesday Oct 13	Self-Management IV: Procrastination & Time Management	Vista Reading #2 (Ariely)	
	Thursday Oct 15	Maintaining Self Management I: Motivation	Pearson Chapter 3	
7	Tuesday Oct 20	Maintaining Self Management II: Motivation, continued		
	Thursday Oct 22	<i>Active Learning in Practice</i> : Active Review		
8	Tuesday Oct 27	Intro to Stress & Coping: Dealing with Evaluation Anxiety		
	Thursday Oct 29			Midterm Test

Week	Date	Topics	Readings for Today	Learning Appraisals & Activities for Today
9	Tuesday Nov 3	Maintaining Self Management III: Stress & Coping	Pearson Chapter 7	
	Thursday Nov 5	Maintaining Self Management IV: Stress & Coping		Active Learning Plan: Active Learning Study Technique
10	Tuesday Nov 10	Evaluating your learning: Peer and self evaluation/feedback		Research Paper Due
	Thursday Nov 12	Choosing How to Respond to Feedback	McGraw-Hill Module 4 Pearson Chapter 5	
11	Tuesday Nov 17	How the Presence of Others Can Affect Learning	McGraw-Hill Module 12	
	Thursday Nov 19	Class Debate Preparation		Peer and Self Evaluations and Feedback
12	Tuesday Nov 24	Class Debate: Is Group-work good or bad?	McGraw-Hill Module 13	<i>[Online Student Evaluation of Teaching]</i>
	Thursday Nov 26	Group Dynamics	Pearson Chapter 6	
13	Tuesday Dec 1	Groups Wrap-up: Making Functional Groups		
	Thursday Dec 3	Active Learning Beyond this Course		Active Learning Plan Due, with Intro and Conclusions

Final exam date set by registrar. Do not book travel during exam period: Dec 8 to 22 inclusive.

The design of this course was greatly aided by the Course Design Institute (June 2009 at UBC's Centre for Teaching and Academic Growth), Carmen Batsford (Pearson), Stacy Metz (McGraw-Hill), and by countless discussions with colleagues, especially L. Duncan. The design of this syllabus was inspired by J. Lymburner (Kwantlen Polytechnic University).

Getting to Know You

We want to find out a bit about who you are as an individual in this large class, and what kinds of experiences you bring. Please complete the following double-sided sheet, tear it off, and hand it in.

1. What is your Name and student ID number?
2. What attracted you to this course?
3. What do you hope to get out of this course?
4. What, if anything, worries you about this course?
5. Do you know anyone else who is taking this course?
6. What is the coolest thing you've ever learned (in class or out)?
7. Regarding your response to question 6: how did you know you had learned it?

8. What is the biggest struggle you have faced while learning, so far?

9. What course are you *most* looking forward to this year? Why?

10. What course are you *least* looking forward to? Why?

11. What Psychology courses have you taken before? If you can, please list them. Circle your favourite one (if you have a favourite).

12. Is there anything else you'd like us to know?

Thank you! Welcome to our course!