



# INTRODUCTORY PSYCHOLOGY

## What is this Course About?

As you know from Term 1, psychology is the scientific study of behavior. This term is designed to continue your journey through modern psychology. Together we will build on your knowledge from Term 1 while we explore concepts and theories from many of psychology's key areas, tackling issues such as how we affect and are affected by others, manage mental wellness and illness, feel emotions, motivate ourselves, and otherwise function in our daily lives. We will continue to explore methods psychologists use to learn about behavior to help us figure out how theories arise and develop. Moreover, you will practice thinking like psychologists by learning to recognize psychological themes and principles operating in our lives, and by questioning information about behavior that is continually presented to us in our society. Join us in studying the most fascinating\* subject matter ever: us!

## Quick Facts: Where? When?

**CLASSES** Monday, Wednesday, Friday, 12:00 to 1:00 in **Swing Space Room 122**. Attendance is expected. Please show respect for your fellow learners and leaders, including arriving on time and reading in advance. Please remember your iClicker and spare batteries, your texts, and writing tools.

**COURSE WEBSITE** PowerPoint slides *after* each lesson, important announcements, assignment submission, and discussion forums can be found on WebCT Vista. You are responsible for checking this site frequently, and for registering your iClicker here. (If you have a used iClicker, please visit Chapman Learning Commons to find out the code.) To access our website, go to [www.vista.ubc.ca](http://www.vista.ubc.ca) and log in using your CWL.

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

## Meet your Leaders in Learning

**INSTRUCTOR** Dr. Catherine Rawn

Office: Kenny 2009

Office hour Friday 2:00–3:00,  
or by appointment.

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



Please put "Psyc 100 Section 5" 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](http://www.psych.ubc.ca/~cdrawn)

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

**TEACHING ASSISTANT** Janel Fergusson



Office: Kenny 3508

Office hour: Monday 1–2

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

*Janel in 25 words:* Born and raised in Regina, Saskatchewan; studies time perception; enjoys hiking, tobogganing, oranges, tea, and music of all kinds; dislikes seafood and the colour purple.

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## Course Goals: Where are We Going?

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

1. define modern psychology and identify the major perspectives within it;
2. recognize and recall psychological concepts and theories from specific subfields (e.g., social psychology; personality; abnormal psychology; developmental psychology);
3. identify basic methods modern psychologists use to understand behavior;
4. recognize psychological principles and themes operating in your everyday environment; and
5. critically evaluate new evidence about behavior that you encounter in your daily life.

## A Note about Reading

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

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

## Materials: What Do You Need?

**REQUIRED TEXT** Psychology, First Canadian Edition, by D. G. Myers, (2007).

*Note: this is the same text you already purchased for Term 1.*

**iCLICKER** iClicker 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 iCLICKER on our Vista course website, as soon as possible.



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

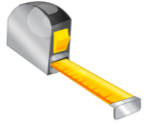
**STUDY TOOLS WEBSITE** Study tools including practice quizzes, flashcards, chapter reviews, relevant links, and more can be found at <http://bcs.worthpublishers.com/myerscanadian/> for free!

## What We Expect from You

**PARTICIPATION** This course is designed to be experiential, involving pair and small group discussions, large group discussions, class activities and writing, iClicker questions, 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.

*(Expectations Continued page 4)*



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

Learning Appraisal Activity	Points to Earn	Dates
In Class Participation	3%	Continuous
2 Midterm Tests (21% x 2)	42%	Wednesday February 3 and Monday March 15
Paper	15%	11:59pm on Feb 12 <b>OR</b> Mar 26 <b>OR</b> Apr 14: Commit to your option on Friday January 15
Cumulative Final Exam	40%	During exam period (April 19 to May 1, inclusive)
<b>Points Available for you to Earn</b>	<b>100%</b>	
<i>Bonus</i> Psychology Subject Pool Participation (up to 3 hours)	3%	Complete by Thursday April 15

**PARTICIPATION (3%)** Taking responsibility for your learning involves actively participating throughout this course. Your class contribution will be graded based on responding to iClicker questions in class. This specific indicator of participation will contribute up to 3% to your grade, and will likely positively influence your success in learning. Details about how the iClicker points will be calculated will be described in class.

### **MIDTERM TESTS (2 x 21%) AND FINAL EXAM (40%)**

These tests will consist of a mix of multiple-choice, true/false, and fill-in-the-blanks. To prepare you to apply course material to future related courses and to your life in general, the final exam (ONLY) is cumulative. Indeed, research shows greater long term retention with multiple testing—not just studying—opportunities (Roediger & Karpicke, 2006). More details will be provided closer to the test dates.

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

**PAPER (15%)** This short paper will help you to apply course material *from Term 2* to understand your everyday life experiences, and will help you practice your written communication skills, including summary and analysis. **Choose one** of the three experiences that interests you, given the deadline that is optimal for your schedule. See

Page 5 of this syllabus for submission and formatting details.

**Paper Option A: Dealing effectively with stress (due Friday February 12).** First, describe **one** key way you currently try to handle stress. Then, use research and theory from this course to evaluate the strengths and consequences of this strategy you're using. Identify **1–2 strategies** you should (continue to) use for effective stress-management this term, and use research and theory to explain why these strategies should be effective. Focus on using concepts from Chapter 14: Stress and Health.

**Paper Option B: Psychology at the Olympics (due Friday March 26).** While viewing Olympic coverage on TV, in the newspaper, or in person(!), watch athletes, sportscasters, and fellow spectators for examples of course content happening before your eyes. Once you have identified a few examples, choose the one that best illustrates **one** course concept and write about that. First, *briefly* summarize what happened. Then, describe how that example illustrates a course concept. Draw your concept from Ch. 10 (e.g., heuristics and biases), **OR** Ch. 18 (e.g., fundamental attribution error, social influence), **OR** Ch. 15 (e.g., self-serving bias, locus of control), **OR** others that are relevant.

**Paper Option C: Analyze an approved movie (due Wednesday April 14).** On our class Vista site, find a list of approved films. Each one is linked to an appropriate chapter from the course. Choose one of these approved films, watch it, and link it to a concept in that chapter. *Cautionary note: Paper C grades may not be available before the final exam.*

## 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 causing distractions for other students.

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

**AN ON TIME PAPER** Once you have committed to paper A, B or C, you are 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 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 EXAMS** Presence at exams is mandatory. If you absolutely 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 (*or as soon as you possibly can afterward*), and then (2) provide a doctor's note or other formal documentation within one week of contacting me. *If both conditions are met, your other exams will each be worth 10.5% more toward your grade.* **THERE WILL BE NO MAKE-UP EXAMS.** If **either** condition is *not* met, you will receive a zero for that test. You must write at least one midterm and the final exam in order to be eligible to pass this term of the course.

**FEEDBACK & COMPREHENSION CHECKS** 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. For example, at the end of each class, you will have the opportunity to summarize your learning and ask a question you're curious or confused about. I will take up some of these Comprehension Check questions at

the start of the next class. These Comprehension Checks are optional and can be anonymous. However, over the course of the term I will learn who regularly contributes. I will take this into consideration when evaluating grades that are on the cusp (e.g., D vs. C, C vs. D).

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

**ONLINE SLIDES** PowerPoint slides and handouts will be available *after* class on our WebCT Vista site.

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

## How to Submit Your Paper

In your paper, use about 150–200 words for summarizing the strategy, experience, or film clip. Then, in 400–450 words, clearly describe how one or two course concepts was illustrated or used in that experience. **Aim to show us that you can apply our course material, and show us your best writing.** The word limit is strict; your TA will stop reading after 600 words (this is out of necessity, as there are a lot of you). Clear and concise writing is essential. You may need to write more than one draft to do that well.

### Formatting Rules

- 12 point Times New Roman font
- 1 inch margins, double-spaced
- Name, Student ID in top left corner of all pages
- 600 word limit
- Include word count at the end of the paper

### Please submit

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

Why two submissions? **The hard copy is considered the master copy and is what will be graded; the electronic copy must match it.** The purpose of the Vista copy is so that we can use TurnItIn to cross-check your paper with an enormous database of websites, past submissions, and published works. For more information about Turnitin and UBC's policies, see <http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm>

## Learning Tools to Investigate!

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



**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. I read it and thought the tips in there were so helpful that I wanted to share it with you. A copy will be available soon to sign out in the Koerner library as a Course Reserve.

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

**ONLINE TEXTBOOK SUPPLEMENTS** Your textbook publisher, Worth, has prepared for you self-test materials and other online study aids. For access, visit <http://bcs.worthpublishers.com/myerscanadian/>. Registration is free. It will prompt you to log in to gain full access. No special codes are needed.

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

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

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

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

**PHYSICAL OR LEARNING DISABILITIES** UBC is committed to equal opportunity in education for all students, including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall,



## Psychology Department Grading Policies

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

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



## Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

**A RANGE: *Exceptional Performance.*** Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

**B RANGE: *Competent Performance.*** Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

**D-C RANGE: *Adequate Performance.*** Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

**F RANGE: *Inadequate Performance.*** Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

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

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

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

### Psychology Department's Position on Academic Misconduct

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

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals.

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

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

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

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

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

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

## Our Course Plan

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

Week	Class Dates	Representative Topic Questions	This Week's Readings	Learning Appraisals & Announcements for this Week
1	January 4, 6, 8	Welcome! Intro to the Course, Vista, iClickers Bridging Terms 1 & 2	Syllabus Text pages 15–16: Study Tips	Register your iClicker on class Vista website.
2	Jan. 11, 13, 15	How can we deal with stress?	Chapter 14 <b>Stress and Health</b>	<b>Friday January 15: Commit to your paper option</b>
3	Jan. 18, 20, 22	How do others affect us? How do we affect others?	Chapter 18 <b>Social Psychology</b>	
4	Jan 25, 27, 29	How do we think about the world and communicate those thoughts to each other?	Chapter 10 <b>Thinking and Language</b>	
5	February 1, 3, 5	Monday: Continue Chapter 10 Wednesday: Test 1 Friday: How do we feel?	Wednesday: Test 1 Chapter 13 <b>Emotion</b> (for test 2)	<b>Wednesday February 3: Test #1 (21%)</b> <b>Covers chapters 10, 14, 18</b>
6	Feb. 8, 10, 12	How do we feel? (continued)	Chapter 13 <b>Emotion</b> (Continued)	<b>Friday February 12: Paper Option A due</b>
	Feb. 15, 17, 19		<b>Reading Break &amp; Olympics</b>	
	Feb. 22, 24, 26		<b>Reading Break &amp; Olympics</b>	
7	March 1, 3, 5	What motivates us?	Chapter 12 <b>Motivation &amp; Work</b>	
8	March 8, 10, 12	What is intelligence all about?	Chapter 11 <b>Intelligence</b>	
9	Mar. 15, 17, 19	Monday: Test 2 How can we understand people's personalities?	Monday: Test 2 Chapter 15 <b>Personality</b> (for final exam only)	<b>Monday March 15: Test #2 (21%)</b> <b>Covers Chapters 11, 12, 13</b>
10	Mar. 22, 24, 26	How can we understand people's personalities? (continued)	Continue Chapter 15 <b>Personality</b> Begin Chapter 16 <b>Psychological Disorders</b>	<b>Friday March 26: Paper Option B due</b>
11	Mar. 29, 30	What counts as "abnormal" psychology? (and hence, what is "normal"?)	Continue Chapter 16 <b>Psychological Disorders</b>	
<b>UBC closed Friday April 2 and Monday April 5. No classes.</b>				
12	April 7, 9	How are psychological disorders treated?	Chapter 17 <b>Therapy</b>	<i>[Online Student Evaluation of Teaching: Term 2 teaching only]</i>



13	Apr. 12, 14	<b>Prologue:</b> Back to the big picture of psychology Course wrap-up	<b>Wednesday April 14: Paper Option C due (last day of class)</b>
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*The final exam date will be set by the registrar. Do not book travel during exam period: April 19 to May 1 inclusive.*

The Final Exam will feature **most heavily the material covered *since* Test 2 (Chapters 15–17 plus class material), but will include class and reading material from the entire Term 2 of this course (Chapters 10–18 plus Prologue).**

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>).