



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

What is this Course About?

University can be a fantastic opportunity to learn, but rarely do we take the time to discuss **how to learn effectively** on our own and in teams. This course is designed to lead us on a **team-based learning journey**. Throughout the journey we will use tools, theories, and research evidence from social psychology and related fields to consider how you can improve your learning both individually and in a team. **Social Psychology is** the scientific study of how people interact with their environments, which includes real and imagined others, context, and culture. As you will see, how, what, and how well we learn can be profoundly affected by these interactions.

We will constantly encourage you to **take responsibility for your own learning and your team learning outcomes**. 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, on your own and while working with others. All course material was selected to help you gather and develop this powerful collection. We welcome anyone interested in improving, regardless of where you are right now in your degree.

Inside This Syllabus

Course Goals: What are we trying to achieve?	2
Materials: What do you need?	2
Course Administration Information	2
Learning Appraisals	3
Expectations	4
Learning Tools to Investigate	5
Faculty of Arts Guidelines for Grading	5
Psychology Department Grading Policies	5-6
Ethical Conduct: Practices and Policies	6
Our Course Plan	7-8

Quick Facts: Where? When?

CLASSES Tuesdays and Thursdays, 11:00 to 12:20 in Buchanan Room A201. Attendance is expected. Please show respect for your fellow teammates and leaders, including arriving on time and reading in advance. Please remember your texts, writing tools, and a laptop (if you have one) for lab days.

Meet your Leaders in Learning

INSTRUCTOR: Dr. Catherine Rawn

Office: Kenny 2523

Office hours: Tues 3-4, Wed 2-3, Fri 4-5

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. *Please check to see if your question can be answered in the syllabus before emailing me.*

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



Jelena Brcic

Office:

Office hour: By appointment

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, Nuttela, Amazing Race (TV), wants to host Departures (travel show).

Course Goals:

What are We Trying to Achieve?

Course goals provide a structure that guides the content, learning activities (both in class and out), and learning appraisal strategies (more on that later). I carefully designed this course with specific goals in mind.

By the end of this course, you should be able to...

1. Discuss, compare and contrast, and relate to your life experiences a variety of major theories from social psychology (e.g., group dynamics, *self* processes including self-control, motivation).
2. Apply research and theory from social psychology to enhance your learning experience and personal growth.
3. Analyze how social psychological theories that have been applied to a sport context (e.g., attention control, flow, team cohesion) can be reapplied to a learning context.
4. Locate, evaluate, and synthesize research from social psychology or a related discipline to inform a challenge you and your teammates face while learning.
5. Collaborate effectively with teammates to produce high quality, creative deliverables that meet deadlines.
6. Choose to participate in your learning process by being mentally and physically present in class-related and team activities.
7. Appraise your own and others' team contributions and deliverables in a balanced, growth-directed way.
8. Be a life-long learner.

Options for Opting Out

OTHER SECTIONS OF 208 This is a special topics course that I have designed to give you a unique learning experience, but it might not be what you are looking for right now. It's not required (though it can serve as an elective, and a **Credit/D/Fail elective** if you prefer; see: <http://www.students.ubc.ca/coursesreg/registering-courses/credit-d-fail/>), and **every section is completely different**. If you'd prefer to take a different section of this course, I encourage you to make the best choice for you.

WITHDRAWAL Withdraw by January 14 without a W standing on your transcript, or by February 8 with a W standing. If you are considering dropping this course after January 14, come see me to discuss your options as this choice will affect not just you but your entire team.

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: *How Social Psychology Can Help You Succeed***. I will refer to them as McGraw and Pearson, reflecting their publisher.

1. From **McGraw-Hill** Custom Publishing comes excerpts from *Applied Sport Psychology: Personal Growth to Peak Performance*, 6th Edition, by Jean M. Williams (2009).
2. From **Pearson** Custom Publishing come excerpts from two thorough texts plus two popular press but research-based books. See Vista for the full source list in APA style.
3. 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 2 hour loans.*
 - *Used copies from last year should be available.*
 - The McGraw-Hill text is available as an e-book for only \$17.79US. Visit www.mcgrawhillcreate.com/shop, select "Canada" as your country, and search for "Rawn" to purchase with a credit card.

VISTA COURSE WEBSITE PowerPoint slides *after* each lesson, some readings, important announcements, assignments, your team collaboration wiki, and discussion forums for communicating with your group can be found on WebCT Vista. You are responsible for checking this site frequently. To access it, go to www.vista.ubc.ca and log in using your CWL.

TEAM LEARNING GUIDES Posted on our Vista site are links to two important documents: (1) a detailed guide describing team project requirements (which you should download, print, and read as soon as possible); and (2) a wiki filled with resources for learning effectively in teams.

POSITIVE ATTITUDE AND OPEN MIND A willingness to explore a variety of ways of learning, including teamwork, will go a long way to making the most of this course!



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

Learning Appraisal Activity	Points to Earn	Dates
Participation	3%	(continuous)
Exams	57%	
Midterm (24%)		Thursday February 28
Cumulative Final (33%)		Date set by registrar (Exam period April 10-24)
Team Project	20%	(dates throughout term; see our course schedule)
Individual Contribution to Team Project	20%	(dates throughout term; see our course schedule)
Points Available to Earn	100%	
<i>Bonus</i> Psychology Subject Pool	3%	Final deadline: Friday April 5 (but feel free to start now!)
Participation (up to 3 hours)		

MIDTERM (24%) AND FINAL (33%) EXAMS These tests will challenge you to think deeply about course material. You are responsible for all assigned readings and class material. Exams 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. **If you miss the midterm for any reason, your final exam will be worth 57% of your course grade.** No make-up midterms will be held.

PARTICIPATION (3%) 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 performance on Team Based Learning style quizzes, completing informal in-class work and minor homework assignments, and being a team player. These specific indicators of participation will contribute up to 3% to your grade, and will likely positively influence your success in learning.

TEAM PROJECT (20%) This project will help you apply skills and knowledge from this course to prevent and deal with problems you may encounter as you learn (both in school and beyond). It involves working with your team on three components: (1) identifying a significant learning challenge facing your team members, (2) gathering and summarizing information about that challenge and how best to deal with it, and (3) helping other students by communicating what you learned about that challenge in a creative way. *See the Team*

Project assignment handout on Vista for more critical details.

To help you complete these projects, detailed instructions will be provided on Vista, as well as class time (in the form of three labs: **January 22, February 12, March 5**). **Labs are mandatory.** Missing a lab without a valid excuse including appropriate, legitimate documentation will result in a 20% deduction in your team project grade (i.e., 8% of your course grade). *The reason for this* is that you are a team member. Abandoning your teammates is inappropriate behaviour.

INDIVIDUAL CONTRIBUTION TOWARD TEAM PROJECT (20%) You will be asked to complete an annotated bibliography of 5 sources (two journal articles, one secondary source, and two interviews) providing insight into your team's challenge. This annotated bibliography will be worth 15%. The remaining 5% is based on your performance as a teammate, as rated by your team. We will use a website called iPeer to gather peer evaluations. *See the Team Project assignment handout for more critical details.*

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 up to 3 hours' worth of studies that are posted on <https://hsp.psych.ubc.ca/>. As an alternative to this participation, you may complete up to three library-based assignments. Further details can be found in the "Information for Participants" document available for download from the website listed above. *One hour of participation or one library assignment equals 1%; you can earn up to 3%.* 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 team based discussions, large full-class discussions, in-class activities and writing, 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. *If you miss class* you are responsible for obtaining missed notes and important announcements. Due to the size of the class, you will **not** be able to regain participation points for activities in missed classes. **Labs are mandatory.** Missing a lab without a valid excuse including appropriate and legitimate documentation will result in a 20% deduction in your team project grade (i.e., 8% of your course grade). *The reason for this* is that you are a team member. Abandoning your teammates is inappropriate teammate behaviour.

RESPECTFUL CONDUCT You are expected to treat your teammates, all your classmates, your instructor, your TAs, 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.

ETHICAL CONDUCT You are responsible for your own learning. Cheating of any kind will **not** be tolerated. 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 the midterm exam for any reason, your final exam will be worth the points of both exams (i.e., 57%). No make-up midterms will be given.* 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).

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 150+ classmates choose to succeed. Visiting us during an office hour or appointment is typically more effective than email for clearing up questions. We hope you will join us to discuss the course material, course process, teamwork, and how the material applies 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 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 me (Dr. Rawn) 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., written work, exams) 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.

Learning Tools to Investigate!

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

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 to plan writing assignments: <http://assignmentcalculator.library.ubc.ca>.

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 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.

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

Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for academic 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 (see below) 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.

Psychology Department Grading Policies

To meet department policy, the typical student (and group) 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 mean grade in 100- and 200-level classes is 67 for a good 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%		

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

Don't try it, don't do it. The consequences are more severe than you may think: you will 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 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 these policies and procedures, please see the UBC Calendar (Chapter 5) (<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. **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 individuals. Groupwork is to be original work created collaboratively by the group.**

Visit Student to Scholar Research and Writing Tool UBC Library and UBC Writing Centre offer a guide to preventing unintentional plagiarism and organizing your writing. Visit http://www.library.ubc.ca/hss/instruction/sts/Whole_page.htm

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. **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 Plan

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

Week	Date	Topics	Readings for Today	Learning Appraisals & Activities
1	Thursday Jan 3	Course overview	Syllabus	
2	Tuesday Jan 8	Successful Learning <ul style="list-style-type: none"> • Social psychology • Active Learning 	Pearson Chapter 1 <i>Active learning: What's in it for you?</i>	
	Thursday Jan 10	Successful Learning <ul style="list-style-type: none"> • Memory and learning • Learning styles 	Pearson Chapter 2 <i>How you learn</i>	
3	Tuesday Jan 15	Successful Learning <ul style="list-style-type: none"> • Beliefs matter! 	Dweck (2008) <i>Can personality be changed?</i> Reading available for download on Vista	
	Thursday Jan 17	Successful Teams <ul style="list-style-type: none"> • Group dynamics 	Pearson Chapter 3 <i>Group dynamics</i> (omit "exercises" and "field of group dynamics" sections)	In class: Team-Based Learning (Be sure to come prepared having read the readings)
4	Tuesday Jan 22	Successful Teams <ul style="list-style-type: none"> • Building teams & starting projects 	McGraw chapter starting p. 79 <i>Communicating effectively</i> Team Project Guide	In class: Project Lab #1
	Thursday Jan 24	Successful Teams <ul style="list-style-type: none"> • Finding and evaluating sources 	Hudson-Barr (2004) <i>How to Read a Research Article</i> Reading available for download on Vista	
5	Tuesday Jan 29	Successful Teams <ul style="list-style-type: none"> • What makes effective groups? 	McGraw chapter starting p. 62 <i>The sport team as an effective group</i>	
	Thursday Jan 31	Successful Learning <ul style="list-style-type: none"> • Peak performances 	McGraw chapter starting p. 1 <i>Psychological characteristics of peak performance</i>	
6	Tuesday Feb 5	Creating Success <ul style="list-style-type: none"> • Self-control (part 1) 	Pearson Chapter 4 <i>Self-regulation and self-control</i>	
	Thursday Feb 7	Creating Success <ul style="list-style-type: none"> • Goal setting 	McGraw chapter starting p. 97 <i>Goal setting for peak performance</i>	
7	Tuesday Feb 12	Creating Success <ul style="list-style-type: none"> • Synthesizing and abstracting findings 		In class: Project Lab #2 <ul style="list-style-type: none"> • Individual Annotated Bibliography due at the start of class (hard copy) • Team abstract due at end of class Online by tomorrow: iPeer teammate performance evaluation
	Thursday Feb 14	Creating Success <ul style="list-style-type: none"> • Self-control as strength 	Baumeister, Vohs, & Tice (2007) <i>The Strength Model of Self-Control</i> Reading available for download on Vista	
Reading Break!				

Week	Date	Topics	Readings for Today	Learning Appraisals & Activities
8	Tuesday Feb 26	Creating Success <ul style="list-style-type: none"> Catch-up, active review 		Active review (bring your texts, notes)
	Thursday Feb 28			Midterm
9	Tuesday March 5	Creating Success <ul style="list-style-type: none"> Planning your creative application 		In class: Project Lab #3
	Thursday March 7	Maintaining Success <ul style="list-style-type: none"> Dealing with feedback 	Pearson Chapter 5 <i>Cognitive dissonance: The engine of self-justification</i>	
10	Tuesday March 12	Maintaining Success <ul style="list-style-type: none"> Motivation 	McGraw chapter starting p. 117 <i>Motivational processes and the facilitation of quality engagement in sport</i>	
	Thursday March 14	Maintaining Success <ul style="list-style-type: none"> Positive emotions 	Pearson Chapter 6 <i>Positive emotions and well-being</i>	
11	Tuesday March 19	Maintaining Success <ul style="list-style-type: none"> Concentration and self-talk in high performance contexts 	McGraw chapters <i>Concentration and strategies for controlling it</i> (starting p. 160) <i>Cognitive techniques for building confidence and enhancing performance</i> (starting p. 31)	In class: Team-Based Learning (Be sure to come prepared having read the readings)
	Thursday March 21	Maintaining Success <ul style="list-style-type: none"> Issues in high performance contexts 	Schmader (2010) <i>Stereotype threat deconstructed</i> Reading available for download on Vista	
12	Tuesday March 24	Showcasing Success <ul style="list-style-type: none"> Creative presentations 		In class: Presentations (half the teams), with peer evaluation
	Thursday March 26	Showcasing Success <ul style="list-style-type: none"> Creative presentations 		In class: Presentations (half the teams), with peer evaluation
13	Tuesday April 2	Life-Long Success <ul style="list-style-type: none"> Making meaning and choices 	Pearson Chapter 7 <i>Life above zero</i>	Online: iPeer teammates evaluation
	Thursday April 4	Course synthesis and wrap-up		

Final exam date set by registrar. Do not book travel during exam period: April 10 to 24 inclusive, including Saturdays.

Acknowledgements: I thank students and teaching assistants for their feedback on this course each year since 2009. My design of the first offering of this course (Fall 2009) was greatly aided by the Course Design Institute (June 2009, at UBC's Centre for Teaching and Academic Growth, now CTLT), Carmen Batsford (Pearson), Stacy Metz (McGraw-Hill), and by countless discussions with colleagues, especially L. Duncan. For 2010/2011's offering, I made substantial revisions to this course design, readings, and assignments, based on feedback from the students and TA (J. Brcic) from Fall 2009, as well as consultations with Negin Mirriahi (through sponsorship from UBC Faculty of Arts' *Hands on Minds on Linked in* program), and Sheryl Adam (UBC Humanities and Social Sciences Librarian). The aesthetic design of this syllabus was inspired by J. Lymburner (Kwantlen Polytechnic University).

A version of this syllabus was peer reviewed and published at the Office of Teaching Resources in Psychology Project Syllabus in February 2011. It is available here: <http://teachpsych.org/otrp/syllabi/>

