

PSYO 111 -002: Introduction to Psychology: Basic Processes

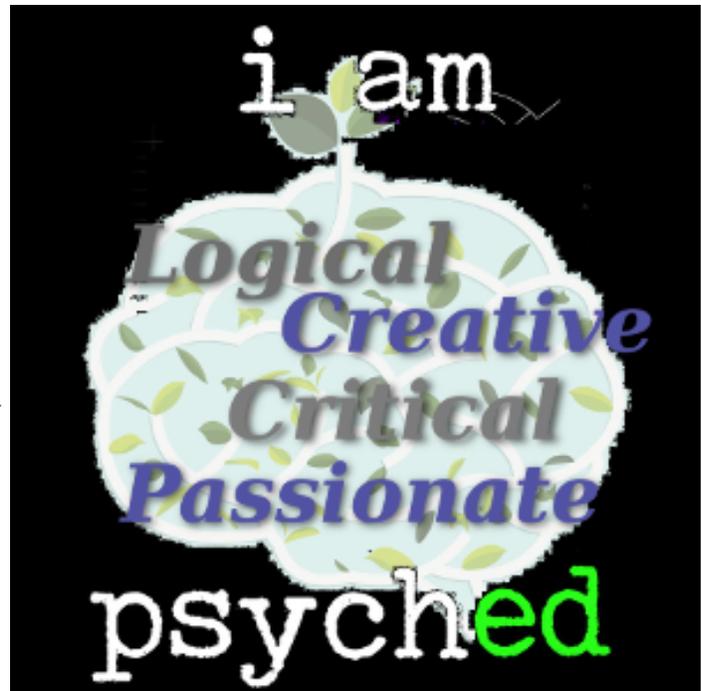
Class Times: Tuesdays & Thursdays, 2:00 to 3:30pm, FIPKE 204
Instructor: Holli-Anne Passmore, M.A., PhD Candidate
Office: ART 353A
E-mail: Holli-Anne.Passmore@ubc.ca
Office Hours: Tuesdays & Thursdays, 12:30pm to 1:30pm; 4:00pm to 5:00pm
or just pop by or email me to make an appointment (no problem!)
I strongly encourage students to ask questions!

Course Description – PSYC 111: This course is a survey of topics in psychology which relate to basic processes. The topics covered will include: the nervous system and physiological processes, sensation and perception, learning, cognition, and memory. Introductory methods and statistics will also be studied.

Course Objectives – PSYC 111: This course is designed to introduce students to the broad and diverse field of the science of psychology.

Common myths about psychology will also be addressed and refuted (e.g., *All psychologists are therapists. We only use 10% of our brains. You are either a right-brained or a left-brained person. The more certain you are of a memory, the greater the likelihood you are remembering it correctly. Only 'crazy' people go to a therapist. Adolescence is inevitably a time of psychological turmoil. Only bad or disturbed people would obey an order to torture another human being.*)

This course is also designed to help students apply basic psychological principles and information to their everyday lives, and to an array of career possibilities such as business management, advertising, engineering, law, and of course, psychology. Lastly, this course is designed to help students become more critical and creative thinkers and more educated consumers of psychological information.



Learning Outcomes: By the end of this course, in addition to the above objectives and being able to apply the information to your daily life, student should be able to:

- Identify the main theories/themes pertaining to the history of psychology
- Understand research methods and techniques used in psychology
- Understand and describe aspects of neuroscience with respect to human behaviour
- Identify and describe the nature of sensation and perception
- Understand consciousness (including stages of sleep) with respect to human behaviour
- Identify and describe the role of memory (including related processes)
- Identify and describe the role of learning (including related processes)
- Understand and describe language and thought with respect to human behaviour

Required Textbook: Available in the bookstore; packaged by the publisher with LaunchPad. Schacter, D. L., Gilbert, D. T., Nock, M. K., Johnsrude, I., & Wegner, D. M. (2017). *Psychology* (4th Canadian Ed.). New York, NY: Worth Publishers.

Recommended Materials:

- 1) Available in the bookstore; LaunchPad with the textbook: pre-packaged with the textbook by the publisher. This resource creates an immersive learning experience for students. LaunchPad brings course content to life using a collection of activities. You will not receive a grade for using this resource, but you may find it a helpful study tool for practicing and self-testing what is discussed both in class and in the textbook. [Seriously, this is a great way to study and well worth the investment.]
 - If you have LaunchPad, you can sign into this course at this link:
<http://www.macmillanhighered.com/launchpad/schacter4ecanadian/8869919>
- 2) <http://cnx.org/content/col11629/>
 - You may want to check this free resource out as well! It's pretty cool actually and I may be drawing from it for lectures.

To Make the Most of This Course: You will get more out of class (and enjoy the course more) if you are an active learner. **Ask questions before, during, and after class! Think critically about what you read in the textbook and about what is presented class.** Psychology isn't just about rote learning

of what is already known about human thought, emotions, and behaviour; it's also about exploring new ideas! And about linking what you learn in this class to what you learn in other classes. **Psychology is also about applying what you learn to your everyday life – now and in the future.**



Introduction to Psychology (PSYO 111) covers a lot of material, as do most Introductory courses in any discipline. You will be responsible for material in the assigned sections of the textbook as well as material presented in class. Class lectures will largely parallel textbook chapters HOWEVER lectures will likely also include

material not in the textbook. **You will miss critical information if you read the text book but you miss class. You will miss critical information if you come to class but don't read the textbook.**

Lecture slides: I may post lecture slides *after* each class. Be aware that often times my lecture slides will not make sense on their own. They are meant to supplement and illustrate points – not as sole study material on their own. So – if you miss a class for whatever reason, it is up to you to get class notes from another student in class. A discussion board will be enabled on *Canvas* to allow students to communicate with fellow classmates to obtain missing notes. Of course you can also come to my office to look at, and even take notes on, the class slides!

Grade Evaluation for PSYO 111

Exam 1: Chapters 1 & 2	19%	September 25 th
Exam 2: Chapter 3 & 4	19%	October 23 rd
Exam 3: Chapter 5 & 6	19%	November 13 th
Final Exam: Chapter 7 & 9, plus Chapters 1, 2, 3, 4, 5, 6	39%	TBA
SONA - Research Participation	4%	

Class Schedule: Topics for PSYO 111

The below course schedule is considered tentative as the content covered each class may need to be adjusted to accommodate the pace of the course. The examination dates will NOT change though.

Week One: September 6th

Course Overview | Chapter 1 – Psychology: Evolution of a Science

Week Two: September 10th to September 14th

Chapter 1 – Psychology: Evolution of a Science | Chapter 2: Methods in Psychology

Week Three: September 17th to September 21st

Chapter 2: Methods in Psychology

Week Four: September 24th to September 28th

Exam 1 (Chapter 1 & 2) | Exam Review and Chapter 3: Neuroscience and Behaviour

Week Five: October 1st to October 5th

Chapter 3: Neuroscience and Behaviour

Week Six: October 8th to October 12th

Chapter 3: Neuroscience and Behaviour | Chapter 4: Sensation and Perception

Week Seven: October 15th to October 19th

Chapter 4: Sensation and Perception

Week Eight: October 22nd to October 26th

Exam 2 (Chapters 3 & 4) | Exam Review and Chapter 5: Consciousness

Week Nine: October 29th to November 2nd

Chapter 5: Consciousness

Week Ten: November 5th to November 9th

Chapter 6: Memory

Week Eleven: November 12th to November 16th

Exam 3 (Chapters 5 & 6) | Exam Review and Chapter 7: Learning

Week Twelve: November 19th to November 23rd

Chapter 7: Learning | Chapter 9: Language and Thought

Week Thirteen: November 26th to November 30th

Chapter 9: Language and Thought | Extra Material / Review for Final

Class policies – please note!

Electronic devices: Cell phones and other electronic devices **are to be turned OFF** during class and during exams (except under exceptional circumstances in which I have granted approval). Laptop use is permitted **ONLY** for taking class notes. Classes **may not** be audio or video recorded, except with permission, which will only be granted for special circumstances.

REPORT

For better learning in college lectures, lay down the laptop and pick up a pen

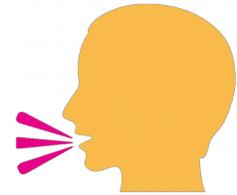
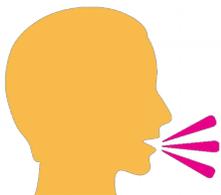
Susan M. Dynarski · Thursday, August 10, 2017

These policies are based on research evidencing that when students use laptop/cell phones in class (particularly for purposes other than note taking) – not only does the individual student learn less and earn lower grades, so do the students sitting around them!, even if you are looking up class-related material! It is a distraction—for you and for those around you.

https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/?utm_medium=social&utm_source=facebook&utm_campaign=es

- Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 3, 916-914.
- Hembrooke, H., & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15, 46-64.
- Kraushaar, J. M., & Novak, D. C. (2010). Examining the effects of student multitasking with laptops during lecture. *Journal of Information Systems Education*, 21, 241-251.
- Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged in and zoned out: How laptop internet use relates to classroom learning. *Psychological Science*, 28, 171-180.
- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

Classroom conduct: Classrooms are meant to be *interactive dialogues* between the professor and students as much as possible. It is expected that all students will at all times demonstrate respect for others' opinions an patience and common courtesy when others are speaking. **Please remember that some students (and your professor!) may have difficulty hearing; side conversations by students exacerbate this difficulty to attend to and hear class discussion and instruction.**



Missed exam policy: It is the student's responsibility to keep up with class work when they are absent from class. Absence from class will not be accepted as a legitimate reason for failure to attend an exam on time. **Students must contact the professor prior to missing an exam to determine whether they qualify for an excused absence.** Except for institutional and religious observances reasons, there is NO GUARANTEE of being able to write the mid-term exam out of time. **Out-of-time exams are covered by the UBC academic honesty policy, which means that you must not discuss the upcoming exam with anyone who has already taken the test, or discuss an exam you have taken early with classmates.** I may ask for written proof of your reason to miss the mid-term, where possible.

If a student misses a midterm because of illness (medical note required) or other circumstances approved by the professor, then a deferred exam will be given. If possible, the student must arrange this with the instructor *before* the exam. Students who do not write the exam or who do not contact me *before* the exam (except in exceptional circumstances) will receive a "0" on the exam.

If ill health is an issue, students are encouraged to seek attention from a health professional. [Campus Health](#) and [Counselling](#) will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>.

Exams: Exams will be based on the assigned textbook chapters, information presented in class, and class discussions. Questions will be a combination of multiple choice, true-false, matching, and short answer formats. Specifics of exams will be clarified in class.

Grading Scale

90 – 100	A+
85 – 89	A
80 – 84	A-
76 – 79	B+
72 – 75	B
68 – 71	B-
64 – 67	C+
60 – 63	C
55 – 59	C-
50 – 54	D
00 – 49	F

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

FINAL EXAM PERIOD DEC 3RD – 18TH 2018

Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concessions can be found under Policies and Regulations in the *Okanagan Academic Calendar*

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>. Out-of-time examination forms can be found at (<http://ikbsas.ok.ubc.ca/students/undergrad/forms.html>) and must be sent to the Dean's office.

ACADEMIC INTEGRITY: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the policies and procedures, may be found at: <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

If you have any questions about how academic integrity applies to this course, please consult with your professor. A current version of the above integrity statement can be found as a pdf in the following link: <http://web.ubc.ca/okanagan/ikbarberschool/facultystaff/forms.html>.

DISABILITY SERVICES: If you require disability-related accommodations to meet the course objectives, please contact the Coordinator of Disability Resources located in the Student Development and Advising area of the student services building. For more information about Disability Resources or academic accommodations, please visit the website at:

<http://web.ubc.ca/okanagan/students/disres/welcome.html>

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you have a disability or have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263 email earllene.roberts@ubc.ca Web: www.students.ok.ubc.ca/drc

EQUITY, HUMAN RIGHTS, DISCRIMINATION AND HARASSMENT: UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or

unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity Office, your administrative head of unit, and/or your unit's equity representative.

Unit 4 Equity Representative: [Paul Gabias, paul.gabias@ubc.ca, 250-807-9383]

UBC Okanagan Equity Advisor: ph. 250-807-9291; email equity.ubco@ubc.ca

Web: www.ubc.ca/okanagan/equity

Unit Equity Representative: <http://www.ubc.ca/okanagan/equity/programs/equityreps/unitcontacts.html>

SONA INFORMATION: Required Research Activity Worth 4% of Your Grade!

PSYO 111 and PSYO 121 include 4% of the final grade as credit from research activity. This requirement may be fulfilled either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing two written summaries of primary research articles (Option 2), or by a combination of the two types of activities.

Research Participation (Option 1)

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

Important Requirements

You may participate in more than one experiment in order to accrue credits. In order to ensure that a variety of research methodologies are experienced, **at least one [1] of the mandatory credit hours must be earned by participating in online questionnaires and at least one [1] of the remaining credit hours must be fulfilled by participating in the university's on-site studies.** In the event that you participate in a single listed study offering more than three credits for participation, this regulation will be waived. A substantial number of both types of studies are typically hosted on Sona; therefore, you will have many different choices.

It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until late in the semester, all time slots may be taken.

Logging On To The System

Sona is only open for those students who are registered in a psychology course offering Sona credit. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

Missed Appointments & Penalties

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system, including unassigned bonus credits. Your professor does NOT have access to this information.

Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing 2 library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits [i.e., 2% toward the final grade].

Important Requirements

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.
 - A “recent” article has been published within the past 12 months.
 - A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
 - A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.
2. You must choose an article published by one of the following agencies:
 - The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
 - The American Psychological Association - www.apa.org/journals/by_title.html has a full listing.
 - The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
 - The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6th ed.). The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.