

UNIVERSITY OF BRITISH COLUMBIA OKANAGAN
PSYCHOLOGY 316 - SECTION 001 – ART 104
PSYCHOLOGY OF TOUCH II
2018 WINTER TERM 2

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UNIVERSITY OF BRITISH COLUMBIA OKANAGAN
PSYCHOLOGY 316 - SECTION 001 – ART 104
PSYCHOLOGY OF TOUCH II
2018 WINTER TERM 2

Professor: Dr. Paul Gabias

Office: Arts 228

Phone: 250-807-9383

Email: paul.gabias@ubc.ca

Office Hours: Fridays 11:00am to 1:00pm, or by appointment.

Required Material

Heller, M.A. (Ed.). (2000). Touch, Representation and Blindness. New York, NY: Oxford University Press. (Chapter 3)
(in Course Package)

Heller, M.A., & Ballesteros, S. (Eds.). (2006). Touch and Blindness. Hillsdale, NJ: Lawrence Erlbaum Associates.
(Chapters 4 & 7) (in Course Package)

Heller, M.A., & Schiff, W. (Eds.). (1991). The Psychology of Touch. Hillsdale, NJ: Lawrence Erlbaum Associates. (Chapter 11)
(in Course Package)

Schiff, W. & Foulke, E. (Eds.). (1982). Tactual Perception: A Sourcebook. New York, NY: Cambridge University Press.
(Chapter 9) (in Course Package)

Required Reference Guide for Writing Papers

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed).
Washington, DC: Author.

Canvas

To access Canvas go to www.Canvas.ubc.ca. Click on the Login button and proceed with your login name and password. You will then be able to access the content of all of your courses that are available on Canvas. In order to ensure that you'll receive emails for the course from Canvas, you'll need to add your email address to Canvas. Also, I post supplementary material in the Readings and Videos Folder on the course content page. Please **do not** email me from Canvas, as I cannot respond and I do not receive them in my UBC mail, paul.gabias@ubc.ca.

Additional Background Source Material for Term Papers on Blindness

All of this material is available on line. Go to <http://www.nfb.org> You can click on Publications and Kernel Books to access the 38 Kernel books that tell the stories of blind men and women. The books go to the very heart of blindness. Each book contains autobiographical dramatic stories to show readers what blindness is really like and for that matter, what it isn't like.

For a listing of other books dealing with blindness go to the *Products & Technology* site from the NFB home page. Click on the *Product Catalog* and choose *Books*. The most scholarly book is "Walking Alone and Marching Together: History of the organized blind movement in the United States, 1940-1990", by Floyd Matson. It can be found in the history section, or you can read it online at <http://www.nfb.org/Images/nfb/Publications/books/books1/wamtc.htm>. This is the story of the National Federation of the Blind. In this book, there are brilliant banquet speeches about the blind and society, delivered by Dr.s Jacobus tenBroek, Kenneth Jernigan, and Marc Maurer at annual conventions of the National Federation of the Blind. You can read these speeches in the book and you can also listen to these speeches online. To listen to the speeches, click on Publications and Speeches and Reports. All the banquet speeches are good, but the earlier ones are particularly good.

If you want access to many of my writings on blindness, when I was President of the NFBAE, go to <http://www.blindcanadians.ca/publications> and click on **The Canadian Blind Monitor**. My writings appear in Volumes 1 through 5. After that time, the NFBAE changed philosophically. Blind Canadians who wanted to stay connected with the National Federation of the Blind of the United States and blind Canadians who wanted to uphold the positive philosophy of blindness of the National Federation of the Blind of the United States formed the **Canadian Federation of the Blind**. For up to date information on positive attitudes on blindness expressed by blind Canadians, go to <http://www.cfb.ca> and click on "The Blind Canadian Magazine". For my most recent convention banquet speech called "Blindness: The Development of Federationism in Canada" go to "Conventions" and click on MP3 Audio Format Session 5 or just click here: <http://www.cfb.ca/Conventions/2005/Audio/mp-3%20files-disc-5.mp3>

Purpose of Lectures:

The lectures are to be used to expand on the reading that you have already done. Please bring your textbook or relevant reading material to class. The class periods are times during which you can ask questions. Don't ask what material you should know. You should know it all with equal weight.

The purpose of the course is to compare and contrast fundamental principles about dimensions of touch and the research programs, which are given impetus by these principles and ideas. Applied perceptual aspects of touch will also be considered. The proficiency of the blind using touch as a perceptual system will be discussed.

With respect to the material to be covered in this course, I will focus on material that is most likely to give students difficulty. As you can see by the schedule, each half of the course is separated by a test. Your reading and learning schedule should match the schedule indicated in this syllabus.

Tentative Schedule 2018 Winter Term 2

<u>Week</u>	<u>Date</u>	<u>Chapters</u>
1	01/02 – 01/04	Introductory Remarks, Schiff & Foulke, Tactual Perception Chapter 9 – Haptic Pictures
2	01/07 – 01/11	Schiff & Foulke, Tactual Perception Chapter 9 – Haptic Pictures
3	01/14 – 01/18	Schiff & Foulke, Tactual Perception Chapter 9 – Haptic Pictures
4	01/21 – 01/25	Heller & Schiff, Psychology of Touch Chapter 11 – Tactile pictures **Option 2 Notification due* - January 25
5	01/28 – 02/01	Heller & Schiff, Psychology of Touch Chapter 11 – Tactile pictures
6	02/04 – 02/06	Heller & Schiff, Psychology of Touch Chapter 11 – Tactile pictures
6	02/08	Test # 1 – Schiff & Foulke – Chapter 9 & 11 <i>**You are examinable for all of this material regardless of what has not been covered in class. Depending on time available, some portions of chapters may not be covered in class except to answer questions about the material in the chapters. Your reading and learning schedule should match the schedule indicated in this syllabus.</i>
7	02/11	Heller & Schiff, Psychology of Touch Chapter 11 – Tactile pictures
7	02/13 – 02/15	Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory
8	02/18	Family Day
8	02/19 – 02/22	Midterm Break
9	02/25 – 02/27	Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory **Outline Due for Option 2* - February 25
9	03/01	Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory
10	03/04 – 03/08	Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory
11	03/11	Heller, Touch, Representation and Blindness Chapter 3 – Recognizing Outline Pictures via Touch: Alignment Theory
11	03/13	Test # 2 – Heller & Schiff – Chapter 11 & 3 <i>**You are examinable for all of this material regardless of what has not been covered in class. Depending on time available, some portions of chapters may not be covered in class except to answer questions about the material in the chapters. Your reading and learning schedule should match the schedule indicated in this syllabus.</i>

11	03/15	Heller & Ballesteros, Touch and Blindness Chapter 4 – Form, Projection and Pictures for the Blind
12	03/18 – 03/22	Heller & Ballesteros, Touch and Blindness Chapter 4 – Form, Projection and Pictures for the Blind
13	03/25 – 03/29	Heller & Ballesteros, Touch and Blindness Chapter 4 – Form, Projection and Pictures for the Blind **Paper Due for Option 2* - March 25
14	04/01 – 04/03	Heller & Ballesteros, Touch and Blindness Chapter 4 – Form, Projection and Pictures for the Blind

15 – 17 04/08 - 04/26 Final Exam Period: Schiff & Foulke – Chapter 9, Heller & Schiff – Chapter 11, Heller & Ballesteros – Chapters 3, 4, 7

***You are examinable for all of this material regardless of what has not been covered in class. Depending on time available, some portions of chapters may not be covered in class except to answer questions about the material in the chapters. Your reading and learning schedule should match the schedule indicated in this syllabus.*

Evaluation

Important note: the dates, material covered, and weightings for all examinations are subject to change without notice.

In this course, there will be three exams. The Final Exam is cumulative. An outline and term paper are optional. The optional paper is due **03/25**. If you are choosing to write an optional paper, an outline of the paper must be submitted by **02/25**. The outline is worth 4%.

In order to be fair to all students, Psychology courses adhere to the evaluation described on the course outline. Accordingly, requests for make-up tests, assignments, or other work to increase grades will not be supported unless specified on the course outline. In this course, the evaluation is as follows:

Option 1 (default):

If you choose this option, you do not need to contact me about Option 1. If I don't receive an email, on or before, **January 25** indicating that you have chosen Option 2, you will be evaluated according to Option 1, automatically.

Exam I	28%
Exam II	33%
Exam III (Final exam period)	39%

Option 2:

If you choose this option, you must let me know by email, on or before, **January 25**. You must send me an email clearly indicating that you are choosing to be evaluated in PSYO 314 according to Option 2. All emails must be sent to me using my UBCO email address: paul.gabias@ubc.ca.

Exam I	21%
Exam II	25%
Exam III (Final exam period)	29%
Outline	4%
Paper	21%

Deadlines for Option 2:

Notification: 01/25. Outline: 02/25. Paper: 03/25.

Please submit a hard copy and an electronic copy of your outline and paper (email in word or pdf format to paul.gabias@ubc.ca). No paper will be accepted unless an outline has been submitted at least four weeks prior to the submission of the paper. A paper that has been submitted, but not accepted, receives a failing grade of **30%**. Again, I will not accept a paper if an outline for that paper has not been submitted at least four weeks prior to the submission of the paper. Also, any paper submitted without a previously approved outline will not be accepted. Thus, even if you submit an outline, if that outline has not been approved by me, the paper that you generate and submit from that unapproved outline will not be accepted. That paper will receive a failing grade of **30%**. **Also, 1% will be docked from any paper grade for each day late.**

Grading

According to the University of British Columbia Grading Scale

Mark-Grade Equivalents

<u>Percent</u>	<u>Letter Grade</u>	<u>Definition</u>
90-100	A+	
85-89	A	First Class
80-84	A-	
76-79	B+	
72-75	B	Second Class
68-71	B-	
64-67	C+	
60-63	C	Third Class
55-59	C-	
50-54	D	Marginal Pass
0-49	F	Failure

Term Paper Topic Selection Guidelines for Option 2

Select narrow topics rather than topics that allow for a huge latitude of discussion. **Select a topic that will enable a discussion of one or more key experiments.** To select experiments, please use the references in the assigned readings. The **APA** folder contains information on APA formatting, and an outline sample to follow.

Outline Requirements

Every outline must start with “the purpose of this paper is to” in the first paragraph.

Every outline must have

- **Title page.**
- **Introduction.** An introduction consists of a sentence or two stating the general topic. It also contains a list of experiments to be discussed stating the respective hypothesis or hypotheses for each experiment.
- After the introduction, the body of the outline consists of **headings** indicating the layering or categorization of topics to be discussed. In discussing experiments, simply write Experiment 1 with the headings in experiment 1 and then Experiment 2 with the headings in experiment 2, and so on. All of the headings must be displayed with the correct APA formatting. You don't have to discuss more than one experiment. Headings include terms such as Method, Results, and Discussion. In the Method sections, there are sub-headings such as Participants, Materials or Stimulus Displays, Design, and Procedure. These terms must all be formatted with appropriate heading levels. See APA Manual for directions. In the outline, you don't have to fill in the information in the Method and the subsections of the Method.
- Continue the outline with **Results**. In discussing an experiment or a set of experiments, simply state that the hypothesis or hypotheses, in each experiment, were or were not supported. Of course, restate the hypothesis or hypotheses in this section. If you are discussing more than one experiment, each experiment will have its own results section, with its own hypothesis or set of hypotheses that will either be supported or not. Each experiment will also have its own discussion section. Again all of the headings must be formatted appropriately, depending on whether there is one or more than one experiment. For more information see **Information for Writing Papers** on **Connect**.
- End the outline with a **Discussion**. The discussion outlines possible concluding remarks. Depending on whether the hypothesis or hypotheses in each experiment were supported or not, suggest avenues of future research in point form. Authors will typically do this for you in a more elaborate form, in their publications.
- **List of references.** Every reference list must be properly formatted in **APA** style. See **Information for Writing Papers** on **Connect** for more information.

****This outline is worth 4% if the outline is handed in on time**

Paper Requirements

- Every paper must have a title page, abstract, introduction, headings, and list of references.
- Every paper must start with "**The purpose of this paper is to**" in the first paragraph.
- Every paper must be from 8 to 10 pages long, not including references.
- The purpose of the term paper is to evaluate your knowledge of material and your ability to write knowledgeably, descriptively and critically about it.
- All term papers must be typed in 12 point Times New Roman.
- **Pay attention to spelling and grammar.** Good ideas that are not supported by good spelling and good grammar make an unfavorable impression with me, the professor. In my experience papers with bad spelling and bad grammar are also poorly organized. They reflect poor scholarship, a lack of knowledge and inattention to

detail. They always receive a failing grade. Papers that have nothing substantial to contribute and are poorly organized don't fare much better either. Avoid platitudes. An example of a platitude is "All vertebrates must smell for survival".

- Every paper must be properly formatted in APA style.

General rules for writing are:

The paper should start with the premise "The purpose of this paper is to..." Then, state the experiments to be discussed and their relevance to the purpose. In this assignment, the purpose of the paper will necessarily relate to the review of an experiment or a set of experiments. The purpose of the paper is to show that a hypothesis or several hypotheses have been tested, and either supported or not supported by research results. State the hypothesis or hypotheses to be tested, for each experiment, in the introduction. After the introduction, the paper should continue with:

- ❖ the title of experiment 1;
- ❖ the hypothesis or hypotheses in experiment 1;
- ❖ the null hypothesis or hypotheses to be tested in experiment 1. The null hypothesis always suggests that there are no treatment differences between the experimental conditions and the control condition. Statistically speaking, the null hypothesis is rejected when the probability of the null hypothesis being true, is either less than .05, or less than .01, depending on the confidence level adopted by the experimenter. If the probability of the null hypothesis being true is less than .05 or less than .01, the alternate hypothesis is adopted. Under the alternate hypothesis, the experimental treatment or treatments are accepted as accounting for the variance in the data between the experimental conditions, over and above the variance in the data within each experimental condition;
- ❖ appropriate operational definitions relevant to experiment 1. Operational definitions refer to how variables are quantified or measured;
- ❖ the method in experiment 1, which includes: the subjects, the test materials or stimulus displays, the design, and the procedure;
- ❖ the results of experiment 1. In the results section, the first question to be answered is: was the null hypothesis or were the null hypotheses rejected by the results of experiment 1, and at what level of confidence, .05 or .01. The second question to be answered is: was the alternate hypothesis, or were the alternate hypotheses supported by the results of experiment 1. Show how the data support the adoption of the alternate hypothesis or alternate hypotheses in experiment 1.
- ❖ the **discussion** for experiment 1. Based on the results of experiment 1, suggest avenues of future research. Specifically, suggest future hypotheses to be tested from the results of experiment 1. Authors will typically do this for you in their publication. These testable hypotheses will lead to experiment 2.
- ❖ Experiment 2. In the introduction of experiment 2, discuss the next experiment and the connection between the previous experiment or set of experiments and the current experiment under discussion.
- ❖ Follow the same steps for experiment 2, 3, 4 and so on.
- ❖ **General Discussion.** What do the results in the series of experiments suggest about the overall purpose of the paper?

I don't mean to suggest that you have to discuss more than one experiment. Some experiments are sufficiently complex that they can be discussed on their own. Remember though, you can't go past 10 pages and the paper can't be less than 8 pages. So, the number of experiments required depends on their complexity.

APA Procedures

Follow APA procedures for writing papers scrupulously.

For format requirements for your paper, see the sample outline for a one-experiment paper in Figure 2.1 on page 41 and the sample outline for a two-experiment paper in Figure 2.2 on page 54 of the *Publication manual of the American Psychological Association, 6th edition (APA Manual 6e)*.

For further instructions see **Chapter 1, Writing for the Behavioral and Social Sciences** of the *Publication manual of the American Psychological Association, 6th edition*, page 9, and the rest of the *APA Manual*.

Follow APA procedures for citations see Chapter 6 of *Publication Manual of the American Psychological Association, 6th Edition*. For citing convenience, see Table 6.1 of the *APA Manual 6e*, page 177, and Figure 6.1, Example of Appropriate Citation Level, page 170.

Follow APA procedures for references see Chapter 6 & 7 of *APA Manual 6e*. See also, Figures 6.2 (p189), 6.3 (p190), 6.4 (p191), & 6.5 (p191) of *APA Manual 6e*.

Paper Grading Procedures

Improperly formatted title page: **-5%**

No Abstract: **-5%**

Improperly formatted abstract: **-5%**

No Headings: **-30%**

Improperly formatted Headings: **-15%**

No References: **-20%**

Improperly formatted References: **-10%**
Improperly formatted Citations: **-10%**
Citations don't match References: **-10%**
References don't match Citations: **-10%**
Citing Secondary sources when primary sources are available: **-10%**
Awkward writing style: **-20%**
Improper arguments: **-20%**
Improper spelling/grammar: **-20%**
Irrelevant content: **-30%**
Failure to conform to guidelines for presenting ideas suggested in the paper requirements section: **-20%**
****Any paper submitted without a previously approved outline will receive a grade of 30%.**
****1% will be docked from your paper grade for each day late.**

Rules of the Classroom

As a Blind Tenured Associate Professor of Psychology, who has been teaching several Psychology courses for 30 years, I would like you to know about some conduct rules for my classroom that I have developed over the years. I like to know what is happening in my classroom. Therefore, I find anonymous comings and goings in the classroom disruptive. I would ask that you keep them at a minimum, if at all.

- **Washrooms:** From the exam invigilation information package for classroom examinations from Enrollment Services, the University states: "Before the exam, remind students to use the washroom. During the exam, only one student should leave the room at a time. If there are enough invigilators, have one accompany each student to the door of the washroom." So, using the washroom is regulated during exams. During my classes, I do not intend to regulate washroom use by students, as it is during examinations. However, I would ask that students use the washroom before coming to class, in so far as this is possible. This practice will minimize unnecessary comings and goings during the classroom and it will ensure that you do not miss important information during the lectures.
- **Early departure:** If you have a planned early departure during a lecture, please let me know in advance by email. If you must absent yourself from the class while it is in progress, please state who you are, and that you have to leave and please state your name when you come back. You can say, for example: "Dr. Gabias, my name is Warren Beady or Clarissa Jones, and I have to leave for a moment, but I'll be back, and I'll let you know when I come back."
- **Talking or whispering during lectures:** I encourage discussion during my lectures, provided that I know who is talking. This way I can direct the discussion appropriately. If I find that, during a lecture there is talking or whispering that is irrelevant to the class content, I will warn the class that this is inappropriate. If it continues, I reserve the right to stop lecturing until the talking or whispering ceases. If, after these measures have been taken, instances of talking or whispering persists during any given lecture, I will cancel the class until the next class. Material that would have been covered during the cancelled class segment will only be available from your study material.

Attendance

I may take attendance at the beginning or during each class. You are expected to attend every class and to arrive on time. If you arrive late, please let me know who you are so that I know why the door is being opened and closed. Do not be afraid to interrupt me while I am talking.

You are responsible for reading, ahead of time, the material that is to be presented in each class. Absences from class will be noted and taken into account at the end of the semester. Poor attendance will adversely affect your grade. Good attendance and class participation will help your grade.

UBC regulations are that **regular attendance is expected** of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Because of this attendance requirement, I need to know who is in my classroom at all times. I need to know who is coming and who is going.

Because I am a blind professor, to fulfill this requirement, I must ask you to say your name when you are coming into the classroom, when you are leaving the classroom and when you have a question, once the class has begun and attendance has been taken. During the lecture, if you say your name when you have a question, instead of raising your hand, I will know two things: I will know who you are and that you have a question or a comment. Following these procedures will make your classroom experience more productive and more enjoyable.

Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. For more information on the student declaration and responsibilities, see

<http://www.students.ubc.ca/calendar/index.cfm?tree=3,36,0,0>

Student Declaration and Responsibility

Upon registering, a student has initiated a contract with the University and is bound by the following declaration:

"I hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and of the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same."

The student declaration is important. It imposes obligations on students and affects rights and privileges including property rights. You must not enroll as a student at the University if you do not agree to become bound by the declaration above. By agreeing to become a student, you make the declaration above and agree to be bound by it.

For more information on the student declaration and responsibilities, see <http://www.students.ubc.ca/calendar/index.cfm?page=declaration>.

Missed Exams

There will be no make-up exams and no early exams. If you have to miss one of the midterms, and you work it out with me in advance, then I will reweight your final exam. Otherwise, there will be no re-weighting of exams after the final exam. Check the schedule for the final exam and make your travel plans accordingly. Mis-scheduled flights for vacations are not considered to be valid reasons for rescheduling examinations.

If you think your exam has been graded incorrectly, submit a written explanation by email to me and I will forward it to the appropriate TA. We will double check the grading and get back to you. Beyond that, please don't argue about your grades. It isn't that I am so hard-nosed, it's rather that I have a very strong sense of fairness and that means not caving in to the pushiest people while the people who play by the rules suffer.

All students who miss or plan to miss a regularly scheduled **FINAL** examination must discuss the issue with personnel in the Office of the Associate Dean, Undergraduate Recruitment, Services, and Success in the Irving K. Barber School of Arts & Sciences, bsasdeansoffice.ubco@ubc.ca.

Senate Policies and Regulations on Examinations

Senate policies and regulations on examinations can be found in the online calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,41,89,0>

In particular, some students will be interested in the issue of what UBC calls examination hardships. An examination hardship is defined as three or more examinations scheduled within a 24-hour period. A student facing an examination hardship shall be given an examination date for the second examination causing hardship by the respective instructor or department. The student must notify the instructor of the second examination no later than one month prior to the examination date. For more regulations, please go to the Calendar webpage.

Copyright disclaimer:

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to **Connect**. All material uploaded to **Connect** that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff. Access to the **Connect** course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.

Academic Integrity

You are responsible for reading and understanding the appropriate policies contained in the calendar. This will provide you with a clear indication of the expectations regarding academic integrity. Incidentally, the section describing the nature and consequences of academic misconduct as described in the Table of Contents for Discipline for Academic Misconduct in the calendar: <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0> ...is far more extensive than the link <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,959>.

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 break down 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.

Learning Tools for the Classroom

I would ask you to bring your textbook to each class. I will be using it as reference material to discuss chapter headings and subheadings, and chapter figures and tables. I will be referring to these items by page numbers. It will be important for you to be able to see these items as I discuss them. Recording of my classes is permitted.

Learning Support

The Learning Centre provides students with a network of programs to make the most of their learning opportunities. The Learning Centre is open five days per week and serves as the hub for learning support in all classes. If you need help with a paper, or could use some extra tutoring in math or science, the Learning Centre can help. For more information about the Learning Centre go to

<http://okanagan.students.ubc.ca/current/academic.cfm?go=learning>

Student Study Strategies

For Student study Strategies go to <http://www.Studygs.net>

UBC Okanagan Disability Resource Centre:

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earlene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214C).

UNC 214C 250.807.9263

Email: earlene.roberts@ubc.ca

Web: <http://students.ok.ubc.ca/drc/welcome.html>

Blindness Resources

With the blind professor that you have, you also have the opportunity to learn about blindness. This blindness material is not required course material. However, it can be used for your own personal development. Below, are links relating to resources about blindness and blind people:

<https://nfb.org/kernel-books>

<http://www.cfb.ca/publications/the-blind-canadian-magazine>

<https://nfb.org/braille-monitor>

<https://www.youtube.com/watch?v=EJ2xf1q8Ovw&feature=youtu.be>

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 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 and Inclusion Office or your administrative head of unit.

Psychology Equity Representative: Paul Gabias, ph. 250-807-9383 email paul.gabias@ubc.ca,

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

Web: www.equity.ok.ubc.ca | @EquityUBCO | www.facebook.com/ubcoequityoffice

Health & Wellness:

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337 Email: healthwellness.okanagan@ubc.ca

Web: www.students.ok.ubc.ca/health-wellness

For Dates to Remember Go to <http://okanagan.students.ubc.ca/calendar/academicyear.cfm>

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus?

*Call Safewalk at **250.807.8076**.*

For more information, see: www.security.ok.ubc.ca