

Introductory Psychology I: Biological & Cognitive

ZOOM class sessions: Tuesday & Thursday 6:00-7:20PM

Instructor: Katia Dilkina, PhD

Teaching Assistants: Lois Karwandy & Bailey Koebel

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Zoom office hours: Thursday 10-11am
or by appointment

Office hours: by appointment only

Course Resources: Zoom, Brightspace, optionally LaunchPad

Required Textbook: Myers, D.M. and DeWall, C. N. (2018). *Psychology* (12th ed.) New York: Worth Publishers.

Course Description:

Why do we forget? Why do we remember?? What is the relationship between language and thought? How do our genes and our environment interact to give rise to our behaviour? In what ways are our sense of taste and smell similar, and how do they differ? How can we study awareness? This course will address these intriguing questions among many others related to the biological and cognitive aspects of psychology. We will discuss sensation and perception, memory, language, learning, consciousness, neurobiology, research methodology, nature and nurture, and the fascinating diversity in human psychology.

Learning Outcomes:

- Knowledge and understanding of major concepts and theoretical perspectives in the areas listed above.
- Knowledge and understanding of empirical findings and historical trends in these areas.
- Understanding psychology as a science in terms of research methods and design.
- Ability to think critically about scientific research in general and specifically in the domain of biological and cognitive psychology.
- Ability to formulate and research a specific question of interest, read and comprehend scientific papers on the topic, and organize the findings into a coherent thesis to address the original question.

IMPORTANT: Course Format

Our course has two **scheduled meetings** per week.

We will use the **Tuesday meeting** for live zoom lectures – I will present material from the current module in a way that complements the textbook. You are welcome and encouraged to ask (and answer!) questions and participate in polls. I recommend that you attend the Tuesday lectures because you will be responsible for the material presented. However, I will also record the lectures and post them on Brightspace for those who are unable to attend, or if you wish to re-view them later.

We will use the **Thursday meeting** for interactive engagement, during which we will continue discussing the material from the current module and we will complete related activities. **Attendance on Thursday is highly recommended** as 9% of your grade is participation, which will be based on these interactive class meetings (see below).

For ALL meetings, use this zoom link to join:

<https://uvic.zoom.us/j/86172215764?pwd=K1BJN01QdXY5Sm9yZjIhZWZkc3dVZz09>

Meeting ID: 861 7221 5764 Password: PSYC100A

The expected **250 learners** will be divided into 40 teams of 6-7 people.

The assignment of teams will be posted on Brightspace. Having a team means at least two things:

- (1) You automatically have at least a few people in the class that you will meet in a smaller-group setting (breakout rooms) and you will hopefully make helpful social connections for the whole semester, potentially even beyond!
- (2) You will have the opportunity to actively engage with the course material not just by yourself but with other learners, and you can benefit from their knowledge and perspective.

In order for the breakout rooms to function smoothly, you are **required to sign in to Zoom using your Netlink ID**. Please do so starting on the first day!!

This course is divided into nine modules (see schedule below).

To complete each module, you need to complete the following tasks:

- Read the corresponding textbook chapter (preferably before Tuesday lecture).
- Attend **Tuesday lecture** (or watch recording).
- Complete the module quiz by the end of the day on **Thursday**.
- Attend our **Thursday interactive class meeting** which we will use to (1) further address module concepts, and (2) actively engage with the material in the form of team activities.
- As a team, submit a writeup of your team activity by the end of the day on **Friday**.

What Is Expected of You:

- Read the textbook.
- Attend the scheduled zoom sessions.
- Complete all assignments, quizzes, and exams on time. If you cannot, you must contact me as soon as possible (preferably in advance).
- Think deeply and critically about the material. Try and relate it to your own experience and prior knowledge. (More on *active learning* below.)
- If you register late for the course, **you** are responsible for speaking to me to make up for any missed material or assessment.
- *Netiquette*: As you might have already discovered, online learning is different from face-to-face learning. Because communication may be stripped of essential cues such as tone, affect, facial expressions, and body language – especially in written format, – it is even more important that we all follow a few basic guidelines to ensure good communication and a positive learning environment:
 - Stay respectful of others and open-minded about their questions, thoughts, and views – the same way you probably expect them to be towards you.
 - You are welcome – and encouraged! - to respond to others' comments and suggestions but please refrain from making your response personal.
 - If you are typing a response, re-read it at least once before posting it. Consider how (or even the worst way in which) it could be interpreted.
 - If you feel very strongly about a certain point, especially if you feel upset or angry, delay posting your thoughts / comments. Give it a few minutes, perhaps a day. Or ask someone uninvolved in the discussion to read it for you before posting it.
- If you have a **question**, here is [where / how to get an answer](#):
 - If you have a question related to technical issues such as Brightspace, Zoom, or Netlink login, please contact the computer help desk (helpdesk@uvic.ca ; 250-721-7687).
 - If you have questions regarding research participation bonus points, please contact the participation coordinator at p100res@uvic.ca .
 - If you have questions regarding the textbook, the lectures, the team activities, or course accommodations, please contact me at kdilkina@uvic.ca .
 - If you have questions regarding your mark on quizzes, exams, or assignments, please contact one of our TAs – **Bailey (baileykoebel@uvic.ca) will be the TA for all students in teams 1-20, and Lois (loiskarw@uvic.ca) will be the TA for all students in teams 21-40.**
 - If you have questions related to the content of the textbook and/or the lectures:
 - Bring them up during the scheduled **zoom class meetings**.
 - Visit **my office hours**: Thursdays 10-11am, use the same zoom link as for class.
 - Bring them up with **your team** – perhaps your teammates can answer.
 - Post them on the **discussion board** in Brightspace for anyone to answer.
 - Email me – this should really be the last resort. It is to everyone's advantage to give all learners a chance to hear *and* answer material-related questions. Also, there are 250 of you and only one of me!

Assessment

As we will discover in this course, we learn much more effectively when we actively engage with the material than when we simply expose ourselves to it. Simply reading the textbook and/or listening to lectures is not an effective way to learn, the outcomes are poorer and shorter-lasting compared to the outcomes of active learning.

What is active learning?

Engaging with the material.

What does that look like?

- *Asking questions.*
- *Summarizing.*
- *Explaining concepts to other learners.*
- *Relating concepts to your personal experience.*
- *Relating concepts to other knowledge you already have.*
- *Applying concepts to specific scenarios / situations – either real or hypothetical ones.*
- *Assessing your own grasp of the material (often by using one of the above strategies) and identifying areas that you need to understand better.*

Doing any of these requires engagement with the material, deeper (and more aware) processing of the concepts.

If you feel like you don't know where to start (you don't know what questions to ask, how to relate, how to apply), the next best thing is to pair up with someone who does. **Working together** is a great way to learn! Everyone perceives things uniquely; everyone can benefit from someone else's perspective. Being part of a team should give you a starting point!

The assessment for this course is designed to encourage all of these active learning strategies.

Breakdown of evaluation:

Participation (9 @ 1% each)	9%
Quizzes (10 @ 1% each)	10%
Exams (3 @ 17% each)	51%
Assignments (3 @ 5%, 10%, 15%)	30%
Bonus Research Participation	2%

Participation (9%)

Participation is essential for both learning and community. It includes all aspects of interaction, including showing up for the zoom meetings, practicing good netiquette, participating in polls, sharing thoughts and experiences, asking and/or answering questions, and engaging in team discussions.

How is participation graded? As indicated in the schedule below, our zoom meetings on Thursdays will include **in-class activities** related to the current module. Participation marks will be based on attending and taking part in these activities. Teams will work together using the zoom breakout rooms. After the activity, each team needs to submit a brief **write-up of their discussion** (due by the end of the day on Friday). Team members take turns for these submissions – there will be a total of 10 in-class activities; submitting 9 out of the 10 is sufficient to get the full participation marks. Responsibility for submitting this group assignment should be equally divided among team members. One submission per activity per team.

Quizzes (10%)

There will be a total of 12 quizzes distributed over the semester – one per module plus three pre-exam quizzes covering the three corresponding modules (see schedule below). They will be available through Brightspace and will consist of 14-21 multiple-choice questions.

The **module quizzes** will be due on **Thursdays** of the corresponding module week. These quizzes will be open book and will have no time limit. Their main purpose is to keep you on track with the material and help you identify weak points in your knowledge and understanding.

The **pre-exam quizzes** will be due on **Mondays** before each exam. They will also be open book but they will have a time limit. They will serve as both preparation and practice for the exams (which will also be timed).

Your two lowest scores will be dropped so that **10 of the 12 quizzes** will count towards your grade (each worth 1%). There are no make-up quizzes.

Exams (51%)

There will be three non-cumulative open-book exams (see schedule below). They will include multiple-choice questions as well as fill-in-the-blank and short-answer questions. The exams will be available through Brightspace from 5pm to midnight on the assigned date, and I will be available to answer your questions in our allotted time window, 6-7:30pm.

Once you start the exam you will have a limited amount of time (70 minutes) to complete it.

Note that although you are expected to complete all course requirements, you must **complete all three exams** to receive credit for the course. If completing an exam at the specified time is not possible or feasible for you, please contact me well in advance of the exam date. Make-up exams will only be offered to students who have made arrangements with me at least 1 full day prior to the exam date, or in the case of urgent, unforeseen emergencies. In the case of such an emergency, you will need to contact me within 3 days of the missed exam to schedule a make-up examination. If you miss a test and fail to contact me as described, you will receive an “N” mark (failure due to not completing a course requirement) for the course.

Assignments (30%)

There will be four *staggered* assignments – what this means is that they build on each other. The final goal is for you to learn the basic steps in *writing a paper in Psychology*.

As a first step – assignment 0 (worth 1%, due Jan 24) – you will formulate a **research question** which must be related to the content of this course. You will receive feedback on your question and will have the chance to revise it for subsequent versions of the assignment.

As a second step – assignment 1 (worth 5%, due Feb 7) – you will state your **research question** again (and it will be re-graded if revised, changing your previous marks on this component); you will also find three primary-source **scientific papers** relevant to your question. You will *cite* them using APA format and *explain* how each of them relates to your research question.

Next, for assignment 2 (worth 10%, due March 7), you will **read** and **summarize** each of the relevant papers. You will also build the *structure* of your paper, including a title page and a reference page, using APA format.

The final step of this project – assignment 3 (worth 15%, due April 4) – will see you write a complete paper with an introduction, body, and conclusion, including title page and reference page. The paper will present your question and background information, discuss the relevant research, and relate all that information into a coherent thesis addressing the question.

Detailed instructions as well as the grading rubrics for these assignments will be provided at the beginning of this course in a separate document and will be explained in detail during first week of class.

Late assignments will be accepted for up to 5 days after each deadline, with a 5% late penalty per 24-hour period: 5% if 1-24 hours late, 10% if 25-48 hours late, etc.

Bonus Research Participation (2%)

You can earn up to 2% bonus credit by participating in psychology research through the SONA system. Each 15 minutes of participation earns you .25 points. Thus, with up to 2 hours of participation you can have up to 2% bonus marks for this course.

Visit <https://uvic.sona-systems.com/> for more information on how to sign up to earn credits.

Cut-off Points for Final Grades

A+	90-100	B+	77-79	C+	65-69	F	0-49
A	85-89	B	73-76	C	60-64		
A-	80-84	B-	70-72	D	50-59		

Important Considerations

Territory Acknowledgement: We would like to acknowledge the Songhees, Esquimalt and WSÁNEĆ (wh-sahnuch) peoples on whose traditional territory the University of Victoria stands and whose historical relationships with the land continue to this day.

Respect for Diversity: It is my intent that students from all diverse backgrounds be well-served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your feedback and suggestions are encouraged and appreciated – not only at the end of the semester through the Course Evaluation Survey, but also throughout the term. Please do not hesitate to talk to me regarding effective learning and respectful conduct.

Academic Integrity: You are responsible for familiarizing yourself with the University of Victoria's [Policy on Academic Integrity](#). Violations of this policy include plagiarism, unauthorized collaboration, and other forms of cheating. At minimum, the penalty for any instance of these behaviours will be a grade of 0% on the assignment or exam in question. The course penalty for more extensive violations of this policy will be a failing grade for the class.

At the beginning of this course, you will sign an **academic integrity pledge** through Brightspace. All quizzes, assignments, and exams are conditional on that pledge.

NOTE that quizzes and exams in this class are open-book. This means that you ARE permitted to access the textbook, the lectures, and your notes while taking the tests. However, you are **NOT permitted to access additional resources or use the internet**. In addition, these are individual assessments – collaboration or sharing of information regarding the quizzes and exams is in violation of the university's academic integrity policy. Assignments are also individual assessments. Furthermore, in reporting other people's work (i.e. research papers you select), you need to **use your own words** and **cite sources** accordingly.

Tentative Schedule

week	date	module	topic	synchronous activities	asynchronous activities	
				zoom class meetings	goals / submissions	textbook chapter to read
week 1	Tu Jan 12 Th Jan 14		Introduction	INTRODUCTORY CLASS <i>in-class activities; everyone in attendance</i>	activity writeup Fri Jan 15	
week 2	Tu Jan 19 Th Jan 21	1	Consciousness	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 1 due Thu Jan 21 activity writeup Fri Jan 22 ASSIGNMENT 0 due Sun Jan 24	Chapter 3
week 3	Tu Jan 26 Th Jan 28	2	Nature, Nurture & Diversity	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 2 due Thu Jan 28 activity writeup Fri Jan 29	Chapter 4
week 4	Tu Feb 2 Th Feb 4	3	Biology of the Mind	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 3 due Thu Feb 4 activity writeup Fri Feb 5 ASSIGNMENT 1 due Sun Feb 7	Chapter 2
week 5	Tu Feb 9 Th Feb 11			special class meet: exam prep EXAM #1	quiz E1 due Mon Feb 8	covers chapters 2,3, & 4
week 6	Tu Feb 16 Th Feb 18			READING BREAK		
week 7	Tu Feb 23 Th Feb 25	4	Methods & Critical Thinking	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 4 due Thu Feb 25 activity writeup Fri Feb 26	Chapter 1
week 8	Tu Mar 2 Th Mar 4	5	Sensation & Perception	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 5 due Thu Mar 4 activity writeup Fri Mar 5 ASSIGNMENT 2 due Sun Mar 7	Chapter 6
week 9	Tu Mar 9 Th Mar 11	6	Learning	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 6 due Thu Mar 11 activity writeup Fri Mar 12	Chapter 7
week 10	Tu Mar 16 Th Mar 18			special class meet: exam prep EXAM #2	quiz E2 due Mon Mar 15	covers chapters 1,6, & 7
week 11	Tu Mar 23 Th Mar 25	7	Memory	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 7 due Thu Mar 25 activity writeup Fri Mar 26	Chapter 8
week 12	Tu Mar 30 Th Apr 1	8	Thinking & Language	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 8 due Thu Apr 1 activity writeup Fri Apr 2 ASSIGNMENT 3 due Sun Apr 4	Chapter 9
week 13	Tu Apr 6 Th Apr 8	9	The Story of Psychology	in-class lecture (will be recorded) <i>in-class activities; everyone in attendance</i>	quiz 9 due Thu Apr 8 activity writeup Fri Apr 9	Prologue
	TBD			EXAM #3	quiz E3 due Mon Apr 12	covers chapters 8, 9, & prologue

Be WELL

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic: Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services: Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

www.uvic.ca/services/counselling/

Health Services: University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Elders' Voices: The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services: available to students from all areas of the UVic community:

www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic: UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp.

If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250-721-8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp