PSYC 100A-A01   Summer 2021

Introductory Psychology I: Biological & Cognitive

ZOOM class sessions: MTWRF 10:30-12:20PM

Instructor: Katia Dilkina, PhD

Email: kdilkina@uvic.ca

Zoom office hours: TF 1:00-2:00pm
                                    or by appointment

Teaching Assistant: Taylor Agate

Email: ftagate@uvic.ca

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:

- 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.

- 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.

- Ability to read, comprehend, and summarize scientific papers on topics within Cognitive Psychology.

IMPORTANT: Course Format

This class will include <u>daily live lectures over zoom</u>, as scheduled in the calendar (MTWRF, 10:30-12:20). All class meetings will be **interactive** including zoom polls, student questions, answers, and comments, as well as team activities using zoom breakout rooms.

While all zoom meetings will be <u>recorded and made available</u> on Brightspace, I strongly encourage you to attend all classes for two reasons:
(a) This will be a fast-paced 3.5-week class that will nonetheless cover all the material of a semester-long course; it is in your best interest to stay current with the material.
(b) As outlined below, 12% of your grade is participation during class meetings.

In order for the zoom breakout rooms to function smoothly:
(1) make sure you have **the most current version of zoom** (check for updates);
(2) **sign in to Zoom <u>with SSO</u> using your Netlink ID.** Please do so <u>starting on the first day</u>!!

HOW?

- on the zoom log-in screen, press "*Sign in with SSO*".
- use domain *uvic.zoom.us*, press continue.
- you will be re-directed to the login website; enter your UVic credentials.

AFTER signing in to zoom <u>with SSO</u> with your Netlink ID, use this zoom link to join:
https://uvic.zoom.us/j/85910453766?pwd=bGZITUFVNmd3aDVLbFh1VC83MlZvdz09 Meeting ID: 859 1045 3766   Password: PSYC100A

The expected **125 learners** will be divided into <u>24 teams of 5-6 people</u>.
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.

This course is divided into <u>nine modules</u> (see schedule below).
To complete each module, you need to complete the following tasks:

- ☑ Read the corresponding *textbook chapter* (preferably before lecture).
- ☑ Complete the *module quiz* by the end of the day as specified in the schedule.
- ☑ Attend our **daily** *interactive class meeting* which we will use to (1) explain and apply concepts from the module in a style complementary to the textbook, and (2) actively engage with the material in the form of polls, team activities, and group discussion.
- ☑ As a team, submit a *writeup of your team activity* by the end of each day.

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:

  o Stay respectful of others and open-minded about their questions, thoughts, and views – the same way you probably expect them to be towards you.
  o You are welcome – and encouraged! - to respond to others' comments and suggestions but please refrain from making your response personal.
  o 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.
  o 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:

  o 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).
  o If you have questions regarding research participation bonus points, please contact the participation coordinator at p100res@uvic.ca .
  o If you have questions about academic accommodations, please contact the Centre for Accessible Learning (infocal@uvic.ca ; 250-472-4947).
  o If you have questions regarding the textbook, the lectures, the quizzes and exams, or course dynamics, please contact me at kdilkina@uvic.ca .
  o If you have questions regarding grades and feedback on written assignments or class participation, please contact our TA – Taylor (ftagate@uvic.ca).

  o 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**: Tuesdays & Fridays 1-2pm, 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 125 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. Answering 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:

Zoom Poll Participation	4%
Team Activities (8 @ 1% each)	8%
Quizzes (10 @ 1.5% each)	15%
Exams (20%, 20%, 15%)	55%
Written Assignments (3 @ 6% each)	18%
Bonus Research Participation	2%

Participation (4% + 8%)

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

How is participation graded?

Each interactive lecture will include one or more **zoom polls** with questions about the current module material. Participating in these polls will constitute 4% of your final grade.

In addition, most class meetings will include an **in-class team activity** related to the current module. 8% of your final grade will be based on taking part in these activities. Teams will work together using zoom breakout rooms. After the activity, each team needs to submit a brief **write-up of their discussion** (due on the day of the activity). Team members take turns for these submissions – there will be a total of 10 in-class activities; submitting 8 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. NOTE: If the person responsible to make a submission fails to do so, they will receive 0 points; if they submit past the deadline, they will receive .5 points. All participating members of the team will receive the full 1 point independent of whether the submission was made on time or late (but a submission needs to be made). Team members who do not participate receive 0.

Quizzes (15%)

There will be a total of 12 quizzes over the course – 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 **21 multiple-choice questions**.

The **module 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 also be open book but they will have a time limit (30 minutes). 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 1.5%). There are no make-up quizzes and no extensions for quizzes. NOTE: If a student is exempt from 1 quiz (for example, due to late enrollment into the class), the two lowest will still be dropped; if a student is exempt from 2 quizzes, the one lowest will still be dropped; and if a student is exempt from 3 or more quizzes, no grades will be dropped.

Exams (55%)

There will be three non-cumulative open-book exams, each covering the material from three of the nine modules (see schedule below). Each will include **50 multiple-choice questions**. The exams will be available through Brightspace **from 10am to midnight on the assigned date**. 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.

Written Assignments (18%)

Each learner is expected to submit three written assignments (each worth 6%), which will involve reading and summarizing research articles. The purpose of these written assignments is two-fold: (1) to allow you to deepen your knowledge in the areas of Cognitive and Biological Psychology most interesting to you, and (2) to give you an opportunity to develop skills in reading, understanding, summarizing, and thinking critically about scientific journal articles in the field of Psychology.

Detailed instructions as well as **the grading rubric** for these assignments is provided in a separate document on Brightspace and will be explained during our first class meeting.

Since there are three separate assignments, there are three separate due dates (see schedule below). You are strongly encouraged to submit one assignment per due date. However, to allow for more flexibility, the first two deadlines are "*soft*", which means that learners who submit their assignments

past those deadlines will not suffer a late penalty.

There are at least two <u>advantages to submitting by the assigned soft due dates</u>: (a) to keep pace with the course; and (b) to receive timely feedback that may be useful in completing following assignments.

NOTE: **All three assignments need to be submitted by the final "hard" deadline**. No late assignments past that date will be accepted.

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 credits. Thus, with up to 2 hours of participation you can have up to 2% bonus marks for this course (2 credits on the SONA system).

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. <u>Please do not hesitate to talk to me regarding effective learning and respectful conduct.</u>

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 <u>conditional</u> on that pledge.

NOTE that quizzes and exams in this class are <u>open-book</u>. 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 <u>individual assessments</u> – collaboration or sharing of information regarding the quizzes and exams is in violation of the university's academic integrity policy. Assignments are also <u>individual assessments</u>. Furthermore, in reporting other people's work (e.g. research papers), you need to **use your own words** and **cite sources** accordingly.

Tentative Schedule

week	date	mod	topic	textbook chapter to read (before class)	synchronous activities	asynchronous activities
					zoom class meetings	goals / submissions
week 1	Mon May 10		**Introduction**		INTRODUCTORY CLASS	
	Tue May 11	**1**	**Consciousness**	**Chapter 3**	interactive lecture + team activities	team activity 1 & quiz 1 due May 11
	Wed May 12	**2**	**Nature, Nurture & Diversity**	**Chapter 4**	interactive lecture + team activities	team activity 2 & quiz 2 due May 12
	Thur May 13	**3**	**Biology of the Mind**	**Chapter 2**	interactive lecture + team activities	team activity 3 & quiz 3 due May 13
	Fri May 14				interactive lecture (cont'd)	pre-exam quiz 1 due May 14
	written assignments soft deadline #1: Sunday May 16					
week 2	Mon May 17			**covers chapters 2,3, & 4**	**NO CLASS MEETING: EXAM**	**EXAM #1**
	Tue May 18	**4**	**Methods & Critical Thinking**	**Chapter 1**	interactive lecture + team activities	team activity 4 & quiz 4 due May 18
	Wed May 19	**5**	**Sensation & Perception**	**Chapter 6**	interactive lecture + team activities	team activity 5 & quiz 5 due May 19
	Thur May 20	**6**	**Learning**	**Chapter 7**	interactive lecture + team activities	team activity 6 & quiz 6 due May 20
	Fri May 21				interactive lecture (cont'd)	pre-exam quiz 2 due May 21
	written assignments soft deadline #2: Sunday May 23					
week 3	Mon May 24				**VICTORIA DAY - NO CLASS**	
	Tue May 25			**covers chapters 1,6, & 7**	**NO CLASS MEETING: EXAM**	**EXAM #2**
	Wed May 26	**7**	**Memory**	**Chapter 8**	interactive lecture + team activities	team activity 7 & quiz 7 due May 26
	Thur May 27	**8**	**Thinking & Language**	**Chapter 9**	interactive lecture + team activities	team activity 8 & quiz 8 due May 27
	Fri May 28	**9**	**The Story of Psychology**	**Prologue**	interactive lecture + team activities	team activity 9 & quiz 9 due May 28
	written assignments <u>hard deadline</u>: Sunday May 30					
week 4	Mon May 31				interactive lecture (cont'd)	pre-exam quiz 3 due May 31
	Tue Jun 1				course wrap-up + team activities	team activity 10 due June 1
	Wed Jun 2			**covers chapters 8, 9, & prologue**	**NO CLASS MEETING: EXAM**	**EXAM #3**

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

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar May 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- *What to do if you miss the final exam scheduled during the formal exam period*

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- *What to do if you miss an exam other than one scheduled during the formal exam period*

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- *What to do if you require additional time to complete course requirements*

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity
https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism**. You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor**. The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission**. Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation**. This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations**. You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Aiding Others to Cheat**. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar May 2021.

The definitive source for information on Academic Integrity is the University Calendar
Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: https://uvicombudsperson.ca/tips/plagiarism/
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca;Web: uvicombudsperson.ca.
2. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp