



PSYC 102
SECTIONS V01 & V02

DR. SIMON LOLLLOT

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ORCHARD COMMONS: ROOM 3071

@SIMONLOLLIOT

V01

CLASS TIMES

Tues & Thurs
3:30pm - 5:00pm
Orchard 1001

DISCUSSION TIMES

Fridays

V2A: 12:00 - 01:00 ORCH 3002
V2B: 01:00 - 02:00 ORCH 3002
V2C: 02:00 - 03:00 ORCH 3002
V2G: 11:00 - 12:00 ORCH 3004

CLASS AND SECTION TIMES

CLASS TIMES

Tues & Thurs
2:00 - 3:30pm
Orchard 1001

DISCUSSION TIMES

Thursdays

V2D: 02:00 - 03:00 ORCH 3058
V2E: 03:00 - 04:00 ORCH 3058
V2F: 03:00 - 04:00 ORCH 3052
V2H: 01:00 - 02:00 ORCH 3058

V02

DO YOU...

...like people watching?

...wonder why people behave the way they do?

...want to be able to read people's minds?

...wonder what babies are thinking?

...want to know what causes mental illness?

...want to know how to handle stress?

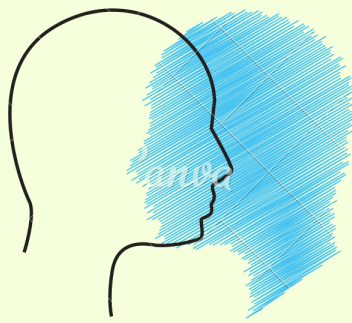
...want to learn how to use more than
10% of your brain's capacity?

...want to learn how to spot
fake news?

Yes? *

Then you've registered in the right course

* Except for reading people's minds. I can't teach you to do that...



A BEGINNER'S GUIDE TO PSYC 102

What do you think about when you think of "psychology"? Most people think of Freud, psychopathology, and therapy. While these are interesting and important parts of psychology, they are a small part of the discipline.

As we will see, psychology primarily aims to answer the question, "Why do we behave the way we do?" Thus, this question will be the "Big Idea" for the course.

This question can be answered through many different psychological lenses: from developmental trajectories and changes (Ch. 11) to how stress shapes us and how we shape stress (Ch. 14); from the roots of personality (Ch. 12) to the tides of the social psychological seas (Ch. 13).

By introducing you to each of these sub-disciplines that encompass "psychology", we will see that there are many different ways in which we can answer, "Why do we behave the way we do?"

To uncover the Big Idea behind psychology, it is important to be able to answer several "essential questions". One such course-level essential question is "Does what I am made of have a stronger effect on how I behave than where I am at / have been?" – the good ol' nature vs. nurture debate. To answer these essential questions and uncover the answer to the Big Idea, we rely on the scientific method (Ch. 2).

My main goal for PSYC 102 is to give you a good overview of several sub-fields of psychology and to introduce you to how different psychologists think about the world. This coverage will focus on classic theories and research to give you a solid foundation for future specialty courses on these topics. But, psychology is ever-evolving, so we will also explore the latest research and most recent findings to help develop your critical thinking skills.

YOUR INSTRUCTOR



Simon Lolliot, PhD

slolliot@psych.ubc.ca

Office Hours (ORCH 3003):

Tuesdays 11:00 - 12:00

Wednesdays 10:00 - 11:00

AEP INSTRUCTORS

Brett Todd (V01)

ORCH 3013

For office hours, e-mail Brett at
brett.todd@ubc.ca

Won Kim (V01)

ORCH 3019

For office hours, e-mail Won at
won.kim@ubc.ca

Amber Shaw (V02)

ORCH 3013

For office hours, e-mail Amber at
amber.shaw@ubc.ca

To book an AEP tutorial with Brett, Won, or Amber to discuss
any written work, follow this link:

<https://ubc.mywconline.net>

SECTION V01

TAs

Shenaz Shahban

shenaz@mail.ubc.ca



Xiaolei Deng

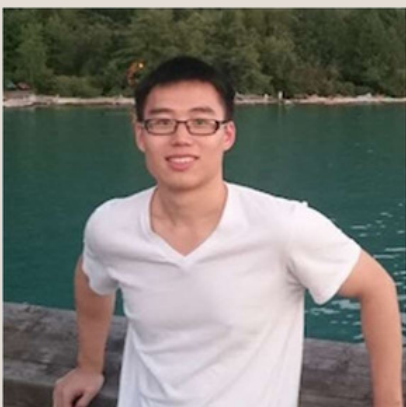
xdeng@psych.ubc.ca



SECTION V02

Yu Luo

yuluo@psych.ubc.ca



Brittany Cole

brittanyc@psych.ubc.ca



LECTURES - WHAT TO EXPECT:

Classes will mainly take the form of a lecture. However, I try to make the class as interactive as possible by asking questions and using various technologies to bring you into the class. This does require, though, participation from you please :)



POWERPOINT:

I will do my best to post slides before class. I often leave blanks at strategic places in the slides for you to fill in and, every now-and-then, you will see a slide marked "secret slide"; this is because I have something sneaky planned. I will upload full versions of the slides after every class!



REQUIRED MATERIALS

I will be using the book that you have already bought!

Schacter, D. L., Gilbert, D. T., Nock, M. K., Johnsrude, I., & Wegner, D. M. (2017). *Psychology, Canadian Edition* (4th ed.). New York, NY: Worth Publishers.



1. Lifespan Development (Ch. 11)

-- How does our physical development inform our cognitive development and is there room for environment to influence this relationship?

2. Emotion (Ch. 8)

-- What role do our emotions play in affecting our behaviours?

3. Motivation (Ch. 8)

-- What motivates you? Biology? A desire to fit in? Desire?

4. Personality (Ch. 12)

-- Is personality stable across the lifespan? Why (not)?

-- Is "personality" a universal construct?

5. Intelligence (Ch. 10)

-- What is intelligence?

-- Is intelligence once construct or multiple constructs?

-- Is intelligence stable?

6. Stress, Lifestyle, & Health (Ch. 14)

-- How best do we handle stress and how does it relate to our health?

-- What is the relationship between our mental state, stress, and bodily manifestations of stress?

7. Social Psychology (Ch. 13)

-- How do our surroundings influence our behaviour?

-- When do good people do not so good things?

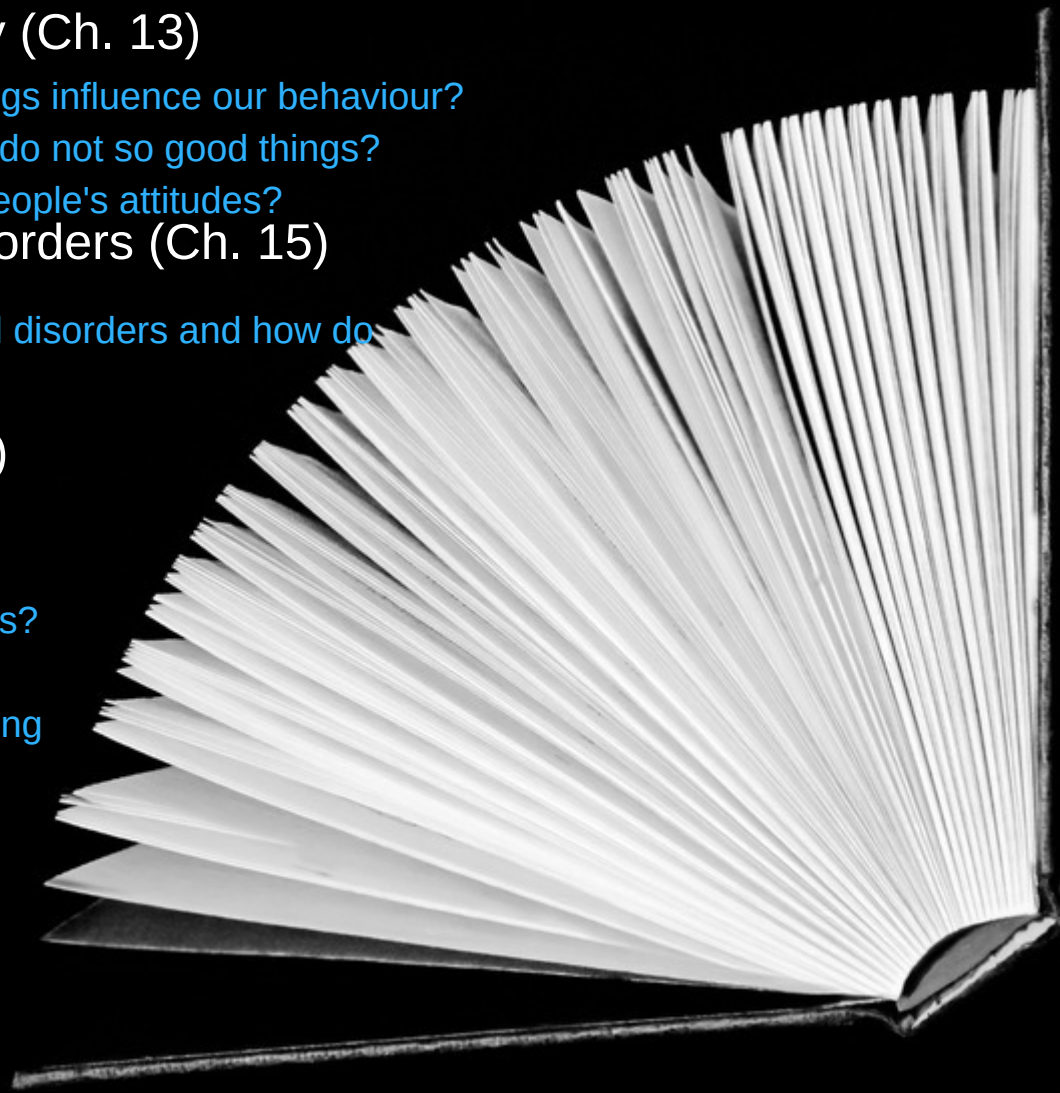
-- How can we change people's attitudes?

8. Psychological Disorders (Ch. 15)

-- what are psychological disorders and how do we identify them?

9. Treatment (Ch 16)

-- how do we treat psychological disorders?
With medicine? With therapy? With something else?



brief course outline



02 January

Class Starts!
Whoop!

05 February

MIDTERM 1
Chapters 13 & 11

14 March

MIDTERM 2
Chapters 10, 8, & 14

04 April

Class ends...
D:

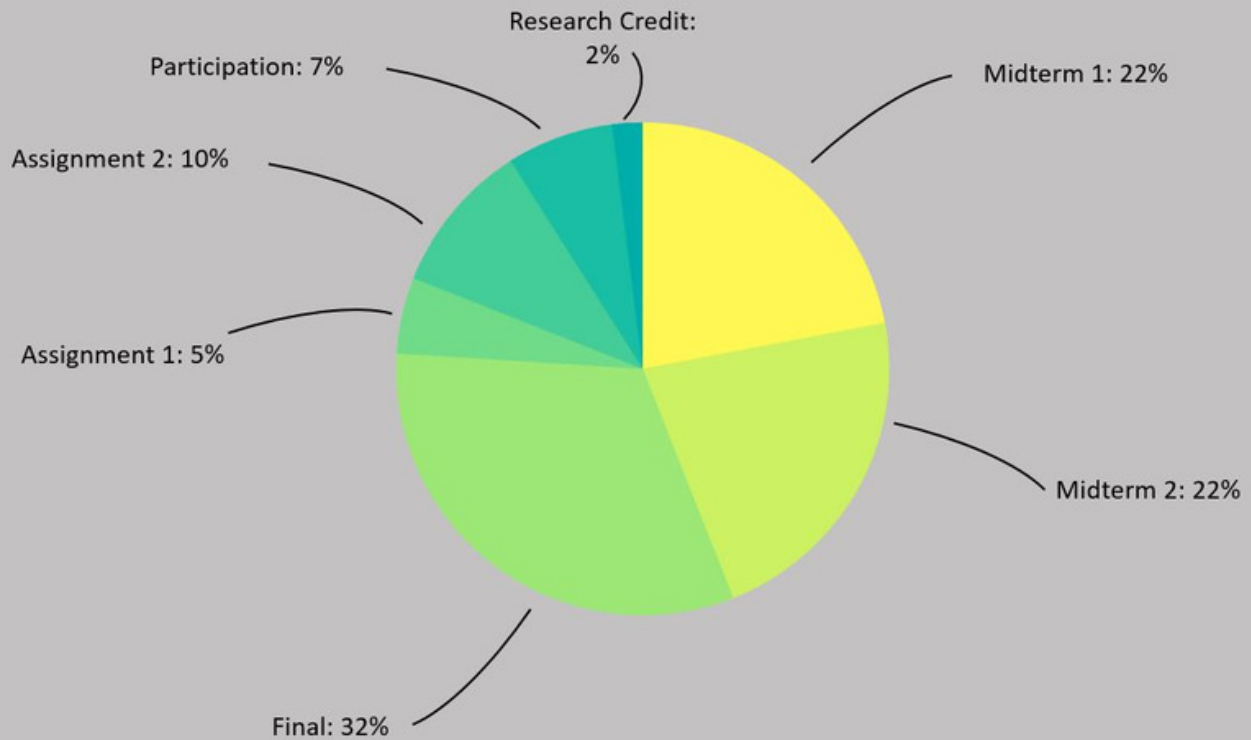
Final Exam

DATE: TBC
All Chapters

Course Grade Information



GRADE COMPONENTS

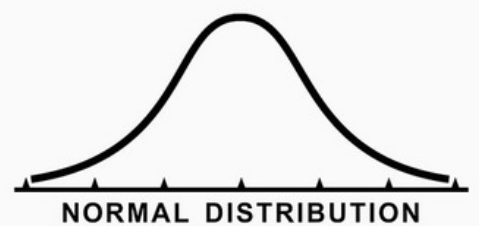


Grade Letters

A = 80 - 100% // **B** = 68 - 79% // **C** = 55 - 67%
D = 50 - 54% // **F** < 50%

GRADE DISTRIBUTION & SCALING

Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty and department or school norms. Please note that the unofficial grades you will receive from me, the instructor, might be changed by the faculty, department or school. Grades are not official until they appear on the student's academic record. If necessary, the grades from this course will be scaled (curved) to obtain an average between 63-67%, with an SD of 14%.



| Class Performance | Mean | SD |
|-------------------|------|-----|
| Strong Class | 67% | 14% |
| Average Class | 65% | 14% |
| Weak Class | 63% | 14% |

A note on class materials and exams

Classes are designed to cover and extend on what is in the textbook. This means that we will be covering some things that do not appear in the textbook. But, because there is a lot to cover, we also will not get to cover everything in the textbook.

This means that to be successful in this course you must carefully read the text and consistently attend every lecture.

And please note - unless otherwise stated, **everything in the chapters we cover in the textbook and what we cover in class is examineable.**



EXAM INFO

Midterms (2 X 22%) & Final Exam (32%)

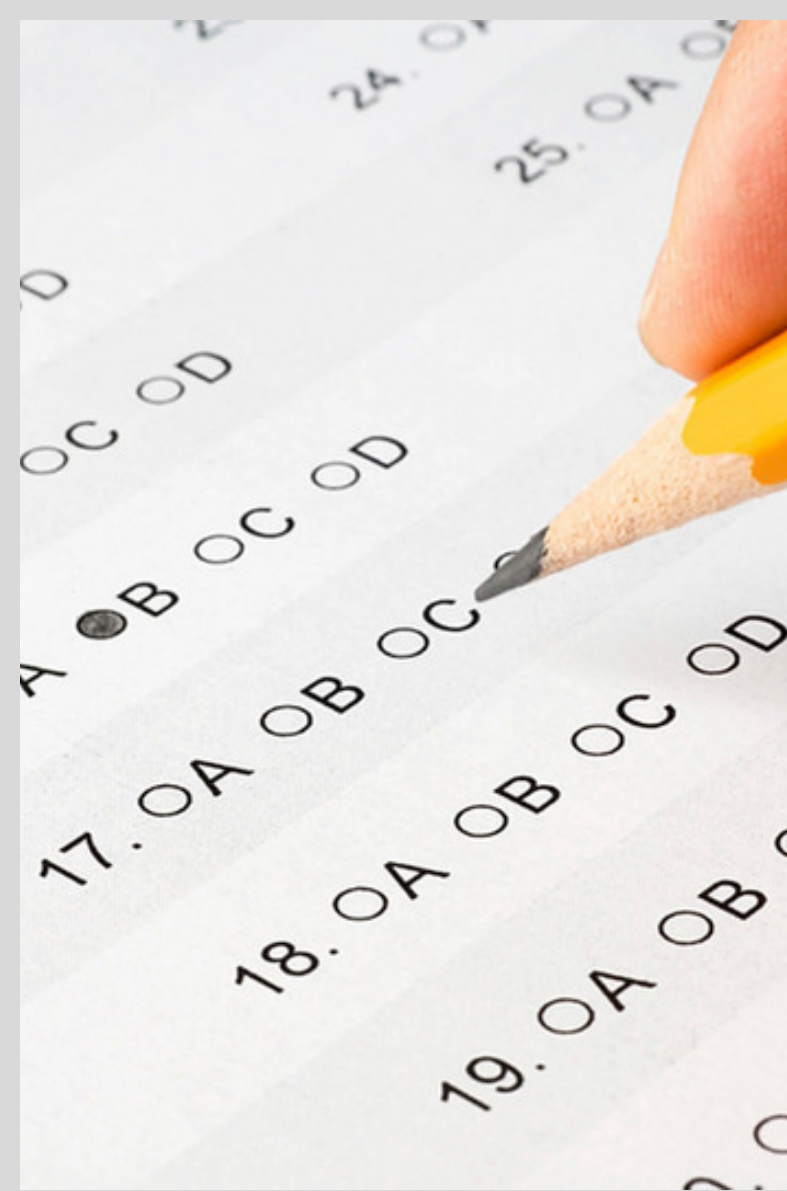
The midterms will be multiple choice and are non-cumulative. This means that the chapters covered by the first midterm will NOT be tested in the second midterm.

The final exam will also be all multiple choice, but it will also be cumulative. "Why, Simon?", you might ask. Fair question. Research shows that expecting a cumulative final exam results in better long term retention of information (Szpunar, McDermott, & Roediger, 2007). That means that the hard work put in now will pay off later on in future courses and to your life in general! The material to appear on the final exam will be more heavily weighted to the material covered after the second midterm.

You will be tested on topics covered both in the lecture and in the text. Please note you will be tested on material from the book that we do not cover in lecture. The text is very readable and complements the material we will discuss.

Make-up Exams

You must take exams on the date and time they are scheduled. Make-up exams will not be allowed for trips out of town or for sleeping late.



HAHA!





ACTIVITY ASSIGNMENTS

You will be required to complete two activity assignments during the course. These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful, and interactive way.

Assignment 1: 10%

This 1000-word assignment will have you playing the role of a psychiatrist. You will be required to watch two movies in which a character has a mental disorder. You will apply what you learn from class to these two characters and see how accurately the movie portrayed the disorder. This assignment will be announced in class and released on Canvas. You will be required to upload your completed assignment to BOTH turnitin.com AND Canvas. Please follow the instructions on the information sheet CLOSELY. Failure to upload to both Canvas AND turnitin will result in a late penalty of 15% being applied.

Late assignments will also have a penalty applied. Assignments handed in one day late will have 5% deducted from the total mark. If the assignment is two or more days late, it will have 10% deducted PER DAY. Please get your assignments in on time!

Important Dates

Assignment Announced - 21 March (in class)

Due - 05 April (Submit to BOTH turnitin AND Canvas)

Remember: You can make an appointment with your AEP instructor to make use of your to get feedback on your writing!



ACTIVITY ASSIGNMENTS

Activity Assignment 2: 5%

You will be asked to do a second, shorter assignment. This will be announced shortly.

Assignment Announced - 14 February (in class)

Due Date - 01 March (Canvas & Turnitin)

WRITING ASSISTANCE

Remember to make use of your AEP instructor for these assignments! They can provide valuable feedback on your writing! To make use of this, make an appointment with your AEP instructor using the information below:

Brett Todd

Email: brett.todd@ubc.ca
Office: ORCH 3007

Won Kim

Email: won.kim@ubc.ca
Office: ORCH 3019

Amber Shaw

Email: amber.shaw@ubc.ca
Office: ORCH 3013

Tutorial by appointment at <https://ubc.mywconline.net>

Class & Discussion Group Participation: 7%

In this course, for class experiments and participation, I will be using a website called menti.com. You do not need to sign up to it or create an account. When I activate a menti, you will go to menti.com, enter the code that I will give you, and you will have access!

To take attendance for this class, I will be requiring you to enter the FIRST 5 digits of your student number at the start of lectures.

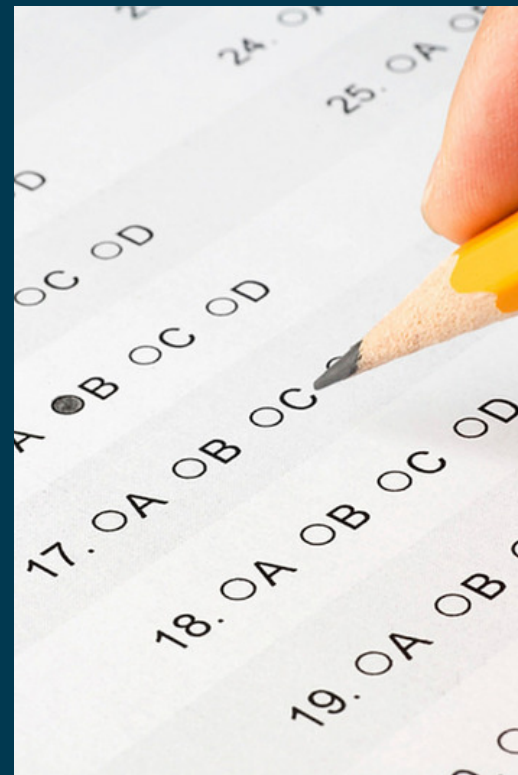
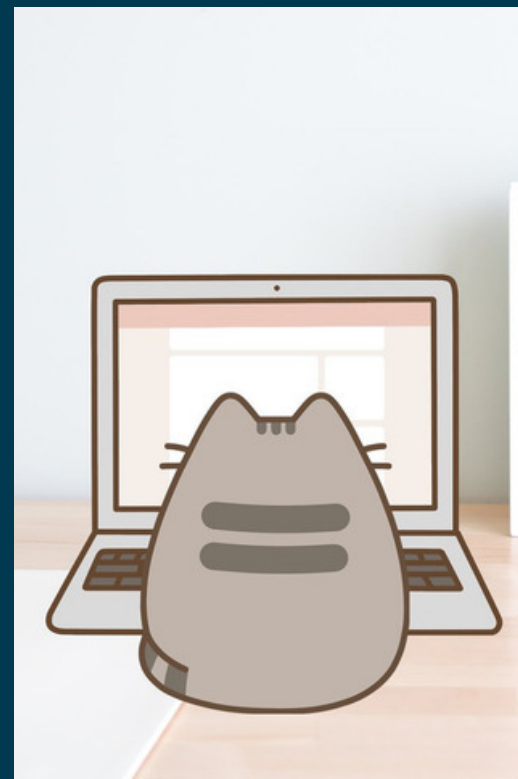
Telegram

What I am going to try and do this term is make myself more available to you to answer course-related questions more quickly than you having to wait for office hours. To achieve this, I will be using an app called "Telegram". This app is very similar to WhatsApp and WeChat in that it allows text, voice, and video messages to be exchanged. This means if you have a psyc-related question, you can send me a message and I can reply back (hopefully) quickly! If you would like to try this out, you will need to:

1. Install the app "Telegram"
2. Register an account
3. Go to <https://telegram.me/lollipoprof> and launch the program
4. You will be prompted to start a conversation with me - send me a message and I'll reply!

Note: while you can use this from your phone (and I will receive it on my phone), I will NOT have your phone number nor will you have mine ensuring that our privacy is intact.

If you have any problems, send me a good old fashioned e-mail!



RESEARCH EXPERIENCE COMPONENT: 2 - 5%

I get quite excited about this part...

Throughout the term, we are going to be covering some really cool research; many of these findings have a profound effect on our day-to-day lives. Research, however, needs participants. As part of the course, you will be asked to complete a research experience component (REC) as way of introducing you in a 'hands-on' way to the research process.

This component is worth between 2 to 5% of your total grade. I require a minimum of 2% which translates to 2 hours of participating in studies (each hour you participate is worth 1%). Because I am cool, you can earn an **additional 3% credit** by participating in an extra 3 hours of study! This means you could achieve 103% for this course. Whoop!

To create an account, and sign up for studies, go to

<https://ubc-psych.sona-systems.com>

Further instruction on how to use the HSP online system can be found at <http://psych.ubc.ca/internal/human-subject-pool/> in the document entitled "Subject Pool Information for Participants." Who knows, a study that you participate in may very well help shape our understanding of the human experience in a profound way.



IMPORTANT INFO

Handing in assignments

You will be asked to hand in assignments to both turnitin.com AND Canvas. This extra step saves us a lot of work in getting your assignments with comments back to you in a timely fashion.

What is Turnitin.com? It is a service that compares submitted papers to over 500 million papers, articles, and other manuscripts, and checks for evidence of plagiarism.

How to Submit:

See this video I made for you here:

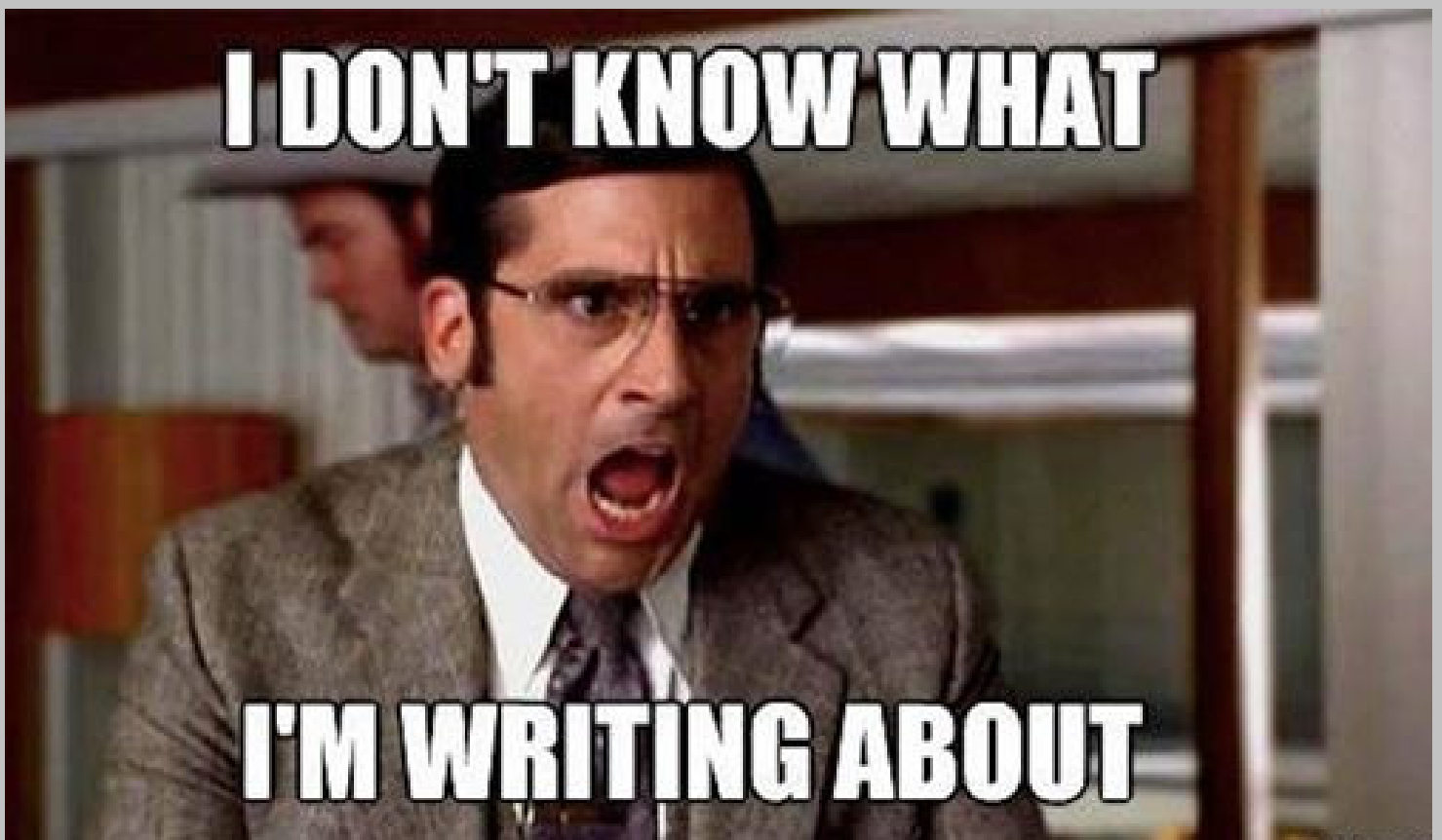
First, if you do not have a turnitin account, create one at turnitin.com. Log in to your account and use the following details to find the class:

Section 001

Class ID: 19965333

Enrollment Key: Lolliot18

Submit your assignment. Once your assignment has been submitted, wait until it has been processed (this can take up to 24 hours - so make sure you have enough time before the deadline on Canvas!). Once your assignment has been processed, download the assignment WITH the similarity report, and submit it to Canvas. An assignment submitted without a similarity report will result in a loss of marks.



IMPORTANT INFO CONTINUED

alternative to REC library assignment

As an alternative to participating in research, you can instead choose to complete two library writing projects (worth 1% point each). For this assignment, you will read and summarize two research articles. You must select a research article (not a letter to the editor, commentary, or review paper) published between 2000-present in the journal Psychological Science – one of the disciplines' leading journals. Each summary should be about 500 words and should describe the purpose, method and results of the study in your own words.

You can also submit 3 additional research summaries to receive 3 bonus percentage points and a total of 5% for this component of the class.

Please see the "Subject Pool Information for Participants" document found at <http://www.psych.ubc.ca/resguide.psy> for further instructions.

There will be information on the Canvas page on how to hand in the Library option should you wish to do that instead of the research credit.

honour code

ALL written work must be the result of **your** independent work (or collaborative work with your named partner on an assignment). Evidence of cheating or plagiarism (from a published or online source or from another student) will result in an immediate zero in the class and notification to University authorities.

P l e a s e familiarize yourself with the definition of plagiarism and the penalties at UBC:

<http://artsone.arts.ubc.ca/resources/ubc-plagiarism-policy/?login>

<http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>

