UNIVERSITY of BRITISH COLUMBIA OKANAGAN
PSYCHOLOGY 313 - SECTION 001 – CANVAS
VISUAL PERCEPTION
2023 WINTER TERM 1

PSYO 313 (3) Visual Perception
Examines how our brain enables us to see. Topics will focus on visual processing involved in perceiving objects, colours, movement, and depth.

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About me: https://youtu.be/EJ2xf1q8Ovw
Bobs & LoLo - I See [Audio] - Dirty Feet

Course Overview and Objectives

The study of perception encourages students to focus on different mechanisms and processes in perception that we simply take for granted. It forces students to look beneath the surface of experiences for explanations of complex phenomena. This just happens to also be a great skill and frame of reference for explaining the puzzles in other areas of psychology.

In the ecological approach to perception, on which I focus heavily in my courses, we look for invariants in the environment and stimulus information that could specify different perceptions. Applying this approach to sets of different issues in psychology could also prove very fruitful.

- Understanding that the mechanisms responsible for perception are extremely complex.
- Understanding how perceptual psychologists go about measuring the varied ways that we perceive the environment.
- To understand how humans and animals perceive starting with the detectors in the eyes, and then moving on to the brain.
- Other applications that depend on an understanding of visual perception include: autonomous vehicles, face recognition systems, highway signs that are visible to drivers under a variety of conditions.
- Understanding how artists create an impression of depth in a picture.
- Understanding why we don't see colours at dusk.
- Understanding why the scene around us doesn't appear to move as we walk through it.
- To understand how we sense things in the environment and interact with them.
- Medical applications that depend on an understanding of perception.
- Understanding that perception depends on the properties of the sensory receptors.
- Develop an understanding of the two opposing philosophies about perception: 1. Perception is direct and is obtained by the perceptual systems from information specified in the environment; 2. Perception is indirect and involves creating representations of the environment by the brain.
- Understanding the difference between the information specification and extraction model of perception and the information processing model of perception imbedded in communication theory.
- Understanding that our knowledge of how things usually appear in the environment based on our past experiences can play an important role in determining what we perceive.
- Understanding psychophysics, its methods, and results.

Learning Outcomes

By the end of this course students should be able to reflect on the following question: What implications do the assumptions of direct and indirect perception have on your professional development?

Required Text

Goldstein, E.B., & Cacciamani, L. (2022). *Sensation & Perception.* (11th Ed.) Boston, MA: Cengage.

Note: Students can purchase course materials online at the bookstore website by visiting https://bookstore.ubc.ca/. You will have the option to buy either the print copy, a one term access to the e-text, or a 2-term access. MindTap is optional and not a requirement for this course.

Optional Reference Guide for Writing Papers

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed). Washington, DC: Author.

Technology Requirements

Given the size of the class, the technological constraints in terms of bandwidth with online learning, and the various time zones students may be connecting from, lectures will be pre-recorded and available for student viewing via *Canvas*. In order to engage fully with this online course, students are required to have a laptop or desktop computer and a stable Internet connection. A quiet space to view the recorded lectures and to write examinations from is also highly recommended.

Canvas

This course is being taught online via 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**. Please **do not** email me from Canvas, as I cannot respond and I do not receive them in my UBC mail. Only use paul.gabias@ubc.ca. You can also email my Assistant, Cheryl Ash at cheryl.ash@ubc.ca. I post pre-recorded lectures in the Lecture Recordings Module. Also, I post supplementary material in the Readings and Videos Module.

Exam Procedures

Exams will utilize **Respondus LockDown Browser** (integrated in Canvas) which is a special web browser application that prevents students from navigating away from Canvas and accessing other applications while taking online quizzes or exams. https://lthub.ubc.ca/guides/lockdown-browser-student-guide/

Please note that **Chromebooks** and tablets are not supported for Respondus Lockdown Browser (RLDB) at UBC. **Apple Catalina OS** has some privacy settings that may block RLDB from properly running. Please see Accessing Online Courses https://extendedlearning.ubc.ca/help-centre/online-learning/accessing-online-courses/computer-browser-requirements.

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 follow along with the lectures. Don't ask what material you should know. You should know it all with equal weight.

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 third of the course is separated by a test. Your reading and learning schedule should match the schedule indicated in this syllabus.

Tentative Schedule Winter Term 1

** Scheduled class times; Mondays, Wednesdays and Fridays 14:00-15:00 Pacific Time. Zoom lecture recordings are posted in the Lecture Recording Module on Canvas. Exams occur on Canvas Quizzes. Midterm Exams occur during the scheduled class times and Final Exams are scheduled by the University.

Week	Date	Description
1	09/06	Introductory Remarks
1	09/08	Introductory Remarks, cont'd & Goldstein & Cacciamani: Chapter 1 – Introduction to Perception
2	09/11-09/15	Goldstein & Cacciamani: Chapter 1 – Introduction to Perception
3	09/18	Goldstein & Cacciamani: Chapter 1 – Introduction to Perception ****Notification for Option 2 due September 18****
3	09/20	Goldstein & Cacciamani: Chapter 1 – Cont'd & Chapter 2 – Basic Principles of Sensory Physiology
3	09/22	Goldstein & Cacciamani: Chapter 2 – Basic Principles of Sensory Physiology
4	09/25-09/27	Goldstein & Cacciamani: Chapter 2 – Basic Principles of Sensory Physiology
4	09/29	Goldstein & Cacciamani: Chapter 2 – Basic Principles of Sensory Physiology
5	*10/02*	*Statutory holiday in lieu of National Day for Truth and Reconciliation – University Closed*
5	10/04	Goldstein & Cacciamani: Chapter 2 – Cont'd & Chapter 3 – The Eye and Retina
5	10/06	Goldstein & Cacciamani: Chapter 3 – The Eye and Retina

6	*10/09*	*Thanksgiving – University Closed*
6	10/11	Goldstein & Cacciamani: Chapter 3 – The Eye and Retina
6	10/13	Exam 1: Goldstein & Cacciamani Ch. 1, 2 & 3
7	10/16-10/20	Goldstein & Cacciamani: Chapter 4 – The Visual Cortex and Beyond **Outline for Option 2 due October 18**
8	10/23	Goldstein & Cacciamani: Chapter 4 – The Visual Cortex and Beyond
8	10/25-10/27	Goldstein & Cacciamani: Chapter 5 – Perceiving Objects and Scenes
9	10/30-11/03	Goldstein & Cacciamani: Chapter 5 – Perceiving Objects and Scenes
10	11/06	Exam 2: Goldstein & Cacciamani Ch. 4 & 5
10	11/08-11/10	Goldstein & Cacciamani: Chapter 7 – Taking Action
11	*11/13*	*Statutory holiday in lieu of Remembrance Day – University Closed*
11	*11/14-17*	*Midterm Break*
12	11/20-11/22	Goldstein & Cacciamani: Chapter 7 – Taking Action **Paper for Option 2 due November 20**
12	11/24	Goldstein & Cacciamani: Chapter 7 – Taking Action
13	11/27	Goldstein & Cacciamani: Chapter 7 – Cont'd & Chapter 8 – Perceiving Motion
13	11/29-12/01	Goldstein & Cacciamani: Chapter 8 – Perceiving Motion
14	12/04	Goldstein & Cacciamani: Chapter 8 – Perceiving Motion
14	12/06	Goldstein & Cacciamani: Chapter 10 – Perceiving Depth and Size
15	12/10-12/21	Final Exam Period: Exam 3: Goldstein & Cacciamani Ch. 1, 2, 3, 4, 5, 7, 8, & 10

Learning Objectives and Outcomes by Chapter

Chapter 1: p2
After studying this chapter, you will be able to …

- Explain the seven steps of the perceptual process.
- Differentiate between "top-down" and "bottom-up" processing.
- Describe how knowledge can influence perception.
- Understand how perception can be studied by determining the relationships between stimulus and behavior, stimulus and physiology, and physiology and behavior.
- Explain "absolute threshold" and "difference threshold" and the various methods that can be used to measure them.
- Describe how perception above threshold can be measured by considering five questions about the perceptual world.
- Understand the importance of the distinction between physical stimuli and perceptual responses.

Learning Outcome: achieve the learning objectives.

Chapter 2: p20
After studying this chapter, you will be able to …

- Identify the key components of neurons and their respective functions.
- Explain how electrical signals are recorded from neurons and the basic properties of these signals.
- Describe the chemical basis of electrical signals in neurons.

- Describe how electrical signals are transmitted from one neuron to another.
- Understand the various ways that neurons can represent our sensory experiences.
- Explain how brain imaging can be used to create pictures of the locations of the brain's activity.
- Distinguish between structural and functional connectivity between brain areas and describe how functional connectivity is determined.
- Discuss the Mind-body problem.

Learning Outcome: achieve the learning objectives.

Chapter 3: p38

After studying this chapter, you will be able to …

- Identify the key structures of the eye and describe how they work together to focus light on the retina.
- Explain how light is transduced into an electrical signal.
- Distinguish between the influence of rods and cones on perception in both dark and light environments.
- Use your knowledge of neural processing to explain how signals travel through the retina.
- Describe how lateral inhibition and convergence underlie center-surround antagonism in ganglion cell receptive fields.
- Understand the development of visual acuity over the first year of life.

Learning Outcome: achieve the learning objectives.

Chapter 4: p67

After studying this chapter, you will be able to …

- Explain how visual signals travel from the eye to the lateral geniculate nucleus, and then to the visual cortex.
- Distinguish between the different types of cells in the visual cortex and their role in perception.
- Describe experiments that illustrate the connection between neurons called “feature detectors” and perception.
- Discuss how perception of visual objects and scenes depends on neural “maps” and “columns” in the cortex.
- Describe visual pathways beyond the visual cortex, including the what and where streams and how the functions of these streams have been studied.
- Describe higher-level neurons, how they are involved in perceiving objects, and the connection between higher-level neurons and visual memories.
- Explain what is meant by “flexible” receptive fields.

Learning Outcome: achieve the learning objectives.

Chapter 5: p88

After studying this chapter, you will be able to …

- Discuss why object perception is challenging for both humans and computers.
- Explain Gestalt psychology and the laws of perceptual organization.
- Define figure–ground segregation and identify the properties that determine which area is perceived as figure.
- Describe the recognition by components theory and how it accounts for our ability to recognize objects from different viewpoints.
- Explain the role of past experience, inference, and prediction in perception.
- Describe experiments that show how the brain responds to faces, bodies, and scenes, and what is meant by “neural mind reading.”
- Analyze the evidence for and against the idea that faces are “special.”
- Discuss the development of face recognition in infants.

Learning Outcome: achieve the learning objectives.

Chapter 7: p149

After studying this chapter, you will be able to …

- Understand the ecological approach to perception.
- Describe the information people use to find their way when walking and driving.
- Understand how the brain’s "GPS" system creates cortical maps that help animals and people find their way.
- Describe how carrying out simple physical actions depends on interactions between the sensory and motor components of the nervous system, combined with prediction.
- Understand the physiology behind our ability to understand other people’s actions.
- Understand what is behind the idea that the purpose of perception is to enable us to interact with the environment.
- Understand what it means to say that "prediction is everywhere."
- Describe what an infant affordance is and how research has studied this phenomenon

Learning Outcome: achieve the learning objectives.

Chapter 8: p174
After studying this chapter, you will be able to …

- Describe five different functions of motion perception.
- Understand the difference between real motion and illusory motion and what research has revealed about the relation between them.
- Describe how we perceive motion both when we move our eyes to follow a moving object and when we keep our eyes steady as an object moves across our field of view.
- Understand the multiple neural mechanisms that explain motion perception.
- Describe why we need to go beyond considering the responses of single neurons to understand the physiology of motion perception.
- Understand how perceiving movement of the body has been studied both behaviorally and physiologically.
- Describe what it means to say that we can perceive motion in still pictures.
- Describe how infants perceive biological motion.

Learning Outcome: achieve the learning objectives.

Chapter 10: p228
After studying this chapter, you will be able to …

- Describe the basic problem involved in perceiving depth based on the two-dimensional information on the retina.
- Describe the different monocular (one-eyed) cues for depth.
- Understand how the two eyes cooperate to create binocular (two-eyed) cues for depth.
- Describe how neural signals coming from the two eyes are combined to create depth perception.
- Understand how animals ranging from monkeys, to cats, to pigeons, to insects perceive depth.
- Understand how perceiving an object's size depends on being able to perceive how far away it is.
- Describe how the connection between the perception of size and depth has been used to explain size illusions.
- Describe procedures that have been used to determine the types of information young infants use to perceive depth.

Learning Outcome: achieve the learning objectives.

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. An outline and term paper are optional. The final exam is cumulative. The optional paper is due **11/20**. If you are choosing to write an optional paper, an outline of the paper must be submitted by **10/18**. 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 grade changes, make-up tests, assignments, or other work to increase grades will not be supported. 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 2. If I don't receive an email, on or before, **September 18** indicating that you have chosen Option 2, you will be evaluated according to Option 1, automatically.

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

Option 2: If you choose this option, you must let me know by email, on or before, **September 18**. You must send me an email clearly indicating that you are choosing to be evaluated in PSYO 313 according to Option 2. All emails must be sent to me using my UBCO email address: paul.gabias@ubc.ca

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

Deadlines for Option 2

Notification: 09/18. Outline: 10/18. Paper: 11/20.

Please submit 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

Percent	Letter Grade	Definition
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 *Canvas*.
- 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 *Canvas* 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 APA Publication Manual, 7th Edition at https://apastyle.apa.org/?_ga=2.224856474.1644909711.1603469663-1636603413.1603469663.

APA sample papers can also be found on the Perdue Online Writing Lab at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html.

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.**

Attendance

UBC regulations are that **regular attendance is expected** of students in all their classes (including asynchronous recorded lectures, laboratories, tutorials, seminars, etc.). You are expected to virtually attend every recorded class. You are responsible for reading, ahead of time, the material that is to be presented in each class. Poor attendance will adversely affect your grade. Good attendance will help your grade.

Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably unable to view recordings of classes because of illness or disability should report to their instructors. For more information on the student declaration and responsibilities, see
http://www.students.ubc.ca/calendar/index.cfm?tree=3,36,0,0

For Students living outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression

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 under any circumstances. Midterm and Final Exams are online and scheduled at the times listed in the syllabus or in the Final Exam posting. **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 Faculty of Arts & Social Sciences, fass.students.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 *Canvas*. All material uploaded to *Canvas* 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 *Canvas* 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

The examinations in this course are all **closed-book**, so you are **NOT** permitted to access any of the course materials, including your notes, during the exam. You are **NOT** to use any search engines or other programs except for the software program required to complete the exam. You are also **NOT** to communicate with anyone about the exam – you are to work independently. Communication with other students (written, text, verbal, etc.) is not permitted. If you violate any of these conditions, you have engaged in Academic Misconduct and will be subject to the consequences articulated in the Academic Integrity section of this syllabus. Students are asked to familiarize themselves with the academic integrity pledge found at this link:
https://ctl.ok.ubc.ca/teaching-remotely/final-exams/integrity-pledge/

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

A more detailed description of academic integrity, including the policies and procedures, may be found at:
http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0. If you have any questions about how academic integrity applies to this course, please consult with your professor

Learning Tools for the Classroom

I would ask you to have your textbook on hand during each recorded 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.

Learning Support

The Student Learning Hub is your go-to resource for free learning support—now online and flexible to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include tutoring in math, sciences, languages, and writing, as well as dedicated learning support to help you develop skills and strategies for academic success. Don't wait—successful learners access support early and often. For more information, visit students.ok.ubc.ca/hub or contact learning.hub@ubc.ca

Library Support

Kim Buschert is the subject liaison librarian for Psychology, and can support students in a variety of ways, including:

- **Course readings** – locating existing online readings
- **Course reserves** –Library Online Course Reserves System (LOCR)

- **Instruction** – Share online modules for Canvas related to the libraries resources, including searching our databases and journals, constructing literature reviews, citation management, etc.
- **Student meetings** – one-on-one with students that need extra support for research assignments.

kim.buschert@ubc.ca | http://library.ok.ubc.ca/

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 Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 215).
Email: earllene.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

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, 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

Services, supports and security measures that are currently in place and available on campus

- UBC Alert university's mass notification system to send alerts in urgent situations that pose an immediate safety or security risk to the community. UBC Alert is only used in active and urgent situations that require your immediate attention.
- Safe Walk Services offer scheduled or spur of the moment drop-ins with volunteers to help make sure you can safely get to your car, the bus stop or wherever you need to go on campus.
- UBC Safe is the official safety app of UBCO. The app features emergency contacts, safety tips, personal safety tools, maps and more.
- The Sexual Violence Prevention and Response Office is centrally located on campus and is a confidential, non-judgmental place for those who have experienced, or been impacted by, any form of sexual or gender-based violence, harassment or harm, regardless of where or when it took place.
- This campus map denotes where all the Help Phones are located. Help Phones are in well-lit areas with active surveillance and allow you to connect immediately with Campus Security.

The Emergency First Response Team is a group of student volunteers, organized under Campus Security, which supports a safe and secure campus community by providing 24/7 medical and advanced first aid care. This service supplements a centralized program through Campus Security.

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