



PSYCHOLOGY IN YOUR LIFE: HOW SOCIAL PSYCHOLOGY CAN HELP YOU SUCCEED

What is this Course About?

University can be a fantastic opportunity to learn, but rarely do we take the time to discuss **how to learn effectively**. This course is designed to lead us—as individuals and team members—on a **learning journey**. **Social Psychology** is the scientific study of how people interact with their environments, which includes real and imagined others, context, and culture. As you will see, how, what, and how well we learn can be profoundly affected by this interaction. Throughout the journey we will use tools, theories, and research evidence from social psychology and related fields to think about how you can improve your learning both individually and in a team. We will constantly encourage you to take responsibility for your own learning and your team learning outcomes. All course material was selected to help you do that. By the end of this course, I hope **you will have collected a set of approaches, tools, ideas, and perspectives that you can use to succeed** throughout university and in your future learning endeavours. We welcome anyone interested in improving, regardless of where you are right now in your degree.

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Quick Facts: Where? When?

CLASSES Tuesdays and Thursdays, 11:00 to 12:30 in Buchanan Room A201. Attendance is expected. Please show respect for your fellow teammates and leaders, including arriving on time and reading in advance. Please remember your texts, writing tools, and a laptop (if you have one) for lab days.

Meet your Leaders in Learning

INSTRUCTOR: Dr. Catherine Rawn

Office: Kenny 2523

Office hours: M 4:30–5:30, F 4–5

Email: cdrawn@psych.ubc.ca

Please put “208” in the Subject line of all email and use your UBC email account – or your message could get lost. *Please check to see if your question can be answered in the syllabus before emailing me.*

Web: www.psych.ubc.ca/~cdrawn

Catherine in 25 words: Ontario-born; vegetarian; happily married; walked a marathon; studied self-control; likes teaching & learning, Big Bang Theory (TV), chocolate, coffee, wine; dislikes horror movies, oatmeal, cheating.



TEACHING ASSISTANTS



Jelena Brcic

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Office hour: By appointment

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Jelena in 27 words: born in Former Yugoslavia; owns an energetic puppy and kitty; went skydiving; studies astronauts; likes marine mammals, Nuttella, Amazing Race (TV), wants to host Departures (travel show).

Sam Rumak

Office: Kenny 1910

Office hour: By appointment

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Sam in 25 words: born in Winterpeg; lives with fiancée, cat, and chinchilla; vegetarian; studies clinical psychology, schizophrenia and EEG; loves coffee, philosophy, costume parties, geeks and burning man.



Course Goals: What are We Trying to Achieve?

Course goals provide a structure that guides the content, learning activities (both in class and out), and learning appraisal strategies (more on that later). I carefully designed this course with specific goals in mind. By the end of this course, you should be able to...

1. Discuss, compare and contrast, and relate to your life experiences a variety of major theories from social psychology (e.g., group dynamics, *self* processes including self-control, motivation).
2. Apply research and theory from social psychology to enhance your learning experience and personal growth.
3. Analyze how social psychological theories that have been applied to a sport context (e.g., attention control, flow, team cohesion, goal setting, as discussed in the McGraw-Hill text) can be reapplied to a learning context.
4. Locate, evaluate, and synthesize research from social psychology or a related discipline to inform a challenge you and your teammates face while learning.
5. Collaborate effectively with teammates to produce high quality, creative deliverables that meet deadlines.
6. Choose to participate in your learning process by being mentally and physically present in class-related and team activities.
7. Appraise your own and others' team contributions and deliverables in a balanced, growth-directed way.
8. Be a life-long learner.

Materials: What Do You Need?

REQUIRED TEXTS When designing this rather unorthodox course, I worked with two publishing companies to create a custom set of materials that aligned with course content *and* was as budget-friendly as possible for you. There are **two custom texts for this course, both titled with the course title**. I will refer to them as McGraw and Pearson, reflecting their publisher.

1. From **McGraw-Hill** Custom Publishing comes excerpts from *Applied Sport Psychology: Personal Growth to Peak Performance*, 6th Edition, by Jean M. Williams (2009).
2. From **Pearson** Custom Publishing come excerpts from two thorough texts plus two popular press but research-based books. See Vista for the full source list in APA style.
3. A few **additional readings** can be found on the Vista course website.
 - *Copies of both texts will be available soon on Course Reserve at Koerner library for 2hour loans.*
 - The McGraw-Hill text is available as an ebook at a reduced price. Visit www.mcgrawhillcreate.com/shop and search for "Rawn" to purchase with a credit card.

VISTA COURSE WEBSITE PowerPoint slides *after* each lesson, some readings, important announcements, assignments, your team collaboration wiki, and discussion forums for communicating with your group can be found on WebCT Vista. You are responsible for checking this site frequently. To access it, go to www.vista.ubc.ca and log in using your CWL.

TEAM LEARNING GUIDES Posted on our Vista site are links to two important documents: (1) a wiki filled with resources for learning effectively in teams; (2) a detailed guide describing team project requirements.

Course Administration Information

OTHER SECTIONS OF 208 This is a special topics course that I have designed to give you a unique learning experience, but it might not be what you are looking for right now. It's not required (though it can serve as an elective, and a **Credit/D/Fail elective** if you prefer; see: <http://www.students.ubc.ca/coursesreg/registering-courses/credit-d-fail/>), and **every section is completely different**. If you'd like to take a different section of this course, I encourage you to make the best choice for you.

WITHDRAWAL Withdraw by January 17 without a W standing on your transcript, or by February 11 with a W standing. If you are considering dropping this course after January 17, come see me to discuss your options as this choice will affect not just you but your entire team.



Learning Appraisals: How Will We Know If We Have Met Our Goals?

Learning Appraisal Activity	Points to Earn	Dates
Participation	3%	(continuous)
Exams	57%	
Midterm (24%)		Thursday February 24
Cumulative Final (33%)		Date set by registrar (Exam period April 11–28)
Team Project	40%	(dates throughout term; see our course plan)
Team performance (30%)		
Individual performance as a teammate (10%)		
Points Available to Earn	100%	
<i>Bonus</i> Psychology Subject Pool Participation (up to 3 hours)	3%	Final deadline: Thursday April 7 (but feel free to start now!)

PARTICIPATION (3%) Taking responsibility for your learning involves actively participating throughout this course. Your class contribution will be graded based on a combination of participation indicators, including performance on Team Based Learning style quizzes, completing informal in class work and minor homework assignments, and participating in your team. These specific indicators of participation will contribute up to 3% to your grade, and will likely positively influence your success in learning.

MIDTERM (24%) AND FINAL (33%) These tests will **challenge you to think deeply about course material**. You are responsible for all assigned readings and class material. Tests will consist of a mix of multiple-choice, true/false, fill-in-the-blanks, and written answer questions. The final exam is cumulative. Research shows greater long term retention with multiple testing—not just studying—opportunities (Roediger & Karpicke, 2006); therefore a cumulative final is most appropriate. More details will be provided closer to the exam dates. **If you miss the midterm, your final exam will be worth 57% of your course grade.**

TEAM PROJECT (40%) This assignment will help you apply skills and knowledge from this course to prevent and deal with problems you and others encounter as you engage in group-based projects in the future (both in school and beyond). It involves working with your team

on three components: (1) identifying a significant learning challenge facing your team members, (2) creating an annotated bibliography to document what you learn about that challenge and how best to deal with it, and (3) help others by communicating what you learned about that challenge in a creative way.

To help you complete these projects, detailed instructions will be provided, as well as class time (in the form of three labs: January 25, February 10, March 3). *Labs are mandatory.* Missing a lab without a valid excuse including documentation will result in a 20% deduction in your team project grade (i.e., 8% of your course grade). *The reason for this* is that you are a team member. Abandoning your other teammates is inappropriate behaviour.

SUBJECT POOL BONUS POINTS (3%) One way to learn more about psychology is to participate in ongoing research projects. You may earn up to 3 percentage points toward your course grade by participating in studies that are posted on <https://hsp.psych.ubc.ca/>. As an alternative to this participation, you may complete the library-based assignment. Further details can be found in the “Information for Participants” document available for download from the website listed above. These points will be added to your final course grade, after any scaling that may have been applied.

What We Expect from You

PARTICIPATION This course is designed to be experiential, involving small team based discussions, large full-class discussions, in-class activities and writing, and regular feedback. Although some class time will be devoted to a traditional lecture format, the success of the class depends upon your active participation.

ATTENDANCE Please come to every class, prepared to participate. *If you miss class* you are responsible for obtaining missed notes and important announcements. Due to the size of the class, you will **not** be able to regain participation points for activities in missed classes. Labs are required.

RESPECTFUL CONDUCT You are expected to treat your teammates, all your classmates, your instructor, your TAs, and yourself with respect at all times, both in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving to class on time and, especially if you are late, minimizing causing distractions for other students.

ETHICAL CONDUCT You are responsible for your own learning. Cheating of any kind will **not** be tolerated. See the section on academic dishonesty for more information about plagiarism and exams.

PUNCTUAL ASSIGNMENTS Late assignments will be accepted, but 10% per day will be deducted. No assignments will be accepted after 7 days. Plan ahead to avoid penalties.

PRESENCE AT EXAMS *If you must miss the midterm exam for any reason, your final exam will be worth the points of both exams (i.e., 57%). No make-up midterms will be given.* If you absolutely must miss the final exam due to an extenuating circumstance like severe illness, you or your caregiver must apply for Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services).

FEEDBACK You will be consulted regularly for feedback about your learning, what elements of the course are

working well for you, and what could be improved. We invite you to share your thoughts and suggestions with us, particularly about things we are able to change, and be open to working together to make this course a positive experience for all of us.



Let's work together to make this course a positive experience for all of us.

What You can Expect from Us

AVAILABLE We are here to help you and your 179 classmates choose to succeed. Visiting us during an office hour is typically more effective than email for clearing up questions. We hope you will join us to discuss the course material, course process, teamwork, and how the material applies to your life.

ONLINE SLIDES PowerPoint slides and handouts will be available *after* class on our WebCT Vista site, under the "Learning Modules" tab.

PARTICIPATION We will make every effort to keep you interested in class by mixing things up and getting you involved in learning activities designed to help you learn. We will ask you to do only those activities that we believe will help you learn. To help document active learning, we will take some *photographs* throughout the term, to be used on the course website, Dr. Rawn's edublog, and/or her teaching portfolio. Please see your instructor within the first two weeks if you have serious concerns.

FEEDBACK We will endeavour to provide you with feedback on learning appraisals (e.g., written work, exams) as promptly and as detailed as possible, given the size of our class.

RESPECTFUL & ETHICAL CONDUCT At all times, we aim treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

Learning Tools to Investigate!

We encourage you to take responsibility for your learning and check out what these resources might have to offer you.

Further information about academic regulations, course withdrawal dates and credits can be found in the [University Calendar](#).

TIME MANAGEMENT Tools for managing all your courses: <http://www.arc.sbc.edu/timeschedule.html>, <http://learningcommons.ubc.ca/get-started/study-toolkits/time-management-toolkit/>, and for planning writing assignments: <http://assignmentcalculator.library.ubc.ca>.

LEARNING COMMONS is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online tech tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! <http://learningcommons.ubc.ca>

WRITING SKILLS The UBC Writing Centre (www.writingcentre.ubc.ca) also has tutoring services, including an [Online Writer's Workshop](#). The Writing Centre has also paired up with the Library to offer [Student to Scholar](#) online guide to preventing unintentional plagiarism and organizing your writing activities. Also, Purdue University offers an amazing collection of information about writing, including using APA style, at their Online Writing Lab (OWL), available at <http://owl.english.purdue.edu/owl>.

PHYSICAL OR LEARNING DISABILITIES UBC is committed to equal opportunity in education for all students, including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall, Phone: 604.822.5844, Web: www.students.ubc.ca/access.

Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

A RANGE: *Exceptional Performance.* Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B RANGE: *Competent Performance.* Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

D-C RANGE: *Adequate Performance.* Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

F RANGE: *Inadequate Performance.* Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

Official Psychology Department Grading Policies

To meet department policy, the typical student (and group) demonstrating adequate performance on learning appraisals will earn around 63–67% in this course. Read on for details.



In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in 100- and 200-level classes is 67 for a good class, 65 for an average class, and 63 for a weak class (with a standard deviation of 14). The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record.

You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90–100%	C+	64–67%
A	85–89%	C	60–63%
A–	80–84%	C–	55–59%
B+	76–79%	D	50–54%
B	72–75%	F	0–49%
B–	68–71%		

Don't Cheat. Don't Plagiarize. It's Not Worth It. Read On.

Don't try it, don't do it. The consequences are more severe than you may think: you will fail the course, you may be expelled from University, and may be unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Position on Academic Misconduct

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals.

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate

In addition, the Department subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

Do use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.) When instructed to do so, you may use sources such as Google/Yahoo/MSN Search/etc. to find articles for assignments in this course, particularly Google Scholar.

"Be careful and critical of what you read and choose to cite."

Be careful and critical of what you read and choose to cite. Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate. **Do not** copy and paste text from other sources, even in a draft. If you ever have any questions about what sources to use or how to cite them without plagiarizing, please see your instructor or TA before handing in your assignment.

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor or TA before handing in an assignment. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Do note that during exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

Our Course Plan

This plan will help us all keep on track toward meeting our course goals. If any unexpected changes need to be made, they will be announced in class and posted on the Vista course website.

Week	Date	Topics	Readings for Today	Learning Appraisals & Activities for Today
1	Tuesday Jan 4	Course overview	Syllabus	
	Thursday Jan 6	Successful Learning <ul style="list-style-type: none"> Social psychology Active Learning 	Pearson Chapter 1 <i>Active learning: What's in it for you?</i>	
2	Tuesday Jan 11	Successful Learning <ul style="list-style-type: none"> Memory and learning Learning styles 	Pearson Chapter 2 <i>How you learn</i>	
	Thursday Jan 13	Successful Learning <ul style="list-style-type: none"> Beliefs matter! 	Dweck (2008) <i>Can personality be changed?</i> Reading available for download on Vista	
3	Tuesday Jan 18	Successful Learning <ul style="list-style-type: none"> Peak performances 	McGraw Chapter 1 <i>Psychological characteristics of peak performance</i>	
	Thursday Jan 20	Successful Teams <ul style="list-style-type: none"> Group dynamics 	Pearson Chapter 3 <i>Group dynamics</i> (omit "exercises" and "field of group dynamics" sections)	In class: Team-Based Learning
4	Tuesday Jan 25	Successful Teams <ul style="list-style-type: none"> Building teams & starting projects 	McGraw Chapter 5 <i>Communicating effectively</i> Team Project Guide	In class: Project Lab #1
	Thursday Jan 27	Successful Teams <ul style="list-style-type: none"> Finding and evaluating sources 	Hudson-Barr (2004) <i>How to Read a Research Article</i> Reading available for download on Vista	
5	Tuesday Feb 2	Successful Teams <ul style="list-style-type: none"> What makes effective groups? 	McGraw Chapter 4 <i>The sport team as an effective group</i>	
	Thursday Feb 4	Creating Success <ul style="list-style-type: none"> Self-control 	Pearson Chapter 4 <i>Self-regulation and self-control</i>	
6	Tuesday Feb 8	Creating Success <ul style="list-style-type: none"> Goal setting 	McGraw Chapter 6 <i>Goal setting for peak performance</i>	
	Thursday Feb 10	Creating Success <ul style="list-style-type: none"> Synthesizing and abstracting findings 		In class: Project Lab #2 <ul style="list-style-type: none"> Individual Annotated Bibliography due at the start of class (hard copy) Team abstract due at end of class Online by tomorrow: iPeer teammate performance evaluation
Spring Break!				
7	Tuesday Feb 22	Creating Success <ul style="list-style-type: none"> Catch-up, active review 		Active review

Week	Date	Topics	Readings for Today	Learning Appraisals & Activities for Today
	Thursday Feb 24			Midterm
8	Tuesday March 1	Creating Success <ul style="list-style-type: none"> Self-control as strength 	Baumeister, Vohs, & Tice (2007) <i>The Strength Model of Self-Control</i> Reading available for download on Vista	
	Thursday March 3	Creating Success <ul style="list-style-type: none"> Planning your creative application 		In class: Project Lab #3
9	Tuesday March 8	Maintaining Success <ul style="list-style-type: none"> Dealing with feedback 	Pearson Chapter 5 <i>Cognitive dissonance: The engine of self-justification</i>	
	Thursday March 10	Maintaining Success <ul style="list-style-type: none"> Motivation 	McGraw Chapter 7 <i>Motivational processes and the facilitation of quality engagement in sport</i>	
10	Tuesday March 15	Maintaining Success <ul style="list-style-type: none"> Positive emotions 	Pearson Chapter 6 <i>Positive emotions and well-being</i>	
	Thursday March 17	Maintaining Success <ul style="list-style-type: none"> Issues in high performance contexts 	Schmader (2010) <i>Stereotype threat deconstructed</i> Reading available for download on Vista	
11	Tuesday March 22	Maintaining Success <ul style="list-style-type: none"> Concentration and self-talk in high performance contexts 	McGraw Chapters 9, 3 <i>Concentration and strategies for controlling it</i> <i>Cognitive techniques for building confidence and enhancing performance</i>	In class: Team-Based Learning
	Thursday March 24	Maintaining Success <ul style="list-style-type: none"> Test anxiety and stress reduction 	McGraw Chapter 8 <i>Relaxation and energizing techniques for regulation of arousal</i>	
12	Tuesday March 29	Showcasing Success <ul style="list-style-type: none"> Creative presentations 		In class: Presentations (teams 1–15), with peer evaluation
	Thursday March 31	Showcasing Success <ul style="list-style-type: none"> Creative presentations 		In class: Presentations (teams 16–30), with peer evaluation Online by tomorrow: iPeer teammates evaluation
13	Tuesday April 5	Life-Long Success <ul style="list-style-type: none"> Making meaning and choices 	Pearson Chapter 7 <i>Life above zero</i>	
	Thursday April 7	Course synthesis and wrap-up		

Final exam date set by registrar. Do not book travel during exam period: April 11 to 28 inclusive. (Note: the university is closed on April 22 and 25.)

Acknowledgements: My design of the first offering of this course (Fall 2009) was greatly aided by the **Course Design Institute** (June 2009, at UBC's Centre for Teaching and Academic Growth, now CTLT), **Carmen Batsford** (Pearson), **Stacy Metz** (McGraw-Hill), and by countless discussions with colleagues, especially **Lesley Duncan**. I made substantial revisions to this course design, readings, and assignments, based on feedback from the **students** and TA (**Jelena Brcic**) from Fall 2009, as well as consultations with **Negin Mirriahi** (through sponsorship from UBC Faculty of Arts' *Hands on Minds on Linked in* program), and **Sheryl Adam** (UBC Humanities and Social Sciences Librarian). The aesthetic design of this syllabus was inspired by **Jocelyn Lymburner** (Kwantlen Polytechnic University). Thanks also to two **anonymous reviewers** at OTRP's Project Syllabus for your helpful feedback on this syllabus.