

PSYC*1500, Course Outline: Winter 2019

General Information

Course Title: Foundational Skills for Psychology

Course Description:

This course is designed to help Psychology majors optimize their learning in the Psychology program and beyond. The primary focus of this course is on individual skill development with respect to academic learning, critical thinking, written communication, career planning, among other key areas related to the discipline of psychology. This course adopts a lecture and a seminar-based format to augment learning and apply course content in an experiential manner. This also includes guest lectures with key experts to facilitate student learning.

Credit Weight: 0.5

Academic Department (or campus): Psychology (main campus)

Semester Offering: Winter, 2019

Class Schedule and Location:

Lectures: Thursdays 4:00PM - 5:20 PM in ROZH 103

Seminars:

SEM #1: M: 2:30-3:50 CRSC 403

SEM #2: M: 2:30-3:50 ROZH 107

SEM #3: M: 4:00-5:20 CRSC 403

SEM #4: M: 4:00-5:20 ROZH 107

SEM #5: T: 2:30-3:50 ANNU 306

SEM #6: W: 1:00-2:20 ANNU 306

SEM #7: W: 2:30-3:50 ANNU 306

Final Exam: Wednesday April 11th 2018th 2:30pm-4:30pm

Instructor Information

Instructor Name: Paula Barata, PhD

Instructor Email: pbarata@uoguelph.ca

Office Location: 3017, MacKinnon Extension.

Office Hours: Tuesdays from 2:00 PM – 4:00 PM

GTA Information

Coordinators:

Jennifer Gomez: jgomez03@uoguelph.ca

Soeun Lee: soeun@uoguelph.ca

Seminar Leaders:

Seminar	Day & Time	Room	Teaching Assistant	E-mail
SEM #1:	Mon. 2:30-3:50	CRSC 403	Jessica White	jwhite29@uoguelph.ca
SEM #2:	Mon. 2:30-3:50	ROZH 107	Julia Stewart	jstewa02@uoguelph.ca
SEM #3:	Mon. 4:00-5:20	CRSC 403	Alexandra Elms	aelms@uoguelph.ca
SEM #4:	Mon. 4:00-5:20	ROZH 107	Mallory Terry	terry@uoguelph.ca
SEM #5:	Tue. 2:30-3:50	ANNU 306	Jordan Ho	jho09@uoguelph.ca
SEM #6:	Wed. 1:00-2:20	ANNU 306	Mamta Vaswani	mvaswani@uoguelph.ca
SEM #7:	Wed. 2:30-3:50	ANNU 306	Ashna Jassi	ajassi@uoguelph.ca

Course Content

Specific Learning Outcomes:

Upon successful completion of this course, students should be able to demonstrate the following learning outcomes at the introductory level (in relation to the undergraduate learning outcomes of the Department of Psychology at the University of Guelph):

1. Identify a multitude of career paths available for psychology majors.
2. Demonstrate the ability to find psychological literature in primary and secondary sources.
3. Demonstrate a basic ability to clearly and accurately write about psychological material from different sources (e.g., media, journal articles).
4. Assess and critically evaluate the accuracy and impact of media coverage of psychological research.
5. Understand how to read and critically evaluate psychological material that appears in primary sources.
6. Understand mental health and mental illness in relation to university students.
7. Understand how stress operates and how to manage it using psychological principles and approaches.
8. Apply psychological material to one's own life and the lives of others.
9. Identify key factors relevant to professionalism within the discipline of Psychology.
10. Identify key factors for effective group work within the discipline of Psychology.
11. Identify the skills necessary for success as a psychology major.

Lecture Content:

The table below provides an overview of lecture dates and content as well as required readings.

Week	DATE	READINGS	LECTURE TOPIC	LEARNING OUTCOMES
#1	Jan 10	Courselink readings <i>*these brief readings can be done after class</i> Lecture Slides	Course Overview and Careers Options	1,8,9,11
#2	Jan 17	See Courselink <i>*article must be read before seminar #2</i> Lecture Slides	Mental Health and Mental Illness	6,8,11
#3	Jan 24	Chapter 3 Lecture Slides	Reading Comprehension in Psychology	5,11
#4	Jan 31	Lecture Slides	Thinking Critically in Psychology	4,5,11
#5	Feb 7	Chapter 2 Lecture Slides	Source Material, Plagiarism, & APA Formatting (Guest Lecture)	2,5,11
#6	Feb 14	Lecture Slides Chapter 5 & 7	Narrowing Down a Research Topic	2,9,11
	Feb 21		Reading Week: No Lecture this week	
#7	Feb 28	Lecture Slides	Effective Note-taking (Guest Lecture)	2,5,11
#8	Mar 7	Lecture Slides	Stress & Coping	7,8,11
#9	Mar 14	Chapter 1, 4 & 6 Lecture Slides	Effective Writing in Psychology	3,11
#10	Mar 21	Lecture Slides	Professionalism & Interviewing	9,11
#11	Mar 28	Lecture Slides	Effective Group Work	8,9,10,11
#12	Apr 4	Lecture Slides	Looking Ahead as a Psychology Major	1-11

Seminars:

Each student has one seminar per week over the semester. The table below provides an overview of the dates for your seminars, along with their focus.

DATE	SEMINAR	SEMINAR FOCUS
Jan 7-9		NO SEMINARS SCHEDULED THIS WEEK
Jan 14-16	1	Working toward a career with a Psychology Degree
Jan 21-23	2	Summarizing key points
Jan 28-30	3	Working on Media Lab (for community output assignment; <u>Bring a laptop</u>)
Feb 4-6	4	Group work on community output (working in groups during seminar)
Feb 11-13	5	Critically thinking about the media (for media assignment)
Feb 18-20		READING WEEK
Feb 25-27	6	Narrowing down a research topic in psychology (Final exam preparation)
Mar 4-6	7	Effective note-taking: Applied to psychology (Final exam preparation)
Mar 11-13	8	Identifying mental health resources & stress management techniques
Mar 18-20		NO SEMINARS SCHEDULED THIS WEEK (TAs are grading)
Mar 25-27	9	Feedback on your outline/notes for your final exam
Apr 1-3	10	Group work and group-based problem-solving (Opportunity for a bonus point!)

Course Assignments and Tests:*Major Assignments*

MAJOUR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
1. Student Mental Health	Jan 24, 11:59pm (or as pre-arranged with TA)	Drop-box	5%	3,5,6,8,11
2. Community Project: Executive Summary	Feb 1, 11:59pm	Drop-box	10%	3,4,11
3. Community Project: Infographic (Group)	Feb 15, 11:59pm	Drop-box	10%	2,3,5,11
4. APA Quiz	Feb 11 to Feb 22 at 11.59pm	CourseLink Quiz function	5%	11
5. Media Assignment	Mar 1, 11:59pm	Drop-box	10%	2,3,4,5,11
6. Outline/Notes for Final Exam	Mar 15, 11:59pm	Drop-box	15%	2,3,5,8,11
7. Final Exam	April 11, 2:30-4:30		30%	2,3,5,8,11

Minor Assignments

MINOR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
8. Planning a Psychology Degree	Start of Seminar 1	In person	1%	1,11
9. Career Planning in Psychology	48 hours after Seminar 1	Drop-box	3%	1,8,11
10. Summarizing Academic Work	Start of Seminar 2	In person	1%	5,6,11
11. Community Output plan (Group)	Start of Seminar 4	In person	1%	2,3,5,11
12. Media Assignment Plan	End of Seminar 5	In person	1%	
13. Narrowed down Topic Sheet	Start of Seminar 7	In Person	1%	2,3,5,11
14. Mental Health Resources	Start of Seminar 8	In Person	1%	6,7,11
15. Stress Management Plan	Start of Seminar 9	In Person	1%	7,8,11
16. Interviewing Task	End of Mar 21 lecture	In Person	1%	9
17. Stress Management Reflection	April 5 at 11:59pm	Drop-box	1%	3,7,8,11
18. Group Work Reflection	End of Seminar 10	In person	1%	3,8,9,10,11
19. Research Participation	April 5 at 5:00pm	See SONA	2%	11

Important about assignment and tests:

- “Dropbox” means that you submit the assignment online through a function in CourseLink.
- “In Person” means you hand in a hardcopy during the seminar/lecture. If it states “Start” of a particular seminar that means you work on it before the seminar and hand it in to your TA at the start of seminar. If it states “End” of seminar, that means you work on it during seminar and hand it in to your TA at the end of the seminar.
- Detailed information about each assignment is provided during lecture and/or seminar and in the content area of CourseLink.

Final examination date and time: April 11 at 2:30PM-4:30PM. Room, TBA.

Final exam weighting:

The final exam is worth 30%. However, the assignments (Outline/Notes (15%)), relates highly to your final exam and is intended to help you to prepare and ultimately succeed when writing the final exam.

Final Examination regulations are detailed at: [Examination Regulations](#)

Course Resources

Required Texts:

Title: Short Guide to Writing About Psychology, 3rd Edition

Authors: Dana S. Dunn

Publisher: Pearson, 2011

Required Reading for Seminar 2 (available on reserve via the library as a PDF):

Karatekin C. (2017). Adverse Childhood Experiences (ACEs), Stress and Mental Health in College Students. *Stress and Health*. <https://doi.org/10.1002/smi.2761>

Other Resources:

In addition to our required texts, content will be posted on CourseLink. This will occur throughout the term and in advance of important dates (e.g., seminars, assignment deadlines). Please be sure to check CourseLink regularly to ensure you do not miss this important material.

Though not required for this course, having access to an introductory psychology textbook will help with some of the course assignments. The following text was used in PSYC*1000 in 2016/17 and is used again in 2017/18; it is on reserve at the library for our class.

Krause, M., Corts, D., Smith, S. & Dolderman, D. (2015). An introduction to psychological science: Canadian Edition. Toronto: Pearson.

Course Policies

Grading Policies

Instructions and grading rubrics for all coursework outlined above will be posted prior to each component being assigned. Please check the syllabus for important dates and CourseLink regularly for updates.

Course Updates and Announcements

As noted above, updates and announcements will be posted on CourseLink; please check regularly.

Lectures, Midterms, & Final Exams

Classes follow a lecture/discussion format with discussion questions and in-class activities. They are designed to review, compliment, and augment text material. Some material presented in lectures will NOT be covered in the textbook and vice versa.

Students are responsible for text AND lecture material.

Class attendance will facilitate an understanding of course material. To achieve the course learning outcomes, it is recommended that you keep pace with the assigned readings.

Missed Assignments

Students who miss an assignment must provide an original copy of appropriate documentation. Reasons for a missed midterm can be found through the link on the next page (under University

Policies: Academic Consideration). With appropriate documentation, reasonable extensions will be permitted, commensurate with the nature of the missed assignment and the extenuating circumstances. If you know you will miss an assignment ahead of time, please contact me in advance. I am usually understanding of extenuating circumstances. However, in line with our course's learning outcomes regarding professionalism and stress management, it is important to maintain a balanced and organized approach to completing all coursework (both now and over the duration of your degree). Thus, having several assignments due (in this course or others) does not constitute a reason for being granted an extension.

Late Policy for Assignments

Late submissions for all assignments worth 3% or less results in a grade of 0% for that assignment (unless there are extenuating circumstances as noted above). Late submissions for assignments worth 5% or more will receive a reduction of 10% per calendar day. After 5 calendar days, the grade will be 0% for that assignment. This does not apply to the online APA Quiz, which must be completed within the time frame noted above. If it is not, it will receive a zero.

Missed Final Examinations

According to University policy, final exams are rescheduled via Academic Counselling. Hence, you should contact them directly should you not be able to write the final exam. Please be sure to review your exam schedule prior to making travel arrangements for the end of term; this does not constitute a reason for missing a final exam according to University Policy.

Course Policy regarding use of electronic devices and recording of lectures

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of

supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday, March 8**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). [Current Undergraduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.