

**PSYC*1500: Foundational Skills for Psychology
Course Outline, WINTER 2022**

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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 2022

Class Schedule and Location:

Lectures: DUE to the COVID-19 pandemic, this course is offered in an alternative format; Alternative Delivery Asynchronous or Synchronous. For asynchronous lectures, they will be posted on Mondays. For synchronous lectures, they will take place on Mondays at 5:30pm EDT and students will be given 1 week notice (an announcement will be posted on CourseLink).

Seminars: Each student is registered in one seminar/lab. It is important that you attend the seminar for which you are registered.

Final Exam: April 13, 2022 @ 2:30 (2 hours)

Instructor Information

Instructor Name: Lisa Fiksenbaum, PhD

Instructor Email: lfiksenb@uoguelph.ca

Office Hours: By appointment

General Guidelines:

- It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. The university expects you to check your U of Guelph email account regularly and us to use it to communicate with you.
- Be sure to include your full name and student number in the body of the email.
- As a general rule, I will do my best to answer emails within 2 business days. I do not check or answer emails on Saturdays or Sundays.
- Check the course materials (e.g., the syllabus, course website), to see if the answer is already provided.
- Send your email well in advance of when a response is required. If you email me the night before assignment is due, I will not be able to respond in a timely manner.
- Follow-up within 3-7 days if a response has not been received, but not any sooner.

GTA Information**Coordinator(s):**

Brianne Gayfer

Email: bgayfer@uoguelph.ca

Seminar Leaders:

Seminar Section	Day & Time	Room	Teaching Assistant	E-mail
SEC #1:	M: 10:00-11:20	MACN202	Poojan Joshi	joshi@uoguelph.ca
SEC #2:	M: 2:30-3:50	MACN305	Sadie Neufield	sneufe02@uoguelph.ca
SEC #3:	F: 1:00-2:20	ROZH109	Mathew Pugh	pughm@uoguelph.ca
SEC #4:	TH: 2:30-3:50	MCKN314	Kelsey Ervin +Allyson Andrade	kervin@uoguelph.ca aandra02@uoguelph.ca
SEC #5:	T: 2:30-3:50	MACS301	Riya Sharma	rsharm32@uoguelph.ca
SEC #6:	T: 4:00-5:20	MACS301	Siyao Peng	speng03@uoguelph.ca
SEC #7:	Wed.: 1:00-2:20	MCKN310	Christine Sexton	csexton@uoguelph.ca
SEC#8:	Wed.: 2:30-3:50	MCLN101	Hajar Soltan	hsoltan@uoguelph.ca

SEC#9:	F.: 11:30-12:50	ANNU306	Caren Colaco	ccolaco@uoguelph.ca
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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., textbook, media, journal articles, reviews).
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 and secondary sources.
6. Understand mental health, mental illness, and stigma 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.

DATE	READINGS	LECTURE TOPIC	LEARNING OUTCOMES
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
Jan 17	Lecture Slides	Thinking Critically in Psychology	4,5,11
Jan 24	Dunn: Chps. 5 & 7 Lecture Slides	Source Material, Plagiarism, & APA Formatting (Guests)	2,5,11
Jan 31	Lecture Slides Dunn: Chp. 2	Effective note-taking (Guest) Narrowing Down a Research Topic	2,9,11
Feb 7	Lecture Slides Dunn: Chp. 1	Organizational Strategies (Guest) Note-taking for classes	2,5,11
Feb 14	Lecture Slides	Mental Health and Mental Illness	6,8,11

		(Guest)	
Feb 21	n/a	Reading week	
Feb 28	Dunn: Chp. 3 Krause: 7.1 & 7.2 Lecture Slides	Reading Comprehension in Psychology	5,11
March 7	Krause: 14.2 & 14.3 Lecture Slides	Stress & Coping	7,8,11
March 14	Krause: 13.2 Lecture Slides	Professionalism & Interviewing	9,11
March 21	Krause: 13.1, P.535-537 Lecture Slides	Effective Group Work	8,9,10,11
March 28	Krause: 11.3 & 11.4 Lecture Slides	Emotion, Motivation and Goal Setting	3,11
April 4	Dunn: Chps. 4 & 9 Lecture Slides	Effective Writing (exam prep) and Looking Ahead	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.

Jan 10	No seminar	
Jan 17	First	Working toward a career with a Psychology Degree
Jan 24	Second	Summarizing primary and secondary sources/Academic integrity
Jan 31	Third	Critically thinking about the media (for media assignment)
Feb 7	Fourth	Narrowing down a research topic in psychology (Final exam preparation)
Feb 14	Fifth	Effect note-taking (Final exam preparation)
Feb 21	No seminar this week	Reading week
Feb 28	Sixth	Learning how to make an Infographic (for community output assignment)
March 7	Seventh	Identifying mental health resources & stress management techniques
March 14	No seminar this week	TAs are grading
March 21	Eighth	Feedback on your outline/notes for your final exam
March 28	Ninth	Office Hour: Last minute exam prep.

Course Assignments and Tests:*Major Assignments*

MAJOR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
1. Quiz #1: APA Style	Feb. 3	CourseLink Quiz function	5%	11
2. Media Assignment	March 10, 11:59pm	Drop-box	10%	2,3,4,5,11
3. Quiz #2: Lectures/readings Feb 7, 14, 28	March 10	CourseLink Quiz function	5%	11
4. Outline/Notes for Final Exam	March 14, 11:59pm	Drop-box	15%	2,3,5,8,11
5. Community Project: Instagram Swipes	March 25, 11:59pm	Drop-box	15%	2,3,5,6,11
6. Quiz #3: Lectures/readings March 14, 21, 28	April 1 st	CourseLink Quiz function	5%	11
7. Final Exam	April 13 th @ 2:30 (2 hrs)		25%	2,3,5,8,11

Minor Assignments

MINOR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
1. Planning a Psychology Degree	<u>Start</u> of 1 st seminar	Drop-box	1%	1,11
2. Career Planning in Psychology	Jan 23, 11:59pm	Drop-box	3%	1,8,11
3. Summarizing Academic Work	<u>Start</u> of 2 nd seminar	Drop-box	2%	5,6,11
4. Media Assignment Plan	End of 3 rd seminar (will also be accepted at start of 4 th)	Drop-box	1%	2,4
5. Narrowed down Topic Sheet	<u>Start</u> of 5 th seminar	Drop-box	1%	2,3,5,11
6. SQ4R assignment	March 13, 11:59pm	Drop-box	3%	3,5,7
7. Community Output plan	<u>Start</u> of 7 th seminar	Drop-box	3%	2,3,5,11
8. Mental Health Resources	March 16, 11:59pm	Drop-box	1%	6,7,11
9. Stress Management Plan	<u>Start</u> of 9 th seminar	Drop-box	1%	7,8,11
10. Stress Management Reflection	April 4, 11:59pm	Drop-box	2%	3,7,8,11
11. Group Work Reflection	April 4, 11:59pm	Drop-box	2%	3,8,9,10,11

Important about assignment and tests:

- “Dropbox” means that you submit the assignment online through a function in CourseLink.

- If it states “Start” of a particular seminar that means you work on it before the seminar and upload it to “Dropbox” at the start of seminar. If it states “End” of seminar, that means you work on it during seminar and upload it to “Dropbox” 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 exam weighting:

The final exam is worth 25%. However, the assignment Outline/Notes (15%), is highly related 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:

Dunn, D. S. (2011). A short guide to writing about psychology, 3rd Edition. Boston: Pearson.

Krause, M., Corts, D., Smith, S. & Dolderman, D. (2015). An introduction to psychological science, Canadian Edition. Toronto: Pearson. (This is the text used in Psychology 1000). We will only be reading a few chapters, so if you do not already have this textbook, I recommend photocopying the few modules that you will need. This book is on reserve at our library.

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*. 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.

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.

Re-Grading of Assignments Policy

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dis-satisfied, 2) they can request from the instructor that

another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

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 format with discussion questions. 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.

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 work can be found through the link on the next page (under Academic Consideration, Appeals, and Petitions). 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) and/or having other commitments 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 5% per calendar day (note 1 minute late = 1 calendar day). After 10 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

Recordings 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

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

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](#)

Student Rights and Responsibilities when Learning Online

Privacy Rights

As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Online Behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and

outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

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 April 12, 2021. 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.

Turnitin

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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Safety Protocols

For information on current safety protocols, follow these

links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives