PSYC*3450, Course Outline: Winter 2022

General Information

Due to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is offered both remotely through distance education and using the Face-to-Face format. The course has set day, time, and a classroom location of class meetings, all of these class meetings can be attended virtually (synchronously, via Zoom). Students are strongly encouraged to participate virtually. In-person attendance on campus will never be required for any aspect of this course.

Course Title: Social-Personality Development

Course Description: This course is an examination of research, methodological issues and theories concerning personality-social development. Topics include aggression and pro-social behaviour, effects of deprivation, teaching and learning behaviors, theory of mind, and cultural norms.

Credit Weight: 0.5

Academic Department (or campus): Department of Psychology

Semester Offering: W22

Class Schedule and Location: T/Th 10:00 AM - 11:20 AM
1/10/2022 - 4/25/2022 , Guelph ROZH 103, and live on Zoom (info on Courselink)

Instructor Information

Instructor Name: Adam Sparks, Ph.D.

Instructor Email: asparks@uoguelph.ca (before emailing, see section below under Course Policies regarding effective emails)

Office location and office hours: Virtual drop-in office hours via zoom. Schedule and zoom information to be announced via CourseLink.

GTA Information

GTA Name: TBA
GTA Email: TBA
GTA office location and office hours: TBA

(before emailing, see section below under Course Policies regarding effective emails)

Course Content

Specific Learning Outcomes:

1. Breadth of scientific understanding regarding the development of social behavior and personality:
    a) methods of study
    b) theories of development, social behavior, and personality
    c) ethical issues
    d) how these relate to other areas of science and practical human interests

2. Develop ability to consume and use scholarly information and scientific research:
    (a) summarize
    (b) discuss & present
    (c) integrate & criticize
    (d) credit others for their ideas (i.e., avoid plagiarism)

3. Depth of understanding on topic(s) of personal interest regarding the development of social behavior and personality

4. Connecting theory and evidence

Lecture Content:

- Our class meeting times are called "lectures," but very little of our time together will involve the instructor delivering formal lectures.
- Much of our meeting time will be spent with small groups of students working together, using online tools to collaborate.
- These work sessions will focus on development of skills that will be directly assessed in quizzes and assignments.
- Readings and quizzes due before class meetings will prepare students to productively contribute to small group collaboration and help each other learn.
- Instructor and/or Teaching Assistants will guide these meeting sessions, answer student questions, provide live feedback to groups, etc.
- Some meetings may feature a guest expert joining us virtually to present their work, and/or answer our questions about their research and about their views on course topics.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Quizzes (x10)	Before each Tuesday class (exceptions: Jan 11 & Mar 1)	70%	1, 2, 4
Assignment 1	Feb 18	15%	2, 3
Assignment 2	Apr 1	15%	2, 3

Additional Notes (if required):
Quiz portion of the Final Mark is based on the student's best 8 quizzes (i.e., the lowest two quiz marks are automatically dropped).

Quizzes are intended to help students assess their progress towards learning outcomes and prepare them to contribute to class meetings.

Final examination date and time: no final exam

Final exam weighting: n/a

Course Resources

Required Texts: There are no required texts. All course readings will be freely available to students.

Other Resources:
- Students need regular access to a computer with reliable internet access, including during class meetings.
- Students need a (free) Zoom account, registered to their official student email address
- Students will be expected to competently use common online learning resources to:
  ◦ engage with audio and video resources,
  ◦ create and upload text documents,
  ◦ download and view pdf files,
  ◦ successfully log in and navigate Google Docs, CourseLink, MS Teams, and Zoom
  ◦ navigate quizzes and other pages on the UG Gryph system

Course Policies

Effective Email Policy
The Course Instructor and Teaching Assistants serve hundreds of students. We like talking to students, but we tend to be overwhelmed with emails. To maximize the effectiveness of email communication, please follow the guidelines below when emailing us about the course.

1. Is an email really necessary?

   a) Common questions about the course are answered in the Course Outline ("syllabus") or elsewhere on Courselink.

   b) If you can't find the answer to a question after looking in obvious places, can you ask other students about it? There are discussion forums on CourseLink. And most class meetings, including virtual meetings via Zoom, will include small group conversations among students.

   c) If you can't find the answer and other students don't know either, then this is an issue that likely concerns many students. Asking the Instructor about it during an appropriate part of the class meeting is probably a good idea.

   d) Email is usually best for simple, short communication. More complex conversations tend to be better in person. The best time for conversations is during drop-in office hours.

   e) If you decide email is still a good idea, follow the remaining guidelines.

2. One topic per email. (Two short emails is preferable to one longer message that mixes topics.)

3. Use the subject line effectively to help the receivers sort and process your message.

   a) all emails about this course should have a subject line that begins with "[PSYC3450]" (you should not include the quotes but should include the square brackets).

   b) If your email concerns a specific aspect of the course, it should be the next word/phrase after the brackets, followed by a dash and a short description

   c) If your email is not specific to some aspect of the course, after the brackets provide a short description

   d) examples of good subject lines

      1. [PSYC3450] Quiz 1 – incorrect mark?

      2. [PSYC3450] Assignment 1 – request for extension

      3. [PSYC3450] understanding topic X

      4. [PSYC3450] meeting request

4. Be brief but informative.

   a) Get right to the point

b) Include useful details to help us figure things out (e.g., group number/members, suggested meeting times, why specifically you think a quiz question was unclear)

5. We take a team approach to student emails, so please send any emails to Dr. Sparks and all Teaching Assistants, unless you have a specific reason to exclude any of them. If your message concerns other students (e.g., a question or concern about a Group Assignment) it is likely appropriate to copy them on the message too.

6. If you haven't received a reply within two weekdays, sending a reply-all to your original email with a polite reminder about your message is totally appropriate. (E.g. if you emailed Friday at noon, try again if you haven't heard back by Tuesday at noon.)

Grading Policies

[Undergraduate Grading Procedures](#)

Quizzes must be submitted online via Courselink prior to the start of each Tuesday class meeting in order to receive a mark; there are no make-up quizzes.

Assignments
- Those submitted by the posted due dates can expect to receive the most timely feedback on their work.
- Final due dates for assignments can be automatically extended by one week without penalty.
- Assignments will be penalized 10% per day beyond this one week extension.
- No Assignments will be accepted after April 8.

Instructors and Teaching Assistants sometimes make errors when grading – such mistakes can result in marks that are inappropriately low or high. Requests for re-grading any quiz or assignment must be made to the instructor via email, including a specific explanation for why a different grade is merited. The written request process is intended to result in communication focusing on a dispassionate, critical analysis of specific issues. Teaching Assistants have no authority to change original marks – this allows interactions between student and TA to focus on support for achieving course learning outcomes, rather than disputes regarding grade. The instructor will personally re-grade the entire assignment/quiz, not just the disputed portion(s), and the new grade will stand, whether higher or lower than the original grade. Since your mark can thus go either up or down, please think carefully about regrade requests. For group assignments, all group members must approve a regrade request, since everyone's grade could potentially go down.

Course Policy on Group Work:

- Group work is strongly encouraged for all aspects of this course. Help each other learn!

- For quizzes, students have the option to work in groups or alone. Even when working in groups, each individual should submit their own quiz unless you receive specific instructions for a group submission process.
- Assignments can be completed alone or in groups of up to 4 students. The details of these Assignments will be posted on Courselink, as will a dropbox through which groups submit their work. All group members are responsible for all aspects of the submitted work, except where specifically noted.

Course Policy regarding use of electronic devices and recording of lectures:

- The instructor will typically record class meetings, post the videos to YouTube, and provide students with the links via CourseLink.
- Other 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

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.

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

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).

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

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March. 28th – April 08th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.
Student Feedback Questionnaire

Drop date

The last date to drop one-semester courses, without academic penalty, is April 08, 2022. For regulations and procedures for Dropping Courses, see the Schedule of Dates in the Academic Calendar.

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

Additional Course Information

By enrolling and participating in this course, whether face-to-face or online, students agree to behave honourably and with academic integrity.

Inappropriate behaviour will not be tolerated.

Examples of inappropriate behaviour include:

- Inflammatory, threatening, discriminatory, or harassing messages in any virtual or in-person class spaces;

- Using obscene or offensive language;

- Copying or presenting someone else's work as your own, including by not adequately contributing to your group assignments, and including by using someone's quiz answers without having adequately contributed to the work that generated those answers;

- Adapting information without using proper citations or references;

- Buying or selling assignments;

- Using the course website to promote profit-driven products or services;

- Attempting to compromise the security or functionality of the learning management system

Plagiarism

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.