

# PSYC\*4310, Course Outline: Winter 2021

## General Information

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**DUE to the COVID-19 pandemic, this course is offered in an alternative format.  
Alternative Delivery Synchronous – AD-S Virtual: Wednesdays 2:30 to 5:20 PM**

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**Course Title:** Advanced Topics in Social and Applied Social Psychology

### **Course Description:**

You have learned a lot about Psychology in general, and Social Psychology in particular. Now it is time to look at the 'Big Picture.' What is it all about? How has Social Psychology contributed to knowledge in general, and to your knowledge in particular? What Big Questions remain unanswered? How can we have better theories? What are the best methods and the best analytic approaches? Specifically, the instructor and teaching assistants will guide students through in-depth investigations of a) Questionable Research Practices (QRPs) in Social Psychology that arguably caused the Replication Crisis; b) Underlying philosophical issues in Social Psychology; and c) The potential of the [discipline of Descriptive Psychology](http://www.sdp.org) ([www.sdp.org](http://www.sdp.org)) to be a unifying force for (Social) Psychology.

**Credit Weight:** 0.50

**Academic Department:** Psychology

**Semester Offering:** Winter, 2021

### **Class Schedule and Location:**

Classes will take place virtually over Zoom. Classes will be held weekly on Wednesdays between 2:30 and 5:20 PM, with two breaks.

## Instructor Information

Instructor Name: Ian Newby-Clark

Instructor Email: [inewby@uoguelph.ca](mailto:inewby@uoguelph.ca)

I answer emails within one business day. I do not check or answer emails on Saturdays, Sundays, or statutory holidays. I prefer that you ask your questions during class so that everyone can benefit from the discussion. If the matter is private, please come to my office hours to discuss it.

Office location and office hours: Virtual (Teams); By Appointment (email the instructor)

## **GTA Information**

When you receive evaluative feedback on a written assignment from a TA, you will be told which TA evaluated you.

GTA Name: TBA

GTA Email: TBA

GTA office location and office hours: Virtual, by appointment

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## **Course Content**

### **Specific Learning Outcomes:**

By the end of this course, a successful student will be able to:

1. Extract and integrate information from assigned readings.
2. Ask and attempt to answer questions from a critical perspective.
3. Actively listen to one's classmates.
4. Thoughtfully and respectfully respond to one's classmates points and questions.
5. Write in a sophisticated manner, clearly conveying their message to a target audience. The target audience in this case is a PhD graduate student in Psychology.

Throughout this course, a successful student will be able to:

6. Demonstrate personal responsibility to his/her classmates by thoroughly reading all assigned readings and arriving at class on time.
7. Demonstrate personal responsibility to the instructor and the TAs by being highly familiar with the course syllabus and all other official course documents, announcements, and emails.

## Seminars:

All classes will be in a modified seminar format. Specifically, a class will begin with opening remarks from the instructor on the week's assigned readings. Potential points of discussion will be highlighted. Next, students will be put into smaller groups in breakout rooms. The instructor and TAs will visit the groups to check in on the discussion and direct it as needed.

Approximately half an hour before the end of class, the class will reconvene to have a whole class discussion. The instructor and TAs will make notes on the effectiveness of each student's participation in the groups and in the whole class discussions. A marking rubric is available on CourseLink.

Readings will be assigned a minimum of one week before they are to be discussed.

| Date                      | Topic (Subject to Change)  |
|---------------------------|--|
| January 13 <sup>th</sup>  | Introduction to the Course<br>Syllabus Review<br>What is Effective Writing?<br>What is Effective Participation?<br>How Do We Foster Belonging? |
| January 20 <sup>th</sup>  | False Positive Psychology  |
| January 27 <sup>th</sup>  | NHST and The New Statistics  |
| February 3 <sup>rd</sup>  | The Open Science Movement  |
| February 10 <sup>th</sup> | Methodolatry   |
| READING WEEK              | READING WEEK   |
| February 24 <sup>th</sup> | What is Social Psychology?   |
| March 3 <sup>rd</sup>     | The Epistemic Triangle   |
| March 10 <sup>th</sup>    | Kinds of Theories  |
| March 17 <sup>th</sup>    | Introduction to Descriptive Psychology   |
| March 24 <sup>th</sup>    | The DP Tool Kit  |
| March 31 <sup>st</sup>    | What is a Person? What is Behaviour?   |
| April 7 <sup>th</sup>     | Wrap Up and Reflections  |

## Course Assignments and Tests:

| Assignment or Test  | Due Date/<br>Assessment Window                                    | Contribution to Final<br>Mark (%) | Learning Outcomes<br>Assessed               |
|---|---|-----------------------------------|---|
| Effective Participation   | January 20 <sup>th</sup> and 27 <sup>th</sup>                     | 10                                | 1,2,3,4,6,7<br>TA and Instructor Assessment |
| First Paper (Any Topic from January 20 <sup>th</sup> to February 10 <sup>th</sup> ) | February 12 <sup>th</sup><br>11:59 PM (EST)<br>CourseLink dropbox | 20                                | 1,2,5,7<br>TA Assessment                    |
| Effective Participation   | February 3 <sup>rd</sup> and 10 <sup>th</sup>                     | 10                                | 1,2,3,4,6,7<br>TA and Instructor Assessment |

| Assignment or Test  | Due Date/<br>Assessment Window                                | Contribution to Final<br>Mark (%) | Learning Outcomes<br>Assessed               |
|---|---|-----------------------------------|---|
| Effective Participation   | February 24 <sup>th</sup> to April 7 <sup>th</sup>            | 30                                | 1,2,3,4,6,7<br>TA and Instructor Assessment |
| Second Paper (Any Topic from February 24 <sup>th</sup> to April 7 <sup>th</sup> ) | April 9 <sup>th</sup><br>11:59 PM (EDT)<br>CourseLink dropbox | 30                                | 1,2,5,7<br>TA Assessment                    |

**Additional Notes:**

1. PAPER EXTENSION POLICY

All papers are due on Fridays at 11:59 PM (Eastern Time Zone). If you need an extension of ANY KIND, email the instructor the THURSDAY PRIOR to the Friday deadline. If you email the instructor on the Friday, you risk your email not being read. Any and all requests for a weekend extension will be granted. No justification is necessary. A request for more than a weekend extension requires justification. Such requests will be granted rarely. Only in the direst of circumstances will an extension of more than one week be given. Unless an extension is granted in accordance with the policy stated above, a late assignment will be given a grade of zero.

2. Please keep in mind that technology such as Wi-Fi and computers are not perfectly reliable. Technology failures happen, and you should plan accordingly. Best practices include (but are not limited to): (a) ensuring that you have backups of your work (remote backup is ideal; emailing yourself your work is an easy way to do this); (b) submitting an almost-done draft to the CourseLink dropbox as soon as you can. If and when you submit your final draft, your earlier submission will be overwritten.
3. Students will be randomly assigned to small discussion groups each week.
4. The instructor and the TA will visit the groups to observe and, when necessary, to aid in facilitation of discussion. Thus, you are STRONGLY advised to come prepared to class with in-depth knowledge of the readings and your own well-formed thoughts and arguments about those readings. A discussion group is the place for intelligent and informed discourse and debate. It is NOT the place for baseless opinions or mere echoing.
5. The instructor and TAs will NOT respond to questions that can be answered by consulting the course syllabus, assignment documents, course-relevant emails, news items, in-class announcements, and instructor/TA postings in discussion forums.

**Course Resources**

**Required Texts:**

All required readings will be made available on the CourseLink website (Content section) at least one week prior the class at which the readings will be discussed.

## **Course Policies**

### **Grading Policies**

#### [Undergraduate Grading Procedures](#)

### **Re-Grading Policy**

#### **PAPERS**

If you believe that you have been graded inaccurately on a paper, meet with the TA who graded you as soon as is possible to discuss and resolve the matter. If, after that meeting, the matter has not been resolved to your satisfaction, email the instructor to request a re-grade. When you do so, give your name, student ID, and the name of the assignment. Next, write, "I am requesting a re-grade of the assignment by you. I understand that the new grade, which could be lower, the same, or higher, will stand."

#### **EFFECTIVE PARTICIPATION**

In the case of concerns with grades for effective participation, email the instructor. In such cases, reassessment of your performance will prove difficult, if not impossible. It is thus highly recommended that you ensure that you thoroughly review early feedback, and that you ask follow-up questions of the TAs and instructor.

### **Student Rights and Responsibilities when Learning Online**

#### **Recording of Lecture Materials**

CLASSES WILL NOT BE RECORDED by the instructor or TAs.

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. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

#### **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 (but are not limited to):

- 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

## **University Policies**

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

### **Illness**

The University will not normally require verification of illness (doctor's notes) for Winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

### **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, email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca), or go to 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](#).

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**

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.