

# PSYC\*1500 - Foundational Skills for Psychology (Section 1)

## Course Outline: Fall 2023

### 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

**Semester Offering:** Fall 2023

**Class Schedule and Location:**

**Lectures:**       Tuesdays 1:00 – 2:20pm  
                          Thornborough (THRN) 1200

**\*Please note that there is a second section of this course being offered at the same day/time. As course requirements and content likely differ, it is integral that you only attend the lecture you are registered for.**

**Seminars:**

Each student is registered in one seminar/lab. **It is integral that you attend the seminar for which you are registered.**

|                          |                   |                      |
|--------------------------|-------------------|----------------------|
| Section 0102: Wednesdays | 2:30pm- 3:50pm    | Mackinnon (MCKN) 310 |
| Section 0104: Wednesdays | 10:00am – 11:20am | Mackinnon (MCKN) 317 |
| Section 0105: Fridays    | 10:00am – 11:20am | Mackinnon (MCKN) 314 |

### Instructor Information

Instructor Name: Dr. Julia McArthur, C. Psych.  
Instructor Email: juliam@uoguelph.ca  
Office location and office hours: By Appointment

## **GTA Information**

### **Coordinator:**

GTA Name: Michael Fair

GTA Email: mfair@uoguelph.ca

GTA office location and office hours: by appointment

### **Seminar Leaders:**

| <b>Seminar Section</b> | <b>Day &amp; Time</b>      | <b>Room</b> | <b>Teaching Assistant</b> | <b>E-mail</b>        |
|------------------------|----------------------------|-------------|---------------------------|----------------------|
| SEC #2:                | Wednesday<br>2:30-3:50pm   | MCKN 310    | Natisha Nabbijohn         | anabbijo@uoguelph.ca |
| SEC #4:                | Wednesday<br>10:00-11:20am | MCKN 317    | Martina Faitakis          | mfaitaki@uoguelph.ca |
| SEC #5:                | Friday<br>10:00-11:20am    | MCKN 314    | Ariella Golden            | ariella@uoguelph.ca  |

GTA office location and office hours: By appointment

## **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:

| LECTURE | DATE         | LECTURE TOPIC  | READINGS  | LEARNING OUTCOMES |
|---------|--------------|--|---|-------------------|
| 1       | September 12 | Course Overview and Careers Options  | Lecture Slides                                      | 1,8,9,11          |
| 2       | September 19 | Thinking Critically in Psychology  | Lecture Slides                                      | 4,5,11            |
| 3       | September 26 | Academic Integrity & APA formatting – (Guest Speaker: Writing Services – Jeffrey Reichheld)  | Dunn: Chps. 1, 5 & 7<br>Lecture Slides              | 2,5,11            |
| 4       | October 3    | Narrowing Down a Research Topic (Guest Speaker: Learning and Curriculum Support - Nancy Birch) & Effective note-taking (Guest Speaker: Learning Specialist – Victoria Fritz) | Lecture Slides<br>Dunn: Chp. 2                      | 2,9,11            |
|         | October 10   | No Class – Fall Study Break ☺  | N/A   |                   |
| 5       | October 17   | Careers in Psychology (Guest Panel)  | N/A   | 1,8,9,11          |
| 6       | October 24   | Reading Comprehension in Psychology  | Dunn: Chp. 3<br>Krause: 7.1 & 7.2<br>Lecture Slides | 5,11              |
| 7       | October 31   | Mental Health & CMHA Social Media Project (Guest Speaker: CMHA – Meghan Mills)   | Lecture Slides                                      | 6,8,11            |
| 8       | November 7   | Stress & Coping  | Krause: 14.2 & 14.3<br>Lecture Slides               | 7,8,11            |
| 9       | November 14  | Professionalism & Interviewing   | Krause: 13.2<br>Lecture Slides                      | 9,11              |
| 10      | November 21  | Effective Group Work   | Krause: 13.1, P.535-537<br>Lecture Slides           | 8,9,10,11         |
| 11      | November 28  | Effective Writing in Psychology (Final Assignment Preparation)   | Dunn: Chps. 4 & 9<br>Lecture Slides                 | 1-11              |

\*Slight shifts in the schedule may occur due to the pace of the course content, availability of guest speakers, and/or unforeseeable and unavoidable circumstances (e.g., school closures due to weather).

## Seminars:

| DATE      | SEMINAR | SEMINAR FOCUS  |
|-----------|---------|--|
| Sep 11-15 |         | No seminars during the first (full) week of classes! |
| Sep 18-22 | First   | Working toward a career with a Psychology Degree     |
| Sep 25-29 | Second  | Summarizing primary and secondary sources            |

|               |         |   |
|---------------|---------|---|
| Oct 2`-7      | Third   | Critically thinking about the media<br>(Media assignment preparation)   |
| Oct 9-13      | N/A     | No seminars – Bonus Fall Break 😊  |
| Oct 16-20     | Fourth  | Narrowing down a research topic in psychology<br>(Preparation for Final Assignment)                           |
| Oct 23-27     | Fifth   | Effective note-taking<br>(Preparation for Final Assignment)   |
| Oct 30- Nov 3 | Sixth   | Learning how to create an infographic for social media<br>(CMHA Social Media Project; <u>Bring a laptop</u> ) |
| Nov 6-10      | Seventh | Group work on CMHA Social Media Project   |
| Nov 13-17     | Eight   | Identifying mental health resources & stress management techniques  |
| Nov 20-24     | Ninth   | Group work and group-based problem-solving  |
| Nov 27-Dec 1  | N/A     | No seminars<br>(Use this time to work on your final assignment)   |

### Course Assignments and Quizzes:

| ASSIGNMENT/QUIZZES   | DUE DATE   | HOW TO SUBMIT               | % of OVERALL GRADE | LEARNING OUTCOMES |
|--|--|-----------------------------|--------------------|-------------------|
| 1. Planning a Degree in Psychology                             | <u>Start</u> of 1 <sup>st</sup> seminar<br>Date:   | In person<br>(in seminar)   | 1%                 | 1,11              |
| 2. Career Planning in Psychology                               | 48 hours after 1 <sup>st</sup> seminar<br>Date:    | Dropbox<br>(CourseLink)     | 3%                 | 1,8,11            |
| 3. Summarizing Academic Articles                               | <u>Start</u> of 2 <sup>nd</sup> seminar<br>Date:   | In person<br>(in seminar)   | 3%                 | 5,6,11            |
| 4. Quiz #1:<br>APA Style                                       | Available:<br>September 29 –<br>October 1, 11:59pm | CourseLink<br>Quiz function | 5%                 | 11                |
| 5. Media Assignment Plan                                       | <u>End</u> of 3 <sup>rd</sup> seminar<br>Date:     | In person<br>(in seminar)   | 1%                 | 2,4               |
| 6. Media Assignment  | October 20 <sup>th</sup><br>By 11:59pm             | Dropbox<br>(CourseLink)     | 10%                | 2,3,4,5,11        |
| 7. Narrowing down a Research Topic                             | <u>Start</u> of 5 <sup>th</sup> Seminar<br>Date:   | In person<br>(in seminar)   | 1%                 | 2,3,5,11          |
| 8. Quiz #2:<br>Lectures/readings from<br>Oct 3, Oct 24, Oct 31 | Available:<br>November 3 –<br>November 5, 11:59pm  | CourseLink<br>Quiz function | 5%                 | 11                |
| 9. Outline/Notes for Writing an Academic Paper in Psychology   | November 5 <sup>th</sup><br>By 11:59pm             | Dropbox<br>(CourseLink)     | 20%                | 2,3,5,8,11        |
| 10. Planning for the CMHA Social Media Project                 | <u>Start</u> of 7 <sup>th</sup> Seminar<br>Date:   | Dropbox<br>(CourseLink)     | 5%                 | 2,3,5,11          |

|   |   |                             |     |             |
|---|---|-----------------------------|-----|-------------|
| 11. Mental Health Resources                                 | 48 hours after 8 <sup>th</sup> Seminar<br>Date:   | Dropbox<br>(CourseLink)     | 3%  | 6,7,11      |
| 12. Stress Management Plan                                  | <u>Start</u> of 9 <sup>th</sup> Seminar<br>Date:  | In person<br>(in seminar)   | 1%  | 7,8,11      |
| 13. CMHA Social Media Project                               | November 26 <sup>th</sup><br>By 11:59pm           | Dropbox<br>(CourseLink)     | 15% | 2,3,5,6,11  |
| 14. Group Work Reflection                                   | December 1 <sup>st</sup><br>By 11:59pm            | Dropbox<br>(CourseLink)     | 1%  | 3,8,9,10,11 |
| 15. Stress Management Reflection                            | December 1 <sup>st</sup><br>By 11:59pm            | Dropbox<br>(CourseLink)     | 1%  | 3,7,8,11    |
| 16. Quiz #3:<br>Lectures/readings from<br>Nov 7, 14, 21, 28 | Available:<br>December 1 –<br>December 3, 11:59pm | CourseLink<br>Quiz function | 5%  | 11          |
| 17. Writing an Academic Paper<br>in Psychology              | December 8 <sup>th</sup><br>by 11:59pm            | Dropbox<br>(CourseLink)     | 20% | 2,3,5,8,11  |

### Important information about assignments:

- If it states “Start” of a particular seminar that means you work on it before the seminar and bring it to that seminar (in either paper or electronic format). If it states “End” of seminar (or after), that means you work on it during seminar (and/or after) and either show it to your TA or upload it to corresponding “Dropbox” folder.
- Detailed information about each assignment is provided during lecture and/or seminar and in the content area of CourseLink.

**Final examination date and time:** There is **no** final exam for this course. The final assignment (Writing an Academic Paper in Psychology) takes the place of a final exam for this course and **must be submitted in order to pass the course.**

**Please note:** the assignment Outline/Notes (20%), is highly related to your final essay and is integral to helping you prepare for and ultimately succeed with writing this.

### 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 PSYC\*1000). **If you do not already have this textbook, you do not need to purchase it. The necessary chapters for this course are available electronically on reserve through 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](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.

## **Course Policies**

### **Course Updates and Announcements**

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

### **Lectures, Midterms, & Quizzes**

Classes follow a lecture format with discussion questions. They are designed to review, complement, 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.

### **Assignment Policies**

Students are not permitted to use generative AI in this course. Please refer to the University of Guelph-issued [statement on artificial intelligence systems, ChatGPT, and academic integrity](#) from March 2023 and regulations and procedures around academic misconduct in the [undergraduate](#) and [graduate](#) calendars.

### **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.

### **Late Policy for Assignments**

Late submissions for all assignments worth 3% or less results in a grade of 0% for that assignment. 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 quizzes, which must be completed within the time frame noted above. If it is not, it will receive a zero.

### **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.

### **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 dissatisfied, 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 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.

### **Course Policy on Group Work:**

All quizzes and exams are closed-book and are to be completed independently. All assignments (with the exception of assignment # 11 – see below) are also to be completed independently.

Assignment #13 (CMHA Social Media Project) is completed in small groups (of approximately four students each). Although only one member of the group must submit the assignment through CourseLink, every member of the group is responsible for ensuring that the assignment is submitted on time, and everyone will be penalized if it is not. If more than one assignment is submitted, the most recent version that was submitted on time will be graded.

### **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](mailto: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 30<sup>th</sup> – April 10<sup>th</sup>. 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 Friday December 1, 2023. 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.