

PSYC*4540, Course Outline: Fall 2023

General Information

Course Title:

Practical Applications of Psychology

Course Description:

This is a required capstone course for students in Psychology's BA and BSC Honours majors programs, excepting those who are taking the Honours Thesis courses (PSYC*4780, 4880). The course adopts a problem-based learning approach in which students will be presented with problems resembling those that they will face in their professional and personal life. Students will apply their psychological knowledge and skills to analyze the problem, consider solutions, and communicate recommendations to hypothetical stakeholders.

Credit Weight:

1.0

Academic Department (or campus):

Psychology

Semester Offering:

Fall 2023

Class Schedule and Location:

Mondays & Wednesdays 4:00 pm – 5:20 pm in MCKN 225

Instructor Information

Instructor Name: Dr. Laurie A. Manwell

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Instructor Email: Email through Course Link only at lmanwell@uoguelph.ca

Office hours: Fridays 12-1 pm (Zoom)

GTA Information (TBA)

GTA Name:

GTA Email:

Office location and office hours:

Course Content

Specific Learning Outcomes:

Students should be able to demonstrate competency with the following learning objectives:

1. **Multiple Disciplines:** Students will be able to distinguish between multidisciplinary, interdisciplinary, and transdisciplinary approaches to knowledge in both theory and application. Students will develop an interdisciplinary perspective of how humans acquire, understand, and use different forms of information to navigate their environments. We will take a neuropsychosocial approach to learning about how the brain interprets and responds to its surroundings in a socially interconnected world and use that information in practical applications of psychology to every day events, issues, and/or problems students will encounter in their personal, academic, and professional lives.
2. **Critical and Creative Thinking:** Students will develop and apply the principles of critical thinking to scientific and other claims, including the ability to make objective, evidence-based arguments and identify and refute illogical arguments by challenging the assumptions underlying various belief systems. Students will develop an appreciation of how both nomothetic and idiographic approaches to knowledge acquisition compete and complement each other in understanding the human condition. We will explore ideas and evidence that are considered unconventional, controversial, and even 'dangerous', for the purposes of understanding reality as it is rather than what we want it to be. Students will be challenged to envision alternate possibilities for the future.
3. **Scientific Literacy:** Students will further develop their understanding of the fundamental relationships between theory, hypothesis, methodology, and evidence through the practical application of principles of psychology. Students will learn to observe, ask questions, propose testable hypotheses, make predictions, gather and assess evidence, draw conclusions, and interpret and apply findings of their investigative efforts. Students will learn more about and develop skills in applying various methodologies, specifically mixed methods that integrate quantitative and qualitative research.
4. **Global Understanding:** Students will be able to consider the implications of information processing and other principles of psychology for a range of social, ethical, and political challenges in society. Students will be able to identify the critical factors in perception and judgement that determine whether the outcomes of decision-making will be adaptive or maladaptive for the individual, groups of people, societies, and all of humanity. We will focus on fundamental questions about the human condition that make salient the deeper meanings of being human and that have the potential to redefine humanity and its trajectory in the near and distant future.
5. **Communicating:** Students will learn about the essential components of communication from a neuropsychosocial perspective – perception, attention, learning, memory, self-

monitoring, and projection – and how to develop and apply them to understanding, conveying, receiving, processing, and returning information from others. Students will be able to demonstrate, practice, and refine all of these skills in the context of sharing, proposing, and defending ideas in the practical application of psychology (e.g., oral, written, individually, and in groups).

6. Professional and Ethical Behaviour: Students will develop transferrable skills essential for personal, academic, and career success, including fundamental learning, memory, and metacognitive skills, critical analysis, knowledge synthesis and application, independent and interdependent work ethics and practices, team collaboration and leadership skills, and personal and group integrity practices.
7. Autonomous Learning: Students will develop autonomous learning skills and practice the fundamental principles of self-directed lifelong learning which facilitate ownership of one's own life direction. The instructor will model, encourage, and support students from all walks of life in embracing the principles of autonomous learning, such as self-driven direction, motivation, monitoring, regulation, and assessment, for their personal growth and academic, workplace, and life success.

Formal Assessment:

- 1) **Class Participation: 2 x 15% = 30%**
 - Assessed Weeks 1-5 and Weeks 6-12 for level of participation in lecture and activities
- 2) **Social Brain Project: 2 x 5% = 10%**
 - Assessed Weeks 12-13 for performance on escape box activities and presentation
- 3) **Discussion Leader Assignment: 10%**
 - Assessed between Weeks 5-9 based on leading classroom discussion on applying readings
- 4) **Team Research Project: 5% + 10% + 10% + 15% + 10% = 50%**
 - Assessed Weeks 1-12 for performance on research project proposal, 2 drafts, presentation
- 5) **Bonus Mark for Peer-Review and/or Publication: 5%**
 - Assessed Week 13 for acceptance of review/publication in reputable journal or newspaper

Course Resources:

Required Resources:

*Browne, M.N., & Keeley, S.M. (2018). *Asking the right questions: A guide to critical thinking* (12th edition). New York, NY: Pearson.

Brafman, O. & Brafman, R. (2009). *Sway: The irresistible pull of irrational behavior*. London: Virgin.

*Brockman, J. (2007). *What is your dangerous idea?* New York, NY: Edge Foundation, Inc.

*Selected readings in pdfs provided on Course Link

Optional/Recommended Resources:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th edition). Washington, D.C.: American Psychological Association.

SCHEDULE OF TOPICS

Class	Topics	Readings
WK1: Sept. 11	<ul style="list-style-type: none"> - Course Introduction / Syllabus Review - Psychological Forces That Derail Rational Thinking - Dangerous Ideas: Thinking the Unthinkable - Class Participation (15%): Weeks 1-5 	<ul style="list-style-type: none"> - Syllabus - Brafman: Pref. - Brockman: xvii-xxxiii
WK1: Sept. 13	<ul style="list-style-type: none"> - Activities for Creating Teams and Research Project Ideas 	
WK2: Sept. 18	<ul style="list-style-type: none"> - <i>Practical Applications of Psychology: Examples for Projects</i> - Value Attributions and Loss Aversion: Pathology of Perception - Tradeoffs and Commitment in Public Policy: A War on Reason 	<ul style="list-style-type: none"> - Brafman: Ch. 1 - Brafman: Ch. 2
WK2: Sept. 20	<ul style="list-style-type: none"> - <i>Practical Applications of Psychology: Examples for Projects</i> - Value Attributions and Perception: Swindlers and Scientists - Order and Priming Effects: The Traps of Irrelevant Information 	<ul style="list-style-type: none"> - Brafman: Ch. 3 - Brafman: Ch. 4
WK3: Sept. 25	<ul style="list-style-type: none"> - Asking the Right Questions: Weak vs. Strong Arguments - The Five Most Dangerous Ideas: From Copernicus to Crick - Psychiatric Controversies: Beyond the Myth of Mental Illness 	<ul style="list-style-type: none"> - Browne: Ch. 1 - Brockman: p. 22-27 - Brafman: Ch. 5
WK3: Sept. 27	<ul style="list-style-type: none"> - Identifying Issues, Conclusions, and Strength of Associations - To Bargain or Not To Bargain: Is That the Real Question? - Team Proposal Templates (5%): Sept. 29 @ 11:59 pm 	<ul style="list-style-type: none"> - Browne: Ch. 2 - Brafman: Ch. 6
WK4: Oct. 2	<ul style="list-style-type: none"> - Initiating the Questioning Process: Reasons vs. Conclusions - Brain Rewards: Are Addiction and Altruism Mutually Exclusive? - Should We Use Medications to Change Personality? 	<ul style="list-style-type: none"> - Browne: Ch. 3 - Brafman: Ch. 7 - Brockman: (p. 90-91)
WK4: Oct. 4	<ul style="list-style-type: none"> - Identifying and Addressing Ambiguity in Arguments - Dissent and Justice: Blocking Irrational Group Behaviour 	<ul style="list-style-type: none"> - Browne: Ch. 4 - Brafman: Ch. 8
<i>WK5: Oct. 9 - Fall Study Break - No Class - Enjoy the break! ☺</i>		
WK5: Oct. 11	<ul style="list-style-type: none"> - Identifying Descriptive and Value Assumptions - Discussion Leaders (10%): 1-6 	<ul style="list-style-type: none"> - Browne: Ch. 5
WK6: Oct. 16	<ul style="list-style-type: none"> - How to Identify Fallacies in Reasoning - Discussion Leaders: 7-14 - Class Participation (15%): Weeks 6-11 	<ul style="list-style-type: none"> - Browne: Ch. 6
WK6: Oct. 18	<ul style="list-style-type: none"> - The Worth of Personal Experience, Case Examples, Testimonials, and Statements of Authority as Evidence - Discussion Leaders: 13-18 	<ul style="list-style-type: none"> - Browne: Ch. 7
WK7: Oct. 23	<ul style="list-style-type: none"> - What is the Evidence: Personal Observation & Research Studies - Discussion Leaders: 19-24 	<ul style="list-style-type: none"> - Browne: Ch. 8
WK7: Oct. 25	<ul style="list-style-type: none"> - Identifying Rival Causes and Alternative Explanations - Discussion Leaders: 25-30 - Team First Draft (10%): Oct. 27 at 11:59 pm 	<ul style="list-style-type: none"> - Browne: Ch. 9
WK8:	<ul style="list-style-type: none"> - Identifying the Deceptive Use of Statistics 	<ul style="list-style-type: none"> - Browne: Ch. 10

Oct. 30	- Discussion Leaders: 31-36	
WK8: Nov. 1	- Identifying Omitted Information and the Certainty of Incomplete Reasoning - Discussion Leaders: 37-42	- Browne: Ch. 11
WK9: Nov. 6	- Dichotomous Thinking: Impediments to Considering Multiple Conclusions - Discussion Leaders: 43-50	- Browne: Ch. 12
WK9: Nov. 8	- Speed Bumps Interfering with Critical Thinking - Personal Construct Theory and Strategies to Reduce Bias - Twenty-four Hours of Solitude to Save Your Brain	- Browne: Ch. 13 - Brafman: Epil. - Brockman: (p. 294-5)
WK10: Nov. 13	- Presentations (10%): Teams 1 to 3	
WK10: Nov. 15	- Presentations: Teams 4 to 6	
WK11: Nov. 20	- Presentations: Teams 7 to 9	
WK11: Nov. 22	- Presentations: Team 10 + Updates	
WK12: Nov. 27	- Social Brain Project Part 1-A (5%)	
WK12: Nov. 29	- Social Brain Project Part 1-B	
WK12: Dec. 1	- Social Brain Project Part 2 (5%) - Team Final Drafts (15%) + Peer Evaluations (10%): Dec. 2 @ 11:59 pm	
WK14-15 Dec. 4- 15	- <i>Final exam period for deferred assessments only - maximum of only 2 assessments permitted during scheduled final exam period: *TBA*</i> - Bonus 5%: Proof of review/publication acceptance - Dec. 15 - No exceptions	Enjoy your break! 😊

**Final exam period for Fall 2023 semester is Dec. 4-15. Students are advised not to make travel commitments during this time. No more than two deferred assessments are permitted to be written during this exam period.*

Course Assignments and Tests:

[Course Outline Guidelines: Checklist](#)

Assignment or Test	Due Date	Contribution to Mark (%)	Outcomes Assessed
Class Participation Weeks 1 to 5	Week 6	15	1-7
Team Proposal Template	Week 3 (Sept. 29)	5	1-7
Discussion Leader Assignment	Weeks 4 to 8	10	2,3,4,5
Team First Draft	Week 7 (Oct. 27)	10	1-7
Team Presentation	Weeks 10 to 11	10	1-7
Team Final Draft	Week 12 (Dec. 2)	15	1-7
Team Peer Evaluations	Week 12 (Dec. 2)	10	5-7
Social Brain Project Part 1	Week 12	5	1,2,4,5
Social Brain Project Part 2	Week 12	5	1,2,4,5
Class Participation Weeks 6 to 11	Week 12	15	1-7
Bonus Mark: Accepted for Peer-Review and/or Publication	Week 15 (Dec. 15)	5	5-7

Additional Notes for Formal Assessments:

This course is designed to engage students applying what they have learned in psychology to practical problems in everyday life. It involves an overview of pivotal ideas, theoretical perspectives, and empirical approaches to diverse ways of finding, examining, and using data in the natural and social sciences and humanities. Engagement and critical analysis are core components of this course and there will be a significant amount of reading, writing, discussion, and collaboration required to fully comprehend the content. This course requires autonomy, initiative, and innovation and students should carefully follow instructions for formal assessments as described in the course syllabus and marking rubrics to successfully complete the course. Students are required to have completed assigned readings prior to each class and be prepared to participate in whole class discussions and thus students are required to attend 75% of all lectures just to pass the course. To receive an A+, students must demonstrate a strong understanding of the course content as it relates to multilevel processes through exceptional analysis and application of concepts. In general, grades advance or drop depending on both content and style; for an A-/A/A+, the assignment must demonstrate exceptional thoughtfulness, reasoning, and presentation. "A" projects involve difficult and time-consuming work – and a tremendous investment in your education and development! A solid "B" is a mark of achievement which reflects critical reasoning and/or thorough research and solid writing skill. In cases of medical or otherwise compassionate circumstances, students should contact the instructor to determine what arrangements can be made to ensure that course requirements are met and students successfully pass the course.

Class Participation and Professionalism: 2 x 15% = 30%

During assigned classes, students are expected to participate fully and in a professional manner; for example, reviewing assigned readings, offering and challenging ideas, asking questions, demonstrating interest and respect towards peers and their ideas, and working effectively on in-class activities and assignments. Classes are mandatory and marks will be deducted if missed (e.g., if you arrive late and/or leave early). If you must miss a class, please contact the instructor immediately with the appropriate documentation and be prepared to make up any missed work. You are responsible for finding out what you missed and how to make up missed work. Students are to be respectful of and engage fully in the university learning environment as a place to demonstrate higher order thinking skills involving analysis, evaluation and synthesis of knowledge. Students will be formally assessed on Week 6 (15%) and Week 12 (15%). REFER TO APPENDIX A FOR MARKING RUBRIC AND APPENDIX X FOR WEEKLY DISCUSSION QUESTIONS.

Social Brain Project: 2 x 5% = 10%

During assigned classes, students are expected to participate in a collaborative class project on a case study and solution. The activity requires attendance on Nov. 27 or Nov 29 (no exceptions) for team work to complete an escape box challenge and attendance on Dec. 1 for a stakeholder presentation of findings. All instructions and materials will be provided in class.

Discussion Leader Assignment: 10%

Students will prepare for and lead a small group discussion based on the assigned readings and questions in Appendix X and then report back to the whole class on the discussion. Students must sign up for a specific discussion date and assigned chapter and complete and submit the required discussion form in Appendix B at the end of the discussion period. This will require that the student read the assigned chapter, create discussion questions that are relevant and meaningful to the course and students, lead a small group discussion during class, record some of the student replies, and report back to the class on an issue that was discussed. Each student in the discussion group must sign the form which will be submitted at the end of the discussion. There will not be any rescheduling or deferrals after sign up. REFER TO APPENDIX B FOR HANDOUT AND MARKING RUBRIC AND APPENDIX X FOR ASSIGNED QUESTIONS.

Team Research Project: 5% + 10% +10 + 15% +10% = 50%

This project is designed to engage students in creative and critical thinking and the research process by finding, examining, and using data and information in the natural and social sciences and humanities regarding the current social, ethical, and political challenges of our world. In teams of five, students will conduct a project to propose and evaluate an application of psychology to a practical domain (e.g., apply one or more principles of psychology to public policy, education, mental health, criminal justice, geopolitics, etc...). Teams will explore their chosen issue or problem from multiple perspectives, identifying the sources and methods of acquiring the idea and proposing various challenges to it. Teams will use both Socratic and Scientific methods to evaluate the quality of information (e.g., logical reasoning, evidence, validity, reliability, alternative explanations, etc...) regarding their chosen current issue or problem in society. For example, this will involve learning how to 'ask the right questions' and applying various methods in critical thinking. Students will learn how to use quantitative and qualitative methodology to investigate ideas and come to accurate conclusions and class activities will focus on debating and revising ideas, including the social, ethical and political implications for the future of humanity. Each team will do the following: 1) identify the issue or problem and take a position on it (e.g., propose a main argument or thesis statement), 2) define and explain the significance of all relevant terms, 3) locate various sources of information and assess the quality of the evidence (e.g., anecdotes, case studies, qualitative versus quantitative research, meta-analyses, etc...), 4) identify any rival arguments or alternative explanations, 5) assess the quality of the competing sources, 6) discuss the strengths and weakness of the various interpretations, and 6) propose a potential solution to the issues at the centre of the debate. Students will have time in class to work with the instructor/peers on the project.

Step 1: In teams of five, students will discuss potential research topics, conduct a literature search, and then identify and define an issue or problem of interest that the principles of psychology can be applied to (e.g., see Brafman & Brafman (2008), Browne & Keeley (2018), and research presented in lectures by instructor for examples). Teams must have a minimum of 2 each of primary, secondary, and tertiary sources excluding the required course readings for the project.

Step 2: Teams will state a research objective in 50–100 words, state a research question in 10-30 words, and state any appropriate research hypotheses to be addressed.

Proposal (5%): Teams will complete and submit a two-page maximum project proposal form with all student names, IDs, and signatures, in class in Week 3 which will be returned as *Approved, Conditionally Approved, or Not Approved* by the instructor; the date that the group is assigned to present on will be included. All projects must be approved by the instructor in writing to receive a final grade. REFER TO APPENDIX C FOR TEMPLATE AND MARKING RUBRIC.

Step 3: Teams will provide a thesis statement and use an evidence-based approach to locate and assess resources to fully address the research question, carefully considering the quality of the evidence, including defining terms and identifying rival arguments.

Step 4: Teams will locate and assess evidence supporting rival arguments and alternative explanation that could refute the main thesis and/or findings.

Step 5: Teams will discuss various interpretations of the findings of the research project and present them in three formats: 1) first written draft that includes as much of the team work as possible up to Week 7; 2) an oral presentation of the main features and/or findings of the project to the class which can be creative in format (e.g., powerpoint, interview, role play, podcast, video, etc...), and 3) final written draft that includes the completed team project.

First Draft (10%): Teams will submit a 15-page maximum report (not including title page, reference list, and appendices with figures and/or tables and/or supplementary information) in APA (2020) format (including 12-point Times New Roman font, 2.5 cm or 1 inch margins, and double-spaced) with a main thesis and supporting arguments and evidence. Supplementary information for marks and editing feedback could also include inquiries to journals or newspapers and letters to editors for publishing inquiries or submission. REFER TO APPENDIX D FOR TEMPLATE AND MARKING RUBRIC.

Presentation (10%): The maximum time of presentation is 15 minutes – no exceptions – with up to 10 minutes for Q & A with the instructor and class. Students must provide the instructor with any presentation aids (e.g., powerpoint slides) a minimum of 48 h prior to presentation and in a format that is compatible with Windows 10. Failure to do so will result in a 10% penalty and risk of 0% for the presentation if there are problems during the presentation session. There will be no re-scheduling of presentations for any reason. REFER TO APPENDIX E FOR TEMPLATE AND MARKING RUBRIC.

Final Draft (15%): Teams will submit a revised/updated copy of the original 15-page maximum report (not including title page, reference list, and appendices with figures and/or tables and/or supplementary information) in APA (2020) format (including 12-point Times New Roman font, 2.54 cm or 1 inch margins, and double-spaced) with a main thesis and supporting arguments and evidence. Supplementary information for marks and editing feedback could also include inquiries to journals or newspapers and letters to editors for publishing inquiries or submission. REFER TO APPENDIX D FOR TEMPLATE AND MARKING RUBRIC.

Peer Evaluations (10%): Each team member will submit a peer evaluation form assessing all team members' contributions to the project. Evaluations from each member will be averaged for each student with the instructor reserving the right to increase or decrease the mark as appropriate. REFER TO APPENDIX F FOR FORM TO BE COMPLETED.

Bonus Mark (5%): Teams that provide proof that their project will be reviewed for publication (e.g., peer-reviewed or editor-reviewed) and/or published in a recognized journal and/or news organization will receive a 5% bonus. Proof must be submitted by the last day of final exams which is Dec. 15, 2023 (no exceptions).

Please note the following very important points for the team research project submissions:

- 1) Students MUST read ALL of the assignment instructions and marking rubrics before submitting any parts of the project and be aware that they are fully responsible for any and all requirements outlined within it.
- 2) The project must conform to the formatting requirements as outlined in the 7th Edition of the Publication Manual of the American Psychological Association (APA, 2020) including the following technical details:
 - Must be a maximum of 15 page (non-inclusive of title page and reference list page), double spaced, 12-point Times New Roman font, and with normal 2.54 cm (1 inch) margins all around
- 3) Students are required to understand and comply with APA (2020) and University academic policies regarding plagiarism. **For example, plagiarism includes not providing in-text citations or providing incorrect or false citations, not properly paraphrasing text from other authors, using too many quotations rather than paraphrasing in your own words, and reusing your own or other students' work for an assignment.** Students should also note that aids such as Chat GPT are NOT permitted for this assignment. Below is a tutorial from the University on understanding plagiarism with examples that students should review and familiarize themselves with here:

- <https://guides.lib.uoguelph.ca/c.php?g=129135&p=5002786>

- 4) Avoiding plagiarism includes providing APA (2020) formatted citations within the main body of the text. In-text citations MUST be provided for each statement of fact. This includes any information that you read in order to write your report and any information for which verification could be needed.
 - a. For example, as an expert in the neuroscience of addiction, I know many facts about drugs of abuse, how they affect the brain and behaviour, and their legal status. However, I would still have to provide in-text citations for those facts from the authors that I learned or sourced them from (including my own published papers) so that readers could independently verify those facts. Students MUST also provide in-text citations for each fact presented.
 - b. The APA Manual provides many examples of how to do this correctly. For example, it is NOT correct to simply cite an author at the end of a paragraph. Instead, one could cite an author at the beginning of a section and then make it explicitly clear which of the following sentences refer back to that author. When the source of the information changes, the citation must also change.
 - c. Any reports that fail to provide sufficient in-text references for statements of fact and/or claims made will be penalized according to the marking rubric. Failure to provide any in-text citations will automatically result in a mark of zero for plagiarism.
- 5) The Turn-It-In report is available for students to view so it is strongly recommended to do so. Here is a link to the University's tutorial on how to view your Turn-It-In score and report:
<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/turnitin>
- 6) The assignment MUST be submitted in a Word doc (.doc or .docx) or PDF format only. Other file types will NOT be accepted and will result in an automatic mark of zero.
- 7) Students can submit revised versions if necessary until any deadline but only the MOST RECENT version will be marked for that specific deadline.
- 8) Refer to Appendix X-2 for "Example of How to Structure Arguments for a Formal Discussion or Debate"

Course Policies

Missed Classes/Assignments and Late Policy

In the event of a missed assignment or quiz a mark of zero will be recorded. All deferral requests and accompanying documentation must be submitted within 24 hours after the missed assessment and will be taken into consideration on a case-by-case basis. 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 significant portion of a final grade (e.g., tests or major assignment). However, requests for Academic Consideration may still require medical documentation as appropriate. Appropriate accommodations will be made at the Instructor's a deferred assessment is approved, the student will be able to complete the assignment or write the deferred quiz during the time period scheduled for the final exam. **No more than two deferrals to the final exam period will be permitted.** Travel plans are not a valid reason to miss a class or assignment and will result in a mark of "zero". The penalty for late assignments is 25% per day (including Saturday and Sunday) up to a maximum of 4 days after which a mark of zero will be applied.

Grading Policies

[Undergraduate Grading Procedures](#)

[Graduate Grade interpretation](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

Intellectual Property Rights of Instructor and Remote Learning Specific Information:

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to D2L, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Student Non-Academic Code of Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with the University of Guelph.**

Guidelines for Technology use During Class and During Course:

Instructors are permitted to regulate use of technology for social communicative purposes. Students who require technology as an assistive device for learning are encouraged to register with Accessible Learning.

Obligations of Instructor. Instructors are required to make explicit on course syllabi Guidelines for Technology use During Class and During Course Assessments and make explicit any consequences for inappropriate use of technology. The use of audio/or video recording devices during lecture is strictly prohibited. Please turn off all electronic devices at the start of class. Failure to do so can result in being asked to leave the classroom. Students are permitted to use laptops strictly for the purpose of note-taking. Use of laptops for reasons other than note-taking is strictly forbidden. Any behaviour that is disruptive to student learning in the classroom, including off-task use of technology, will not be tolerated and students will be asked to leave. Students who are asked to leave will be responsible for all material covered during their absence. **Use of visual or audio images.** Image, video, and audio recording of instructors or in-class

activities are strictly prohibited without the prior written consent of the instructor, students, and/or Accessible Learning. **Use of technology during assessments.** Students may be permitted to use technological devices during assessments only under the direct and written permission, in advance of the exam or test date, of the course instructor or Accessible Learning. **Obligations of Students.** Students are encouraged to make informed decisions regarding technology use during class and assessment. Some devices are distracting during learning and can disrupt the learning of others. Off-task use of technology (e.g., communicating with friends/family; using social networking sites; playing games; accessing the internet on websites not related to the course; reading an electronic book that is not related to the course; playing music or video, etc.) during instruction which are distracting to self or others are prohibited. **Copyright.** The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to Course Link, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with the University of Guelph.**

Course Policy on Group Work:

Everyone has the right to learn, the responsibility not to deprive others of this right, and is accountable for one's actions. Please let the instructor know immediately if you have a problem that is preventing you from performing satisfactorily in this class. Each student and his/her success in this course is very important to me; please help me help you achieve your professional and personal goals for this course. Please consider the following for student success in the course:

- Attend all scheduled classes and arrive on time prepared with lecture notes.
- Electronic devices are restricted to class-related activities only and recordings are not permitted.
- Disruptive behaviour is not tolerated and students will be required to leave.

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 Dec. 1, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Undergraduate Calendar](#)

Additional Course Information

Courselink and 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.

Description of Grades: By now, you are probably familiar with the University's grading scheme:

A+	90-100%	C	63-66
A	85-89	C-	60-62
A-	80-84	D	57-59
B+	77-79	D-	50-52
B	73-76	F	0-49
B-	70-72		

80-100 (A) Excellent An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creativity and/or logical thinking, a superior ability to organize, to analyse and to integrate ideas, and a thorough familiarity with the relevant literature and techniques.

70-79 (B) Good A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the relevant literature and techniques.

60-69 (C) Satisfactory An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques.

50-59 (D) Poor A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the relevant literature and techniques.

0-49 (F) Fail An inadequate performance.

Standard Statements - UNDERGRADUATE (AVPA office)

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. More information: www.uoguelph.ca/sas

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.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

APPENDIX A

Participation and Professionalism: 30%

(All classes: Assessments of 15% for Weeks 1-5 and Weeks 6-12)

Attendance, Participation, and Professionalism: /10

- 0-2: Does not meet minimum criteria for acceptable work; did not demonstrate critical thinking skills, organization, interpretation of resources, or logical flow of ideas; unclear or incomplete arguments; missed many classes and/or did not make up any missed work; did not contribute constructively to classes; lack of respect for instructor and/or peers; distracted and/or disruptive in class; not on task during class discussions and/or team work; ineffective constructive contributions to class discussions and/or team work.
- 3-4: Minimally acceptable. Demonstrates limited preparation for classes; demonstrates limited critical thinking skills, organization, interpretation of resources, and logical flow of ideas; unclear or incomplete arguments; missed some classes and/or did not make-up class work; minimal constructive contributions to class discussions and/or team work; often not on task during class discussions and/or team work.
- 5-6: Acceptable. Demonstrates adequate preparation for classes; demonstrates adequate critical thinking skills organization, interpretation of resources, and logical flow of ideas; clear and complete arguments; demonstrates some principles learned throughout the course; incomplete critique of ideas; on task during class discussions and team work; interacts with instructor and peers in a respectful manner; listens/responds to ideas and offers own ideas; adequate constructive contributions to class discussions and/or team work; almost no missed classes; made up all missed class work.
- 7-8: Well done. More than adequate preparation and participation; demonstrates more than adequate critical thinking skills, organization, interpretation of resources, and logical flow of ideas; clear and complete arguments; uses correct and relevant evidence to support or refute points; demonstrates many principles learned throughout the course; strong critique of ideas; always on task during class discussions and team work; demonstrates consistent and positive interactions with instructor and peers; openly shares insights and encourages others to reciprocate; effective contributions to class discussions and/or team work; no missed classes and/or or made up all class work.
- 9-10: Outstanding performance. Student demonstrates superior preparation and participation; demonstrates superior critical thinking skills in discussion of complex topics; excellent use and interpretation of resources and logical flow of ideas; clear, concise, complete and novel arguments presented with corresponding evidence in supporting or refuting points; strong and interesting critique of ideas; always on task during class discussions and team work; demonstrates consistent and positive interactions with instructor and peers; consistently engages with others by respectfully offering and critiquing ideas; highly constructive contributions to class discussions and/or team work; no missed classes or missed class work.

Comments:

APPENDIX B

Discussion Leader Assignment: 10%

Instructions:

Students will prepare for and facilitate a small group discussion based on the assigned readings and discussion questions. Students must sign up for a specific discussion date and assigned chapter and complete and submit the required discussion form (below) at the end of the assigned class. This will require that the student read the assigned chapter, create discussion points and questions that are relevant and meaningful to the course and students, lead a small group discussion during class, record some of the student replies, and report back to the class on an issue that was discussed. Each student in the discussion group must sign the form which will be submitted at the end of the discussion. *There will not be any rescheduling or deferrals for any reason.*

Marking Rubric: x/10

1. List the date of the discussion, assigned reading, and discussion prompt: (1 mark)
2. Quality of discussion questions and/or plans: (4 marks)
 - Must demonstrate that student read the chapter, extracted relevant information, and created questions to further peer understanding of the content (e.g., examine important issues, compare and contrast positions, appraise arguments, apply course concepts, use critical and analytic thinking, etc...)
3. Quality of discussion responses: (3 marks)
 - Must demonstrate that discussion leader facilitated engagement with issues raised in the assigned reading
4. Quality of chosen issue or topic reported to class: (1 mark)
 - Must demonstrate the results of meaningful discussion with an issue of significance to the course identified
5. Complete list of students in discussion group: (1 mark)

Mark deductions:

- Questions/answers must be in complete and proper sentences and printing must be legible.
- Marks will be deducted for major and/or repeated spelling/grammatical errors (e.g., up to 50% of mark).
- A mark of zero will be applied if it is illegible.

Discussion Leader Form: Student Name & ID: _____

1. Confirm the date of the discussion, assigned reading, and discussion prompt (1):

2. Before class begins, list the questions to be discussed and/or plans to facilitate the discussion (4):

Appendix C

Research Proposal Template: 5%

Research Proposal: Approved, Conditionally Approved, or Not Approved:

Proposed Content and Work Plan (Maximum of 2 Pages): _____ /10

Format according to the Publication Manual of the American Psychological Association (2020) available at the library or a summary of the manual through online resources such as OWL Purdue accessible at the link below:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Note: Marks (0.5) will be deducted for errors in each section (e.g., incorrect date, formatting, spelling/grammar).

1. Confirm the general topic, presentation date, and team member first and last names (1 mark):

2. State the title of the project and provide a 1-3 sentence description of what will be covered (1 mark):

3. State a research objective in 50–100 words, state a research question in 10-30 words, and state any appropriate research hypotheses to be addressed (2 marks):

4. State the approved topic and how your team plans to address it (e.g., take a broad or narrow perspective, positions to be explored or debated, type of evidence to be collected and analyzed, plans to communicate findings to stakeholders, implications of research project and dissemination of findings, etc.) (2 marks):

5. Describe how your team will engage the audience in discussion during your presentation and/or stakeholders in the community (e.g., what will you do to facilitate meaningful dialogue with your peers and/or society in general for the purposes of learning more about and addressing this issue or problem?) (2 marks)

6. List minimum of 6 academic sources and/or news articles and/or published books for your panel discussion and reference them below in proper APA (2020) format. Must have a minimum of 2 each of primary, secondary, and tertiary sources excluding the required course readings (2 marks):

Appendix D

First (10%) and Final (15%) Drafts of Team Research Project Report:

Content and Comprehension of Principles of Psychology: /10

- 0-2: Does not meet the minimum criteria for acceptable work. Does not demonstrate critical thinking skills, organization, interpretation of primary and/or secondary sources, and/or logical flow of ideas; no evidence-based arguments presented. Report is unacceptable.
- 3-4: Minimally acceptable. Demonstrates limited writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; some grammatical and/or spelling errors; follows some APA (2020) guidelines.
- 5-6: Acceptable. Adequate writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; demonstrates that student has read the assigned readings and applied the content and critical thinking principles to his/her work; few grammatical and/or spelling errors; follows most APA (2020) guidelines.
- 7-8: Well done. More than adequate writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; demonstrates the student has read the assigned readings and applied the content and critical thinking principles to his/her work; student uses evidence to support arguments as taught during lectures and according to course content (e.g., Brafman & Brafman (2008), Browne & Keeley (2018), and/or other relevant sources); no or almost no grammatical and/or spelling errors; follows all APA (2020) guidelines.
- 9-10: Outstanding performance. Student demonstrates superior writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; student uses evidence to support arguments as taught during lecture and according to course content (e.g., Brafman & Brafman (2008), Browne & Keeley (2018), and/or other relevant sources); student engages the reader with insight, critical arguments, and novel and/or unique perspective; no grammatical or spelling errors; follows all APA (2020) guidelines.

Approach to Issue or Problem: /10

- 0-2: Does not meet the minimum criteria for acceptable work. Does not demonstrate reflective and/or critical thinking skills; did not answer proposed questions and/or thesis. Report is unacceptable.
- 3-4: Minimally acceptable. Demonstrates limited reflective and/or critical thinking skills; did not answer the assigned proposed questions and/or thesis.
- 5-6: Acceptable. Demonstrates adequate reflective and/or critical thinking skills; answered some of the proposed questions or partially answered questions or thesis; incomplete evidence/arguments presented.
- 7-8: Well done. More than adequate reflective and/or critical thinking skills; partially answered all of the proposed questions or thesis; supportive evidence and clear arguments presented.
- 9-10: Outstanding performance. Student demonstrates superior reflective and/or critical thinking skills; thoroughly answered all of the proposed questions or thesis; strong evidence and balanced arguments presented; student engages reader topic and various perspectives; student takes a risk focusing on controversial and/or less well known information/positions.

References/Sources: /5

- 0-1: Does not meet the minimum criteria for acceptable work. Sources are incomplete.
- 1.5-2: Minimally acceptable. Primary/secondary/tertiary sources are missing, incomplete, or inadequate.
- 2.5-3: Acceptable. Primary/secondary/tertiary sources are complete, adequate at minimum requirements.
- 3.5-4: Well done. Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, and interesting, providing a unique perspective
- 4.5-5: Outstanding performance. Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, challenging, thought-provoking, and compel the reader to re-evaluate his/her understanding of the issues discussed.

Plagiarism deductions: The Turn-it-in report score will be assessed for text copied from other sources:

- No deduction – report does not indicate that there are more than 4 or 5 consecutive words that are verifiably derived from a cited or non-cited source (note that common ways of phrasing things like “In this experiment the researchers...” does not count as plagiarism)
- -6 points – 1 or 2 phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author
- -12 points – 3 or 4 phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author
- 0 on the assignment – 5+ phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author

Comments:

Appendix E

Research Project Presentation: 10%

Total: /25

Content and Comprehension: /10

- 0-2: Does not meet the minimum criteria for acceptable work. Does not demonstrate critical thinking skills, organization, interpretation of primary and / or secondary sources, and / or logical flow of ideas; no evidence-based arguments presented.
- 3-4: Minimally acceptable. Demonstrates limited critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; unclear or incomplete evidence-based arguments presented.
- 5-6: Acceptable. Adequate critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; demonstrates some basic principles learned throughout the course; some basic evidence-based arguments presented.
- 7-8: Well done. More than adequate critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; demonstrates application of content and critical thinking principles to work; correct description of experimental findings and their significance; uses evidence to support ideas as taught during lectures and according to course content (e.g., Brafman & Brafman (2008) and Browne & Keely (2018)); reason for topic choice is clear and relevant; advanced evidence-based arguments presented.
- 9-10: Outstanding performance. Demonstrates superior critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; accurate and thorough description of the experimental findings and their significance; uses evidence to support arguments as taught during lectures and according to course content (e.g., Brafman & Brafman (2008) and Browne & Keely (2018)); engages the audience with insight, critical arguments, and novel and/or unique perspective; the importance and relevance of the topic are clear and compelling; topic is meaningful and challenging; exceptional evidence-based arguments presented.

Approach to Project Topic: /10

- 0-2: Does not meet the minimum criteria for acceptable work. Presentation is unacceptable.
- 3-4: Minimally acceptable. Demonstrates limited understanding of principles of information analysis; choice of topic and arguments are too simplistic or obvious; unprepared to present; unable to answer questions.
- 5-6: Acceptable. Demonstrates adequate understanding of principles of information analysis; topic and presentation format are complimentary; choice of topic and arguments are somewhat cursory but provides some opportunity for discussion and debate; prepared to present; minimal answers to questions.
- 7-8: Well done. More than adequate understanding of principles of information analysis; topic and presentation format complement each other; choice of topic and argument are meaningful and relevant; well prepared to present; well informed answers to questions.
- 9-10: Outstanding performance. Demonstrates superior understanding of the principles of information analysis; topic and presentation format enhance each other; choice of topic and arguments are very significant and compel the audience to re-evaluate their prior knowledge of the topic; more than well prepared to present; well informed and insightful answers to questions; thoroughly engages audience in topic and various perspectives; takes a risk focusing on controversial and/or less well known information/positions; highly constructive and very professional.

References/Sources: /5

- 0-1: Does not meet the minimum criteria for acceptable work. Sources are incomplete.
- 1.5-2: Minimally acceptable. Primary/secondary/tertiary sources are missing, incomplete, or inadequate.
- 2.5-3: Acceptable. Primary/secondary/tertiary sources are complete, adequate at minimum requirements.
- 3.5-4: Well done. Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, and interesting, providing a unique perspective
- 4.5-5: Outstanding performance. Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, challenging, thought-provoking, and compel the reader to re-evaluate their understanding of the issues discussed.

Comments:

Appendix F

Team Research Project - Individual Component: 10%

*Peer Evaluation: /5

- 0 - 1: Did not meet the minimum criteria for acceptable work; failed to contribute to project in meaningful way.
- 1.5-2: Minimally acceptable. Demonstrated limited preparation for group work on project (e.g., on time and/or on-task during some but not all meetings); did not complete all pre-agreed responsibilities and/or without issues; lack of cooperation and collaboration with group members; missed some group meetings and did not make-up missed work.
- 2.5-3: Acceptable. Demonstrated some preparation for group work (e.g., mostly on time and on-task during meetings); completed most pre-agreed responsibilities without any issues; interacted with group members in a cooperative, supportive, and collaborative manner; listened and responded to ideas and offered own ideas; made up any missed work.
- 3.5-4: More than adequate preparation and participation in group activities for project (e.g., almost always on time and on-task during meetings); completed all pre-agreed responsibilities without any issues; demonstrated consistent and positive interactions with group members that draw out peer strengths and support peer areas of learning; openly shares insights and encourages others to reciprocate; equitable contributions to group work.
- 4.5-5 Outstanding performance in which the student demonstrates superior preparation and participation (e.g., always on time and on-task during meetings); completed all pre-agreed responsibilities without any issues; demonstrated consistent and positive interactions with group members that both supported and challenged peers to work outside of their own zone of comfort in ways that lead to success (e.g., practicing public speaking with a shyer peer; sharing technical skills in multimedia with peers rather than just working alone; demonstrating trust and respect in ways that encourages peers to share radically different ideas without fear of ridicule; sharing drama experience for a re-enactment, role play or interactive demonstration with the audience; etc...); consistently engaged with others by respectfully offering and critiquing ideas; consistently demonstrated equitable contributions to group work.

Each group member is to provide a peer evaluation mark (out of 5) for each member, including yourself, on this sheet. All of the marks assigned to each individual – *including your self-evaluation mark* - will be averaged for a final mark (out of 5).

Your name: _____; Your mark: /5

Peer 1 name: _____; Peer 1 mark: /5

Peer 2 name: _____; Peer 2 mark: /5

Peer 3 name: _____; Peer 3 mark: /5

Peer 4 name: _____; Peer 4 mark: /5

Comments:

Appendix X-1

Weekly Assigned Readings and Discussion Prompts

Week 1: Psychological Forces That Derail Rational Thinking

Discussion prompts based on Brafman (Preface) and Brockman (xvii-xxxiii):

- Why do people “turn a blind eye to objective information”? Explain with examples from the book and world events.
- How do group dynamics influence decision making? Identify some psychological principles that apply.
- What is diagnosis bias and what other psychological phenomena are related to it? Give examples.
- What makes an idea “dangerous”? Explain with examples.
- What should we do about “dangerous ideas” and why? Why is rationality not an answer to these questions?

Week 2: Examples of Practical Applications of Psychology

Discussion prompts based on Brafman (Ch. 1-4):

- Who is Van Zanten and why did he make decisions that led to a plane collision causing the death of 584 people? What were the major psychological forces that can help explain what happened?
- What psychological forces contribute to successful and unsuccessful stock trading behaviour?
- What psychological forces contribute to successful and unsuccessful coaching behaviour?
- What psychological forces contribute to successful and unsuccessful student bidding behaviour?
- What are the common themes from the examples above and why are they important to understand? How can you apply them?
- Why does “history repeat itself”? What history is currently being “repeated” or will likely be “repeated” in the near future and why?
- What criteria should we use to make decisions and what criteria should we avoid?
- What psychological forces affect our perceptions and judgments of others? How does this compare to our self-perceptions and judgments? Why is there a difference?
- How you can apply some of these psychological principles to your own life and goals and what would you expect the outcome to be?

Week 3: Dangerous Ideas and the Importance of Asking the Right Questions

Discussion prompts based on Browne (Ch. 1-2), Brockman (p. 22-27), and Brafman (Ch. 5-6):

- What is the difference between System 1 and System 2 thinking?
- Which one of the three dimensions of critical thinking is the most important and why?
- Which one of the four primary values of a critical thinker would you want to work on most and why?
- What is the difference between descriptive issues and prescriptive issues?
- What are the descriptive and prescriptive issues proposed in V.S. Ramachandran’s essay on *Francis Crick’s Dangerous Idea*? Is it the “ultimate dangerous idea” as proposed? Why or why not?
- What are the factors that explain the 40-fold increase in youth diagnosed with bipolar disorder (BPD) between 1994 and 2003? Some studies show similar increases in attention deficit hyperactivity disorder (ADHD) diagnoses (e.g., increased diagnoses of 1.7-fold overall between 1997-2016 (USA), 2.5-fold in youth and 21-fold in adults between 2010 and 2019 (Japan)); what are some potential similarities and differences between the increases in BPD and ADHD diagnoses? Identify the psychological phenomena that have contributed to these events and what can be done to address them now and in the future.
- What are some of the psychological forces underlying patently false statements or incorrect answers?
- What factors play a role in evaluations of fairness and why?

Week 4: Weak Versus Strong Arguments

Discussion prompts based on Browne (Ch. 3-4), Brockman (p. 90-91), and Brafman (Ch. 7-8):

- What are the warrants and conclusion of an argument?
- How do you know if an argument is rational or managed reasoning?
- What are the problems involved with evaluating arguments that have ambiguous words or phrases?
- Are there any ambiguities or managed reasoning in the essay by Samuel Barondes on *Using Medications to Change Personality*? Identify any sources of ambiguity in the essay and how they affect your ability to critically evaluate the author's reasoning and conclusions. Do you agree or disagree with the author's arguments and why or why not?
- What are the most influential incentives and/or disincentives in motivating performance and why?
- What roles do different parts of the brain play in our thoughts, emotions, and behaviour? What is the strength of the evidence for claims that various brain regions control these aspects of our existence?
- What are some of the factors that affect group dynamics? Which participant roles have the greatest influence on the outcome of group decisions and why?

Week 5: Identifying Descriptive and Value Assumptions

Discussion prompts based on Browne (Ch. 5):

- What are assumptions and why is it important to identify them in an argument?
- Why should we be cautious of value assumptions?
- Choose a recent (2020-2023) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify any descriptive and/or value assumptions and explain why they are assumptions and how they affect one's understanding of an argument.

Week 6-1: How to Identify Fallacies in Reasoning

Discussion prompts based on Browne (Ch. 6):

- What are logical fallacies in reasoning and why are they problematic?
- Why would someone want to intentionally use a fallacy in their arguments?
- Choose a recent (2020-2023) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify any of the 14 fallacies in reasoning as committed by the authors and explain how you would challenge them.

Week 6-2: The Worth of Personal Experience, Case Examples, Testimonials, and Statements of Authority as Evidence

Discussion prompts based on Browne (Ch. 7):

- What are some key similarities and differences between anecdotes, case examples, testimonials, and authority statements?
- Choose a recent (2020-2023) news or journal article, or a journal article cited in Brafman & Brafman (2008), and answer the following question from Brown and Keeley (2018, p. 97): *How good is the evidence: personal experience, case examples, testimonials, and appeals to authority?*

Week 7-1: What is the Evidence: Personal Observation and Research Studies

Discussion prompts based on Browne (Ch. 8):

- What are some key similarities and differences between personal observations and research studies?
- Choose a recent (2020-2023) news or journal article, or a journal article cited in Brafman & Brafman (2008), that includes at least one of the following sources of evidence and answer the following question from Brown and Keeley (2018, p. 100): *How good is the evidence: personal observation and research studies?*

Week 7-2: Identifying Rival Causes and Alternative Explanations

Discussion prompts based on Browne (Ch. 9):

- What psychological forces affect one's ability to identify rival causes and alternative explanations?
- Choose a recent (2020-2023) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following: *the author's main argument, any explicit or implicit causes, correlations or confounds in the article, and any possible rival causes or explanations you can think of.*

Week 8-1: Identifying the Deceptive Use of Statistics

Discussion prompts based on Browne (Ch. 10):

- Is it easy or difficult to persuade people with statistics? Explain using psychological principles.
- Choose a recent (2020-2023) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following:
 - the author's main argument and/or any counterarguments
 - the statistics used to support these arguments
 - any misuse of the statistics (e.g., measurement or interpretation errors, bias, deception, use of unknowable statistics, etc...)
 - your solution to the problem.

Week 8-2: Identifying Omitted Information and the Certainty of Incomplete Reasoning

Discussion prompts based on Browne (Ch. 11):

- What psychological forces underlie the certainty of incomplete reasoning?
- Choose a recent (2020) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following:
 - the author's main argument
 - the significant information omitted by the author (e.g., ask questions to determine what information is missing that shapes the reasoning)
 - locate and report on that omitted information (e.g., search out the answers to your questions and provide a summary of that information, its dependability, and its source)
 - which one of the five reasons for incomplete reasoning best explains the omission and why (e.g., Ch. 11 p. 145)
 - your solution to the problem.

Week 9-1: Dichotomous Thinking: Impediments to Considering Multiple Conclusions

Discussion prompts based on Browne (Ch. 12):

- What are the dangers of dichotomous thinking?
- Choose a recent (2020) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following:
 - the author's main argument
 - instances of dichotomous thinking and/or grey thinking
 - alternative conclusions
 - your solution to the problem.

Week 9-2: Speed Bumps Interfering with Critical Thinking

Discussion prompts based on Browne (Ch. 13) and Brockman (p. 294-295):

- What are the obstacles to critical thinking and why are they important to identify and address?
- In his essay, Leo Chalupa argues for a twenty-four-hour period of absolute solitude every year. In reflecting on this proposition, please address the following:
 - the author's main argument and why the idea is dangerous
 - areas of dichotomous or rigid thinking versus areas of nuanced or flexible thinking
 - what reasonable and/or alternative conclusions are possible and why
 - which one of the ten speed bumps to critical thinking would a day of solitude affect most
 - what you would do for a national day of absolute solitude and why
 - what you would do for the following 364 days of that year and why

Appendix X-2

Example of How to Structure Arguments for a Formal Discussion or Debate

Here is a brief summary of some suggestions and examples of how to properly structure arguments for discussions and debates. Below is an example that I created based on various academic debates about the nature of drug addiction. I did this to highlight the proper structure of an argument and to demonstrate a longstanding debate within the broad field of addiction research which is whether or not addiction is a brain disease. (*Students cannot use this example.*)

- 1) Begin with a clear and concise statement of what your argument or position is:
Addiction is not a brain disease. These are two distinct phenomena with different constitutions (i.e., descriptions or criteria), causes, and outcomes.
- 2) Provide any necessary and/or relevant definitions:
Addiction is defined by the World Health Organization as the damaging or dangerous use of psychoactive substances leading to a dependence syndrome that is characterized by the following behaviours: strong urge or desire to use the drug; difficulty in controlling its use; persistence in its use in spite of harmful outcomes; placing greater priority on drug use than other responsibilities or activities; increasing tolerance; and presence of a withdrawal syndrome (Brown et al., 2017). A disease is generally considered to be an abnormal or pathological process that deviates from a known biological norm (Boyd, 2000). A brain disease is characterized by pathological changes in the brain that are not considered normal processes in healthy development or aging (Kolb & Wishaw, 2015).
- 3) Provide the warrants (reason + evidence) for your argument. A warrant is a statement of the reason why an argument is true or correct followed by a statement of the evidence that supports the reason:

Warrant 1:

Reason:

Addiction is a set of repetitive behaviours that can cause brain disease. Addiction is a process of recurring and chronic drug-taking that can cause changes in the brain that increase its allostatic load which can result in the initiation of pathological neurodegenerative processes leading to brain disease.

Evidence:

Chronic alcohol use can result in encephalopathy such as Wernicke-Korsakoff syndrome which is characterized by neuronal cell loss leading to cerebral, hypothalamic, and thalamic atrophy, gliosis (glial cell proliferation or hypertrophy), mild to severe amnesia, lack of insight, and other cognitive deficits (Kolb & Wishaw, 2015). Chronic drug use can result in neurodegenerative processes and/or accelerate neurodegenerative diseases (e.g., Alzheimer's disease and related dementias) through common mechanisms such as excitotoxicity-induced neuronal death (e.g., cell death initiated by excess glutamate

signaling and/or calcium influx arising from excessive stimulation) (Kolb & Wishaw, 2015; Pinel, 2018).

Warrant 2:

Reason:

Addiction is a developmental disorder because it arises from gene-by-experience factors linked with early caregiving, deprivation, or exposure to environmental stressors (McCrory & Mayes, 2015).

Evidence:

Substance abuse during pregnancy is associated with maternal and fetal prenatal chronic stress, epigenetic mechanisms that affect the stress response, damaging postnatal development, and greater risk of psychopathology across the lifespan, including addiction (McCrory & Mayes, 2015).

Warrant 3:

Reason:

Addiction is a generational disorder because it arises from early adversity in the caregiving environment that impacts stress regulatory capacities in the child later impairing their own capacities to care for and parent their offspring; it is a phenomenon that is then carried forward and passed on down through subsequent generations (McCrory & Mayes, 2015).

Evidence:

Neurobiological models of parenting demonstrate that addiction is associated with key changes in neural circuits that are involved in both stress and reward processes and appear to be essential to adaptive parental care of offspring (McCrory & Mayes, 2015).

4) Identify and refute any counterarguments with warrants (reason + evidence).

Counterargument:

Researchers have argued that addiction is a brain disease based on the fact that repetitive exposure to drugs of abuse alters the structure and function of the mesolimbic dopaminergic reward system (MDS) in the brain (Leshner, 1997; Volkow et al., 2016).

Refutation:

However, many other goal-directed behaviours, such as reward learning for food, sex, and gambling, also produce similar changes in the MDS (Levy, 2013; Lüscher et al., 2020). Furthermore, changes in the MDS can arise from other experiences, such as childhood maltreatment, known to increase the lifetime risk of psychopathologies including mood, attentional, and psychotic disorders and drug addiction (Brady & Sinha, 2005; Perry & Pollard, 1998; McCrory & Mayes, 2015). This suggests that rather than being a brain disease, drug addiction is a latent vulnerability arising from adversity in neurodevelopment, an outcome of learning from repeated exposure to a drug or object, and a progressive process that leads to an increased allostatic load resulting in brain disease. Thus, alterations in the MDS may be a common pathway for life experiences to

affect many behaviours and is therefore not a sufficient cause to specifically explain addiction as a brain disease.

5) Provide a conclusion:

Addiction is a distinct phenomenon that can cause brain disease. Addiction is a process of repetitive drug taking that arises from early adversity during development and is passed down through generations from parents to offspring through gene-by-experience mechanisms. Addiction can result in encephalopathic processes characterized by neuronal death and gliosis leading to abnormal brain functioning including dementia. Addiction is therefore not a brain disease in and of itself.

6) Provide APA formatted references:

- Brady, K.T. & Sinha, R. (2005). Co-occurring mental and substance use disorder: The neurobiological effects of chronic stress. *American Journal of Psychiatry, 162*: 1483-1493.
- Brown, S., Serin, R., Forth, A., Nunes, K., Bennell, C., Pozzulo, J. (2017). *Psychology of criminal behaviour: A Canadian perspective*, 2nd ed. Pearson Education: USA.
- Kolb, B. & Wishaw, I.Q. (2015). *Neuropsychology*, 7th ed. McMillian: USA.
- Leshner, A.I. (1997). Addiction is a brain disease, and it matters. *Frontiers in Neuroscience: The Science of Substance Abuse. Science, 278*: 45-47.
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- Lüscher, C., Robbins, T.W., Everitt, B.J. (2020). The transition to compulsion in addiction. *Nature Neuroscience, 21*: 247-263.
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- Perry, B.D. & Pollard, R. (1998). Homeostasis, stress, trauma, and adaptation: A neurodevelopmental view of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America, 7*: 33-51.
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