

# PSYC\*1500, Course Outline: Fall 2021

## General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is offered in a hybrid manner. This means that for most lectures, I will post lecture content plus audio recordings to highlight key perspectives and issues. These recorded lectures will be posted in Courselink in the content area. There will be some lectures that will be delivered synchronously (i.e., Mondays at 5:30pm). You will be given one week notice when lectures are delivered synchronously. **Seminars will be in-person (face-to-face)** for students to further reflect on selected themes from the readings.

**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.

Given the current situation with COVID, this course will be delivered in a hybrid manner. This means that for most lectures, I will post lecture content plus audio recordings to highlight key perspectives and issues. These recorded lectures will be posted in Courselink in the content area. There will be some lectures that will be delivered synchronously (i.e., Mondays at 5:30pm). You will be given one week notice when lectures are delivered synchronously. **Seminars will be in-person (face-to-face)** for students to further reflect on selected themes from the readings.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology (main campus)

**Semester Offering:** Fall, 2021

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

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

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

**Final Exam:** TBD

### **Instructor Information**

Instructor Name: Lisa Fiksenbaum, PhD

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

Office Hours: By appointment

### **General Guidelines:**

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

### **GTA Information**

Coordinators:

Allyson Andrade [aandra02@uoguelph.ca](mailto:aandra02@uoguelph.ca)

Emily Thornton [ethorn04@uoguelph.ca](mailto:ethorn04@uoguelph.ca)

Mallory Terry [terry@uoguelph.ca](mailto:terry@uoguelph.ca)

Jessica Kespe [jkespe@uoguelph.ca](mailto:jkespe@uoguelph.ca)

Seminar Leaders:

Seminar Section	Day & Time	Room	Teaching Assistant	E-mail
SEC #1:	M: 8:30-9:50	MCKN 227	Olivia Dobson	odobson@uoguelph.ca
SEC #2:	M: 8:30-9:50	ALEX 117	Christine Sexton	csexton@uoguelph.ca
SEC #3:	M: 10:00-11:20	ALEX 117	Cailean Harris	cailean@uoguelph.ca
SEC #4:	M: 10:00-11:20	MCKN 227	Delane Linkiewich	dlinkiew@uoguelph.ca
SEC #5:	W: 10:00-11:20	MCKN 227	Diogo Borba	dborba@uoguelph.ca
SEC #6:	W: 1:00-2:20	MCKN 227	Katherine Churey	kchurey@uoguelph.ca

SEC #7:	Wed.: 4:00-5:20	MCKN 227	Caren Colaco	ccolaco@uoguelph.ca
SEC#8:	Wed.: 4:00-5:20	REMOTE	Mackenzie Seasons	mseasons@uoguelph.ca

## Course Content

### Specific Learning Outcomes:

Upon successful completion of this course, students should be able to demonstrate the following learning outcomes at the introductory level (in relation to the undergraduate learning outcomes of the Department of Psychology at the University of Guelph):

1. Identify a multitude of career paths available for psychology majors.
2. Demonstrate the ability to find psychological literature in primary and secondary sources.
3. Demonstrate a basic ability to clearly and accurately write about psychological material from different sources (e.g., textbook, media, journal articles, reviews).
4. Assess and critically evaluate the accuracy and impact of media coverage of psychological research.
5. Understand how to read and critically evaluate psychological material that appears in primary and secondary sources.
6. Understand mental health, mental illness, and stigma in relation to university students.
7. Understand how stress operates and how to manage it using psychological principles and approaches.
8. Apply psychological material to one's own life and the lives of others.
9. Identify key factors relevant to professionalism within the discipline of Psychology.
10. Identify key factors for effective group work within the discipline of Psychology.
11. Identify the skills necessary for success as a psychology major.

### Lecture Content:

The table below provides an overview of lecture dates and content as well as required readings.

DATE	READINGS	LECTURE TOPIC	LEARNING OUTCOMES
Sept 13	Courselink readings <i>*these brief readings can be done after class</i> Lecture Slides	Course Overview and Careers Options	1,8,9,11
Sept 20	Lecture Slides	Thinking Critically in Psychology	4,5,11
Sept 27	Dunn: Chps. 5 & 7 Lecture Slides	Source Material, Plagiarism, & APA Formatting (Guests)	2,5,11
Oct 4	Lecture Slides Dunn: Chp. 2	Effective note-taking (Guest) Narrowing Down a Research Topic	2,9,11
Oct. 11	n/a	Reading week	

Oct. 18	Lecture Slides Dunn: Chp. 1	Organizational Strategies (Guest) Note-taking for classes	2,5,11
Oct. 25	Lecture Slides	Mental Health and Mental Illness (Guest)	6,8,11
Nov. 1	Dunn: Chp. 3 Krause: 7.1 & 7.2 Lecture Slides	Reading Comprehension in Psychology	5,11
Nov. 8	Krause: 14.2 & 14.3 Lecture Slides	Stress & Coping	7,8,11
Nov. 15	Krause: 13.2 Lecture Slides	Professionalism & Interviewing	9,11
Nov. 22	Krause: 13.1, P.535-537 Lecture Slides	Effective Group Work	8,9,10,11
Nov. 29	Krause: 11.3 & 11.4 Lecture Slides	Emotion, Motivation and Goal Setting	3,11
Dec. 6	Dunn: Chps. 4 & 9 Lecture Slides	Effective Writing (exam prep) and Looking Ahead	1-11

### Seminars:

Each student has one seminar per week over the semester. The table below provides an overview of the dates for your seminars, along with their focus.

Sept 13	No seminar	
Sept 20	First	Working toward a career with a Psychology Degree
Sept 27	Second	Summarizing primary and secondary sources/Academic integrity
Oct 4	Third	Critically thinking about the media (for media assignment)
Oct. 11	No seminar this week	Reading week
Oct. 18	Fourth	Narrowing down a research topic in psychology (Final exam preparation)
Oct. 25	Fifth	Effect note-taking (Final exam preparation)
Nov. 1	Sixth	Learning how to make an Infographic (for community output assignment)
Nov. 8	Seventh	Identifying mental health resources & stress management techniques
Nov. 15	No seminar this week	TAs are grading
Nov. 22	Eighth	Feedback on your outline/notes for your final exam

Nov. 29	Ninth	Group work and group-based problem-solving
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### Course Assignments and Tests:

#### *Major Assignments*

MAJOR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
1. Quiz #1: APA Style	Oct. 7	CourseLink Quiz function	5%	11
2. Media Assignment	Nov 4, 11:59pm	Drop-box	10%	2,3,4,5,11
3. Quiz #2: Lectures/readings Oct. 18, Oct. 25, and Nov. 1	Nov 10	CourseLink Quiz function	5%	11
4. Outline/Notes for Final Exam	Nov 15, 11:59pm	Drop-box	15%	2,3,5,8,11
5. Community Project: Instagram Swipes	Nov 26, 11:59pm	Drop-box	15%	2,3,5,6,11
6. Quiz #3: Lectures/readings Nov 15 <sup>th</sup> , 22 <sup>nd</sup> , 29 <sup>th</sup>	Dec 6 <sup>th</sup>	CourseLink Quiz function	5%	11
7. Final Exam	TBD		25%	2,3,5,8,11

#### *Minor Assignments*

MINOR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
1. Planning a Psychology Degree	<u>Start</u> of 1 <sup>st</sup> seminar	Drop-box	1%	1,11
2. Career Planning in Psychology	Sept 26, 11:59pm	Drop-box	3%	1,8,11
3. Summarizing Academic Work	<u>Start</u> of 2 <sup>nd</sup> seminar	Drop-box	2%	5,6,11
4. Media Assignment Plan	End of 3 <sup>rd</sup> seminar (will also be accepted at start of 4 <sup>th</sup> )	Drop-box	1%	2,4
5. Narrowed down Topic Sheet	<u>Start</u> of 5 <sup>th</sup> seminar	Drop-box	1%	2,3,5,11
6. SQ4R assignment	Nov. 14, 11:59pm	Drop-box	3%	3,5,7
7. Community Output plan	<u>Start</u> of 7 <sup>th</sup> seminar	Drop-box	3%	2,3,5,11
8. Mental Health Resources	Nov 17 <sup>th</sup> , 11:59pm	Drop-box	1%	6,7,11
9. Stress Management Plan	<u>Start</u> of 9 <sup>th</sup> seminar	Drop-box	1%	7,8,11
10. Stress Management Reflection	Dec 6, 11:59pm	Drop-box	2%	3,7,8,11
11. Group Work Reflection	Dec 6, 11:59pm	Drop-box	2%	3,8,9,10,11

#### Important about assignment and tests:

- “Dropbox” means that you submit the assignment online through a function in CourseLink.
- If it states “Start” of a particular seminar that means you work on it before the seminar and upload it to “Dropbox” at the start of seminar. If it states “End” of seminar, that means you work on it during seminar and upload it to “Dropbox” at the end of the seminar.
- Detailed information about each assignment is provided during lecture and/or seminar and in the content area of CourseLink.

**Final examination date and time: TBD.**

**Final exam weighting:**

The final exam is worth 25%. However, the assignment Outline/Notes (15%), is highly related to your final exam and is intended to help you to prepare and ultimately succeed when writing the final exam.

**Final Examination regulations are detailed at: [Examination Regulations](#)**

**Course Resources**

**Required Texts:**

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

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

**Required Reading for Seminar 2 (available on reserve via the library as a PDF):**

Karatekin C. (2017). Adverse Childhood Experiences (ACEs), Stress and Mental Health in College Students. *Stress and Health*. [doi.org/10.1002/smi.2761](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**

**Grading Policies**

Instructions and grading rubrics for all coursework outlined above will be posted prior to each component being assigned. Please check the syllabus for important dates and CourseLink regularly for updates.

**Re-Grading of Assignments Policy**

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dis-satisfied, 2) they can request from the instructor that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

### **Course Updates and Announcements**

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

### **Lectures, Midterms, & Final Exams**

Classes follow a lecture format with discussion questions. They are designed to review, compliment, and augment text material. Some material presented in lectures will NOT be covered in the textbook and vice versa.

### **Students are responsible for text AND lecture material.**

To achieve the course learning outcomes, it is recommended that you keep pace with the assigned readings.

### **Missed Assignments**

Students who miss an assignment must provide an original copy of appropriate documentation. Reasons for a missed work can be found through the link on the next page (under Academic Consideration, Appeals, and Petitions). With appropriate documentation, reasonable extensions will be permitted, commensurate with the nature of the missed assignment and the extenuating circumstances. If you know you will miss an assignment ahead of time, please contact me in advance. I am usually understanding of extenuating circumstances. However, in line with our course's learning outcomes regarding professionalism and stress management, it is important to maintain a balanced and organized approach to completing all coursework (both now and over the duration of your degree). Thus, having several assignments due (in this course or others) and/or having other commitments does not constitute a reason for being granted an extension.

### **Late Policy for Assignments**

Late submissions for all assignments worth 3% or less results in a grade of 0% for that assignment (unless there are extenuating circumstances as noted above). Late submissions for assignments worth 5% or more will receive a reduction of 5% per calendar day (note 1 minute late = 1 calendar day). After 10 calendar days, the grade will be 0% for that assignment. This does not apply to the online APA Quiz, which must be completed within the time frame noted above. If it is not, it will receive a zero.

### **Missed Final Examinations**

According to University policy, final exams are rescheduled via Academic Counselling. Hence, you should contact them directly should you not be able to write the final exam. Please be sure to review your exam schedule prior to making travel arrangements for the end of term; this does not constitute a reason for missing a final exam according to University Policy.

### **Course Policy regarding use of electronic devices and recording of lectures**

Recordings are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **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](#) 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

#### **Illness**

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

#### **Academic Consideration:**

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

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



### *Privacy Rights*

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

### **Online Behaviour**

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

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

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

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

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto: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. 03, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

### **Current Undergraduate Calendar**

#### **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

#### ***Turnitin***

*Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.*

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

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

**Safety Protocols**

For information on current safety protocols, follow these links:

[Return to Campuses - Preparing for Your Safe Return](#)

[Return to Campuses - Classroom Spaces](#)

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