

PSYC*4580, 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 using the Face-to-Face format. The course has set day, time, and location of class.** However, to accommodate students who still are meeting vaccination requirements, etc., **the first lectures of the course will be delivered remotely** via TEAMS (see courselink for announcement of team link, see course outline schedule below for online dates). Lectures, midterms, and assessments are scheduled to take place face to face and cannot be completed remotely or virtually. For missed lectures (e.g., due to illness, the requirement to self-isolate, work, etc.), students are expected to take their own steps, such as arranging with other students to catch up on missed materials. A discussion board is available on CourseLink for students to share lecture notes, and specific questions about missed material can be brought to the instructor's office hours. For missed exams and assignments, detailed policies are listed below in the Course Policies section. Disability-related requests for accommodation should follow standard university procedures, and all other requests should follow standard academic consideration policy and procedures.

Course Title: Special Topics in Behavioural Sciences

Course Description: This course provides an in-depth examination of specific theoretical and methodological advances for understanding human behaviour. Specific topics vary according to the expertise of the instructor. This section focuses on the use of cognitive-behavioural, psychophysiological, and cognitive-neuroscience techniques to test theories regarding links between mechanisms of human cognition and emotion/motivation. The corresponding topics will be covered in a seminar format.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2021

Class Schedule and Location: LEC Tues/Thurs 10:00 – 11:20 am, MCKN 117 [Class Find MACK 117](#)

Instructor Information

Instructor Name: Elizabeth Clancy

Instructor Email: clancye@uoguelph.ca

Office location and office hours: Virtual – To be arranged on case-to-case basis

GTA Information

GTA Name: Brooke Pardy

GTA Email: pardyb@uoguelph.ca

GTA office location and office hours: TBD

Course Content

Specific Learning Outcomes:

By the end of this course, students should be able to:

Critical & Creative Thinking:

- Depth & Breadth of Understanding (Master)

- Inquiry & Analysis (Master)

- Problem Solving (Master)

Literacy:

- Information (Master)

- Methodological (Master)

- Quantative (Master)

Communication:

- Oral (Master)

- Written (Master)

- Reading (Master)

- Integrative (Reinforce)

Professional and Ethical Behaviour:

- Ethical Reasoning (Reinforce)

- Ethical Issues in Research (Reinforce)

These Learning Outcomes will be achieved through the successful completion of the following Objectives. By the end of this course you should:

- 1) understand and effectively communicate to others contemporary methods and recent advances within cognitive-affective psychology and neuroscience.
- 2) demonstrate critical assessments of the usefulness of experimental designs and research techniques for revealing the cognitive and neural substrates of how humans think, feel, and behave.
- 3) expand your communication skills to be able to describe how research findings obtained with cognitive-behavioural, psychophysiological, and/or cognitive-neuroscience methods and techniques can be applied to promote successful outcomes in day-to-day activities.
- 4) show an ability to articulate the value of collaboration across scientific disciplines and the use of multiple converging approaches to address complex scientific questions.
- 5) expanded your oral and visual communication skills through the development and provision of a PowerPoint seminar and participation in question-and-answers segments of seminars led by others.

Lecture Content:

Date	Topic
Sept. 09	Introduction and Overview of Brain – Online (Teams TBA)
Sept. 14	Methods: Cognitive-behavioural - Online
Sept. 16	Methods: Psychophysiology - Online
Sept. 21	Methods: Neuroimaging - Online
Sept. 23	Exam: Midterm – in person
Sept. 28	Tutorial: How to give a good presentation. – in person
Sept. 30	Talks: Stimulus-evoked emotion
Oct. 05	Talks: Social perception and emotion - Faces
Oct. 07	Talks: Social perception and emotion - Bodies
Oct. 12	No class: Fall Study Break
Oct. 14	Talks: Social emotion: Voice / Touch / Gaze
Oct. 19	Talks: Social emotion: Uncanny Valley
Oct. 21	Talks: Visceral emotion
Oct. 26	Talks: Embodiment of emotion/motivation
Oct. 28	Talks: Affective consequences of cognitive control
Nov. 02	Talks: Motivational consequences of inhibition
Nov. 04	Talks: Adjusting cognitive control via affect
Nov. 09	Talks: Positive affect from cognition
Nov. 11	Talks: Affective engagement
Nov. 16	Talks: Emotion and attention
Nov. 18	Talks: Emotion and working memory
Nov. 23	Talks: Emotion and long-term memory

Date	Topic
Nov. 25	Talks: Emotion regulation
Nov. 30	Talks: Ambiguity
Dec. 02	Talks: Contagion + Course summary (Newspaper Column: Due)

Note: The schedule of what topics we cover on each day may vary due to unforeseen circumstances (weather, illness, etc...). Some classes we may not get through what we planned and we would then continue from where we left off in the next class. Other classes we may end up ahead of schedule and you should be prepared to begin the next topic earlier than planned. Please check course website for announcements pertaining to such changes.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm Exam	Sept. 23	16	1, 2, 4
Oral presentation	TBA	30	1, 2, 4, 5
Article Questions	Before each 'talks' class	15 (best 15 of 18)	1, 2
Talk Questions & Assessments	End of each 'talks' class	15 (best 15 of 18)	1, 2, 4, 5
Newspaper Assignment	Dec. 02	24	1, 2, 3, 4

Additional Notes:

Midterm Exam: The Midterm exam will be designed to assess students' understanding of all material covered in the readings and in-class lectures on Methods. The format of the exam will be multiple-choice questions. Exam content will cover both lectures and any assigned readings.

Assignment – Oral Presentation: Each student will be required to complete an in-class presentation that effectively summarizes an empirical research paper within a strict 10-minute time-limit, followed by a 6-minute question and discussion period. Possible topics will be provided in the assignment outline. This project requires you to search for and select a journal article reporting research using one or more cognitive-behavioural, psychophysiological, and/or cognitive-neuroscience techniques to address a critical research question within your assigned topic, and then develop a thorough understanding of how your chosen study fits within the context of prior research within that area. Such background knowledge will be critical for determining which details are crucial for understanding the advance in knowledge made by the study, and how to best translate this information to make it accessible to your classmates. In addition to the oral presentation, each presenter will be responsible for leading the subsequent class discussion of the presented research. This project is designed to enhance your inquiry and analysis skills, your depth and breadth of understanding, and your conceptual, and methodological, and quantitative literacy, while developing valuable visual and oral communication skills.

Assignment – Article Short-Answer Questions: For each class involving student presentations, each student not giving a presentation that day will be assigned one of the empirical research articles selected by the student presenters for that class. You must read each assigned article and provide brief written answers to a short series of questions about the content of the article prior to the class it is scheduled to be presented in. The questions will be posted and answered using the Quiz function on the CourseLink page before each of these classes. To account for the possibility of missed short-answer submissions due to sickness, only the best 15 of the 18-total possible submissions will count towards your final grade. If you miss completing and submitting answers to the questions about one of the articles, this will be treated as one of the three grades to be dropped—you do NOT need to provide documentation, nor inform the instructor. If you fail to submit article-question answers three times, each additional missed submission will be given a grade of zero and count as such toward your final grade unless appropriate documentation is provided within one week to the instructor as evidence of illness or compassionate circumstances.

Assignment – Talk Questions & Assessments: Each student will be required to watch and listen to every oral presentation (aside from their own) and provide their assessment of its effectiveness and at least one ‘burning question’ that came to mind during the talk. The questions and assessments will be completed on a paper-and-pencil form and submitted to the instructor at the end of each class. To account for the possibility of missed opportunities to observe presentations and submit questions-and-assessments forms due to sickness, only the best 15 of the 18-total possible forms will count towards your final grade. If you miss submitting a questions-and-assessments form, this will be treated as one of the four grades to be dropped—you do NOT need to provide documentation, nor inform the instructor. If you fail to submit a questions-and-assessments form three times, each additional missed submission will be given a grade of zero and count as such toward your final grade unless appropriate documentation is provided within one week to the instructor.

Assignment – Newspaper Column: Each student will be required to translate and make accessible to the public-at-large a set of key cognitive-affective findings on a topic of their choice. The resulting written overview will take the form of a newspaper column. This project is designed to provide you with experience in the art of knowledge translation by requiring that you conduct a literature search, then read and summarize journal articles in a way that could be understood (and that would be of interest!) if read by a general audience without a background in psychology or neuroscience. The column must be typed and must not exceed 750 words.

Course Resources

Required Texts:

There is no course textbook.

Other Resources:

All readings will be announced and made accessible through CourseLink.

Course Policies

Grading Policies

Completed assignments must be submitted by the due date indicated above. Early submissions are welcome. Late submissions will not be accepted. Failure to submit an assignment on time will result in a grade of zero for that assignment.

Additional grade-related information can be found in the calendar under [Undergraduate Grading Procedures](#).

Course Policy on Group Work:

All course activities for assessment are to be performed individually. No work, under any circumstances, should be completed for assessment with the aid of another student, nor should a student aid another student in their assessments.

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

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

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

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).

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

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. 03, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

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

[Current Undergraduate Calendar](#)

Additional Course Information

Respondus Lockdown Browser:

Course instructors are allowed to use technology that ensures academic integrity. Respondus Lockdown Browser and Monitor (Respondus) is one of these technologies.

This course will employ these technologies, but ensure exams and assessments are designed in ways that uphold U of G's commitment to academic excellence and ensures fairness and equity.

Students with human rights concerns about using Respondus (related to race, gender identification or disability) may request an alternative assessment by contacting their instructor or through an identified counsellor. Such requests must be made three business days in advance of a scheduled exam. U of G students will receive an email about the continued use of Respondus that outlines these options.

Instructors must accommodate students who make requests within the outlined timeframe based on human rights grounds. This includes arranging for and invigilating in another form such as face-to-face invigilation with physical distancing (when still within Public Health recommendations) or real-time observations using Zoom or Teams. Students who are registered with SAS will be accommodated by staff in the exam centre. Supports for instructor invigilation are outlined below.

Turn it in:

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.