

Course Outline Form for Winter 2026

PSYC*3300, Course Outline: Winter 2026

General Information

Some courses are offered virtually and some face to face. **This course is offered using the Alternate-Delivery-Synchronous (AD-S) format. There is an assigned day and time for class lectures, but no classroom, because lectures are delivered virtually.**

Course Title: Psychology of Gender

Course Description:

This course introduces students to core concepts, theories and contemporary issues in the psychology of gender. We will critically examine sex and gender research across diverse contexts, covering topics from bodies and health to culture, history, violence and social media. Uniquely, this course adopts a human-AI collaborative framework designed to prepare students for academic and professional work in the era of Generative AI. By treating AI as a collaborator, students will develop essential skills in meta-cognition, AI literacy, and critical analysis while ensuring their own unique intellectual voice remains at the centre of their work as they learn about and reflect on gender issues in psychology.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2026

Class Schedule and Location: M/W/F 3:30-4:20pm. Link will be available on Courselink.

Instructor Information

Instructor Name: Alexis Fabricius

Instructor Email: afabrici@uoguelph.ca

Office location and office hours: Office hours are held virtually. Time/date TBD.

GTA Information

GTA Name: Hajar Soltan

GTA Email: hsoltan@uoguelph.ca

GTA office location and office hours: By appointment.

GTA Name: Zoe Weidman

GTA Email: zweidman@uoguelph.ca

GTA office location and office hours: By appointment.

Course Content

Specific Learning Outcomes:

- 1. Critically evaluate key concepts, theories and ideas in psychology of gender.*
- 2. Explain how shifts in approaches to sex and gender research in psychology reflect broader historical, sociocultural, political and technological changes happening “outside” of the discipline.*
- 3. Recognize the pervasive influence of gender in the social world, identifying how course concepts manifest in your own life, your community, and real-world media.*
- 4. Explain how gender and issues of power are entangled and how they shape psychological experiences.*
- 5. Express your ideas effectively through participating in class discussions, online seminars, and in digital materials.*
- 6. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks.*
- 7. Demonstrate the ability to work iteratively with Generative AI as a thinking partner to brainstorm, clarify, and refine analysis without sacrificing original thought or personal voice.*

Lecture Content:

Class meetings will consist of a mixture of lectures, media content, in-class activities, and discussion.

Seminars:

On Fridays, we transition to a virtual seminar format. To ensure a small-group, high-engagement environment, the class is divided into two groups that meet on alternating weeks:

- Group A: Weeks 1, 3, 5, 7, 9, 11*
- Group B: Weeks 2, 4, 6, 8, 10, 12*

During these seminars, students will be put into breakout rooms in small groups of 4-5 students to tackle discussion questions while keeping live notes of the conversation. The TAs and course instructor will circulate between rooms, acting as coaches to help students identify deeper insights, troubleshoot your analysis, and bridge the gap between course concepts and theories and your assignments.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation	<i>Group A: Fridays on weeks 1, 3, 5, 7, 9, 11</i>	6 classes x 4% = 24%	1, 2, 3, 4, 5, 6

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
	<i>Group B: Fridays on weeks 2, 4, 6, 8, 10, 12</i>		
Digital Archive	<i>Phase 1 - Feb 13 by 11:59pm Phase 2 – Mar 27 by 11:59pm</i>	2 x 15% = 30%	1, 2, 3, 4, 5, 6, 7
Applied Reflection	<i>Student's choice between weeks 2-11. Papers due Mondays by 11:59pm.</i>	16%	1, 2, 3, 4, 5, 6, 7
Capstone Project	<i>April 6th by 11:59pm</i>	30%	1, 2, 3, 4, 5, 6, 7

Additional Notes (if required):

Participation (6 x 4% = 24%)

- *On Fridays, Group A meets during odd-numbered weeks and Group B meets during even-numbered weeks.*
- *During these sessions, you will work in small breakout rooms to tackle discussion prompts while keeping collaborative live notes.*
- *Your grade is based both on the quality and theoretical depth of your group's submitted notes, as well as your individual engagement and contributions during the collaborative process.*

Digital Archive (Phase 1 – 15%; Phase 2 – 15%)

You will build a personal Google Sites website that serves as a living repository of your learning throughout the semester. This archive is completed in two phases: Phase 1 (Weeks 2–6) and Phase 2 (Weeks 7–11). You will select four topics per phase to document on your site, for a total of 8 course weeks covered in the Archive. See the Detailed Assessment Instructions on Courselink for more information, including prompts for annotations and the learning diary.

Each weekly page must include these three components:

- *Weekly Overview (100–150 words): A concise synthesis of the week's core readings and lecture themes. This provides needed context for your media selections.*
- *Mixed-Media Annotations: Each week, you will find two mixed media items (e.g., TikToks, memes, news, songs, YouTube videos, art) that illustrate some aspect(s) of the course concepts from that week. These media pieces will be annotated following specific prompts. See the Detailed Assessment Instructions.*
- *Learning Diary (200–300 words): Following your mixed media, you will write an entry in your Learning Diary. This is a place for you to reflect on your assumptions on the topic, and to think critically about both your media and the course content. There are 16 prompts available in the Detailed Assessment Instructions – you are to choose 2 per week, opting for whichever feel right to you.*

This archive serves as the essential raw material and foundation for your Applied Reflection paper and Capstone Project. Detailed instructions and rubrics are available on CourseLink – please consult them before submitting your projects, as they contain important details about formatting, content to cover, etc.

Human-AI collaboration: You are expected to use GenAI as a collaborator to brainstorm, clarify concepts, and refine your writing. However, you are responsible for the final product, and it is imperative that your voice and ideas are maintained; in fact, your grade is entangled with your ability to move beyond generic AI suggestions to show deep, critical engagement and a distinct personal voice.

Format & submission requirements:

- ***Format: Google sites (or equivalent) with About Me landing page + 8 weekly pages***
- ***APA: Not needed***
- ***Formatting: Prose should be in 12-pt font***
- ***How to submit: Submit a document with a link to your published website to the appropriate CourseLink Dropbox.***
 - ***Once you submit, do not click the 'Publish' button again until you have received your grade. While you can continue to work on 'Draft' versions of future weeks, clicking 'Publish' updates the live link the TA sees.***
- ***Style: First-person (I/my) and contractions (you're, isn't) are allowed, but maintain an academic, analytical tone.***

Due dates & late penalties:

- ***Phase 1 (covering 4 out of 5 possible weeks between Weeks 2-6) – Feb 13 by 11:59pm***
- ***Phase 2 (covering 4 out of 5 possible weeks between Weeks 7-11) – Mar 27 by 11:59pm***
 - ***To ensure the integrity of the submission, TAs will check the "Site Info" timestamp on your Digital Archive by clicking the "i" icon in the bottom-left corner of your published site. It displays the date the site was last updated. This date must be on or before the date you submitted your paper to the Dropbox. If the "Last Published" date is later than your Dropbox submission date, the TA will assume the site was edited post-submission. Any 'Published' timestamps after the deadline will be considered a late submission, with 10% docked per day.***

Applied Reflection (16%)

You will write one applied reflection paper on a week of your choice (Weeks 2-11 are eligible). This assignment is a structured collaboration between you and GenAI to produce a deep critical analysis of course content. Detailed descriptions of these sections are available in the Detailed Assessment Instructions page on CourseLink – they include the prompts you need to draw on and formatting requirements.

These papers consist of three components – the applied reflection, a GenAI transcript, and a meta-cognition assessment. More details on each below:

a) The Applied Reflection (600-900 words)

This is a 2-3 page paper where you engage deeply with the readings for the week, as well as your digital archive content.

Include the following:

- **Title page – Include relevant student and course information.**
- **Introduction – Identify the weekly topic the readings you will explore, and a preview of your analysis (3-6 sentences).**
- **Reading Analysis for the 2 assigned papers that week – Starting with Reading 1 for that week, articulate 1-2 key arguments or claims from it.**
 - **For each, discuss 2 or more implications or points of significance. Why does this particular claim matter? What does it reveal about the psychology of gender? The goal here is depth of critical analysis.**
 - **After that, explain how these issues show up in the real world by drawing on your Digital Archive for that week to give concrete examples. Explain how or why your media impacted your understanding of the topic in ways that go beyond the lectures or course materials. When referencing your Archive materials, please include a clear screenshot (or screenshots) so the TA can also see what media you are referring to. These can be added to the end of your paper as an Appendix.**
 - **Follow the same procedure for the second reading.**
 - **Note: Your analysis should engage with both readings evenly**
 - **Note: You don't need to use formal citations or references – simply refer to the papers by the authors' names (e.g., Singh and colleagues argue that...)**
- **Application - How might these readings or your insights from them influence your future learning, thinking or actions? Focus on answers that are feasible and specific for you as an undergrad student.**
- **Conclusion - Brief closing remarks that tie the whole paper together.**

b) Your GenAI conversation

Download and submit the full conversation you had with your GenAI while co-producing the assignment. Do not edit or omit anything - I am asking you to use GenAI so there is no need to hide any part of your interaction, and you will not be graded on your transcript. This information is simply a) to help you understand your collaboration process, and b) so you can point to specific examples from your discussions in your meta-cognition assessment in the next section.

Notes & tips:

- **Capturing your chat**
 - **You must be signed in to your platform to download your chat.**
 - **Most platforms allow you to "Export" or "Download" the chat as a PDF or text file. If your platform does not, you must copy and paste (if you do this, please use font 10 to minimize GenAI transcript size) the full text into your document. Do not submit a "Share Link," as these can expire and may prevent the TA from accessing your work.**

- *Be aware that your transcript is being submitted, so do not include personal details that you do not want shared.*
- *Append your transcript at the end of your paper, after your meta-cognition assessment.*

c) Meta-cognition assessment (300-500 words)

After your applied reflection, you will conduct a post-assignment meta-cognition assessment that captures your thinking about your use of GenAI when you were writing. You will provide an analysis of your partnership with GenAI. This section is designed to capture your thinking about your writing process, specifically how the technology supported - or potentially hindered - your learning.

To complete this assessment:

- *Choose at least two prompts from the list of themes (Learning, Criticality, Authorship, or Skill Building) found in the Detailed Assessment Instructions on CourseLink. You may also propose your own prompts for approval.*
- *In paragraph 1, answer the first prompt. In paragraph 2, the second one.*
 - *In your answers, point to specific moments or exchanges in your appended GenAI transcript to support your claims.*
 - *Move beyond "the AI was helpful" or "it saved me time" to evaluate the quality of the collaboration. Did it challenge your thinking, or did you have to work harder to maintain your own voice?*
- *In paragraph 3, identify one specific insight, connection, or phrasing in your Reflection that the AI did not suggest and could not have known. How did your personal contributions specifically transform a generic AI response into a piece of psychological analysis that is uniquely yours and stronger than whatever the AI produced?*

Format & submission requirements:

- *Length: Reflection (600-900 words) + Meta-cognition (300-500 words) + transcript → all submitted as one document*
- *APA: Not needed*
- *Formatting: Double-spaced, 12-pt font*
- *File types: .doc, .docx, or .pdf*
- *Submit to: CourseLink Dropbox in appropriate folder*
- *Style: First-person (I/my) and contractions (you're, isn't) are allowed, but maintain an academic, analytical tone.*

Due: Mondays by 11:59 pm - Your reflection is due the Monday following the week the content was covered (e.g., a paper on Week 2 content is due to Dropbox by 11:59pm on the Monday of Week 3).

Capstone Project (30%)

This capstone assignment draws on your entire digital archive to examine your learning across the semester.

There are two sections:

1. Psych of gender synthesis (500-600 words)

- **Identify the "Golden Thread": Review your 8 weeks of archived media and identify one recurring analytical lens, tension, or question that connects them. A Golden Thread is the "conceptual glue" that links seemingly unrelated topics. For example, how a Week 3 TikTok about Disney movies and a Week 9 article on workplace pay gaps both illustrate the internalization of gendered expectations.**
- **Name the thread (e.g., "The performance of masculinity") and explain how it manifests in (a) at least two different pieces of media from different weeks, and (b) at least three specific readings (APA7 citations & references required for the readings).**
- **Note: You may not draw on the same content you used in your Applied Reflection.**

2. AI-Human collaboration (500-600 words)

Please answer the following:

In paragraph 1 – Openness and transparency

In many courses, AI use exists in a "shadow" or is strictly prohibited. In this course, we practiced Open AI Engagement. Reflecting on this shift:

- ***Did the opportunity to openly discuss and use AI change your internal relationship with the course material and your writing process?***
- ***Contrast your "Week 1" mindset with your "Week 12" practice. Did transparency reduce anxiety, increase curiosity, or perhaps make the writing process more complex? Be honest: If the open use of AI made you feel less connected to your writing, explain that tension.***

In paragraph 2 – Collaboration

- ***Describe a specific moment where using AI forced you to think harder about a psychological concept rather than less.***
- ***Using your archived transcripts, provide evidence of a "moment of intervention." Include a snippet from one of your exchanges as evidence. Show a brief example of an AI's generic or biased claim and explain the specific psychological knowledge you used to correct it or expand on it. How did this act of "correcting the machine" validate or challenge your own sense of expertise in psychology? What lessons did you take away regarding the limitations of GenAI in your undergraduate psych classes?***

In paragraph 3 – Transferability

Based on your experience in this specific "AI-open" environment:

- ***How will you navigate AI in future Psychology courses that may have different (or no) AI policies?***
- ***What specific "Human+AI" workflow will you take with you (e.g., using it for structural feedback, counter-arguments, or literature synthesis)? Is this different than how you were working with AI before? Explain.***
- ***What is the most important thing you want psychology faculty to know about how AI affects the integrity of your thinking?***

This reflection should feel cumulative, thoughtful, and grounded in your own experiences of using GenAI to help create your Archive and Reflection. It should demonstrate deep and meaningful engagement with your learning across the course.

Format & submission requirements:

- ***Length: Capstone paper is 900-1200 words***
- ***APA: Use APA 7 in-text citations and references throughout when you mention specific course readings***
- ***Formatting: Double-spaced, 12-pt font***
- ***File types: .doc, .docx, or .pdf***
- ***Submit to: Courselink Dropbox in appropriate folder***
- ***Style: First-person (I/my) and contractions (you're, isn't) are allowed, but maintain an academic, analytical tone.***
- ***Download and submit your GenAI conversation merged in a single document with your AI-Human collaboration paper.***

Due: Monday, April 6th to Dropbox by 11:59pm.

Course Resources

Cost of Texts:

All resources for this course can be found within the Courselink site. There are no costs for required or recommended textbooks or learning resources for students in this course.

Course Policies

Grading Policies

All assessments (except participation) are evaluated through Courselink and are due to their corresponding Dropbox folder.

Late submissions are docked 10% per 24-hour period (including weekends). Please connect with your TAs re: short extensions.

Undergraduate Grading Procedures

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

Course Policy on Group Work:

All group members are responsible for the quality and correctness of their submissions.

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 a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. 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.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

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

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

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Illness

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

Accessibility

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

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Monday April 6th 2026. 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

Use of Generative AI (GenAI) in the course

You are expected to use Gen AI with all of your written work. While it can be a helpful co-collaborator and addition to your learning, it is not a replacement for your intellectual work. The goal of all written assignments in the course is for you to figure out how to collaborate responsibly with GenAI, not outsource the work to it. Your grades for written

work are tied to the quality of your understanding, your examples, your analysis, and your voice.

What “collaboration” means for us

You are encouraged to use GenAI as a support tool for tasks such as:

- *brainstorming your answers or mixed media selections*
- *refining your weekly reflections or digital archive write ups*
- *clarifying concepts or definitions in plain language (always approach answers with caution)*
- *helping you revise, edit, or reorganize your writing*
- *giving you feedback or comments on your writing so you can improve it*
- *using it to help explore alternative explanations or perspectives to consider*
- *checking or refining the clarity, tone, or flow of your writing*
- *troubleshooting when you get stuck*
- *asking about the logical soundness of your argument*
- *asking it to give you prompts to encourage your thinking in different directions*

These uses mirror how many professionals, including psychologists, are working with AI, which is as a tool that enhances thinking, writing, and creativity, not one that replaces them.

TIP: Use GenAI as if I were standing over your shoulder watching your screen. If you would feel the need to hide a window, delete a prompt, or feel embarrassed about how much the AI is doing for you, you have likely crossed the line from collaboration to outsourcing. If you can proudly show me the "back-and-forth" conversation where you challenged the AI's ideas, you are collaborating correctly.

Note - The goal is not the amount of AI use, but the quality of your final output.

What not to do

Assignments that rely on GenAI-only content tend to receive a D or F, not because AI use is prohibited, but because AI-generated responses:

- *are often vague, generic, and non-specific*
- *fail to accurately reference course concepts, readings, lectures, etc.*
- *do not connect meaningfully to your chosen media or offer concrete examples from readings and lectures*
- *lack personal insight, critical thinking, and reflection*
- *cannot demonstrate your learning*
- *are sometimes incorrect due to hallucinations (e.g., made up citations or information), lack of granularity (e.g., summaries don't have enough detail) or because training data included outdated gender stereotypes or biases.*

NOTE: The presence of AI-generated 'hallucinated' citations or descriptions of content that are incorrect constitute automatic grounds for an academic integrity review.

If you submit writing that shows no evidence of your own thought process, interpretation, or engagement with the material (e.g., specific lecture anecdotes, specific media from your digital archive, specific parts from the readings), it will not meet the criteria for passing work, even if it is polished. The goal is to work iteratively with the technology, to go back and forth enhancing the overall output.

When does AI use become an issue?

It becomes an issue the moment your individual voice disappears. If I read your work and it feels like 'anyone' could have written it; that is, it is lacking your specific media choices, your unique lecture takeaways, and your personal analytical 'Golden Thread', then it hasn't met the requirements of the assignment. The goal is for the AI to help you say what you think more clearly, not to tell you what to think.

Your responsibility as the writer

You are responsible for:

- **the accuracy of all information in your annotations and reflections**
- **reading and revising GenAI suggestions so they reflect your meaning**
- **ensuring the analysis clearly connects to course concepts**
- **ensuring the analysis accurately captures the authors' claims**
- **explaining personal reactions, insights, and media choices in your own voice**
- **bias checking**

Think of GenAI as a thinking partner – someone who is helpful but not always correct. Part of the assignment is learning to evaluate its limits and benefits.

Why we are using GenAI in this class

Working iteratively with GenAI helps you:

- **strengthen your critical reading and writing skills**
- **distinguish between high-quality, specific analysis and generic filler**
- **practice identifying inaccuracies, overgeneralizations, or missing nuance**
- **develop the meta-skill of evaluating how you think and write**
- **prepare for the future of academic and professional communication, where AI is increasingly becoming an important tool**