

PSYC*1500, Course Outline: Fall 2017

General Information

Course Title: Foundational Skills for Psychology

Course Description:

This course is designed to help Psychology majors optimize their learning in the Psychology program and beyond. The primary focus of this course is on individual skill development with respect to academic learning, critical thinking, written communication, career planning, among other key areas related to the discipline of psychology. This course adopts a lecture and a seminar-based format to augment learning and apply course content in an experiential manner. This also includes guest lectures with key experts to facilitate student learning.

Credit Weight: 0.5

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

Semester Offering: Fall, 2017

Class Schedule and Location:

Lectures: Mondays from 5:30 PM until 6:50 PM in Rozanski Hall 103
Our final class is Friday Dec 2 at our regular time (due to the long weekend in October)

Seminars: Mondays 10:00AM – 11:20AM ROZH 109
Mondays 8:30AM – 9:50AM ROZH 109
Mondays 10AM – 11:20AM ROZH 108
Mondays 10AM – 11:20AM ROZH 109
Mondays 4:00PM – 5:20PM ANNU 306
Wednesdays 8:30AM – 9:50AM ANNU 306
Wednesdays 1:00PM – 2:20PM ANNU 306

Instructor Information

Instructor Name: Stephen P. Lewis, PhD

Instructor Email: stephen.lewis@uoguelph.ca

Office Location: 3001, MacKinnon Extension.

Office Hours: Wednesdays from 2:30 PM – 4:00 PM and by appointment

GTA Information

GTA Name: TBA – will be posted on Courselink

GTA Email: TBA – will be posted on Courselink

GTA office location and office hours: TBA – will be posted on Courselink

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., media, journal articles).

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 sources.

6. Understand mental health and mental illness 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 (and recommended) readings.

DATE	READINGS	LECTURE TOPIC	LEARNING OUTCOMES
Sept 11	Dunn & Halonen Text Chapters 1,2,6,9	Course Overview and Careers Options *Please note, these brief readings can be done after class	1,8,9,11
Sept 18	None – Lecture slides	Mental Health and Mental Illness	6,8,11
Sept 25	Dunn Text Chapter 3	Reading Comprehension in Psychology	5,11
Oct 2	None *Recommended: Lewis et al., 2011 (available on Courselink)	Thinking Critically in Psychology *Recommended reading available via Courselink	4,5,11
Oct 9		NO LECTURE THIS WEEK	
Oct 16	Dunn Text Chapter 2 Dunn & Halonen Text Chapter 7	Narrowing Down a Research Topic	2,5,11
Oct 23	Dunn Text Chapter 5 & 7	Source Material, Plagiarism, & APA Formatting	2,9,11
Oct 30	None – Lecture slides	Effective Note-taking	2,5,11
Nov 6	None Recommended Reading: Chapter 14 in the Intro Psych text by Krause et al. 2015 (this is available on reserve at the library)	Stress & Coping	7,8,11
Nov 13	Dunn Text Chapter 4 & 6	Effective Writing in Psychology	3,11
Nov 20	None – Lecture slides	Professionalism & Interviewing	9,11
Nov 27	None – Lecture slides	Effective Group Work	8,9,10,11
Dec 1*	None – Lecture slides	Looking Ahead as a Psychology Major	1-11

*Our December 1st class falls on a Friday due to the long weekend (Thanksgiving) in October; it will occur at our regular class time.

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. Please consult your class schedule to determine your specific seminar day and time.

WEEK OF TERM	SEMINAR	SEMINAR FOCUS
Sept 18-22	1	Working toward a career with a Psychology Degree
Sept 25-29	2	Summarizing key points of a research article in psychology
Oct 2-6	3	Identifying media articles covering psychological research (for media assignment)
Oct 9-13		NO SEMINARS THIS WEEK
Oct 16-20	4	Identifying empirical articles in psychology journals (for media assignment)
Oct 23-27	5	Narrowing down a research topic in psychology (Start of final exam preparation)
Oct 30 – Nov 3	6	Effective note-taking: Applied to psychology (Continuing with final exam preparation)
Nov 6-10	7	Identifying mental health resources & stress management techniques
Nov 13-17		NO SEMINARS SCHEDULED THIS WEEK
Nov 20-24	8	Feedback on your outline and notes for your final exam
Nov 27 – Dec 1	9	Group work and group-based problem-solving

Course Assignments and Tests:

ASSIGNMENT	DUE DATE	FINAL MARK (%) CONTRIBUTION	LEARNING OUTCOMES
Planning a Psychology Degree	Start of Seminar 1	1%	1,11
Career Planning in Psychology	48 hours after Seminar 1	5%	1,8,11
Summarizing an Article	Start of Seminar 2	1%	5,6,11
Mental Health Paper	Oct 1, 11:59pm	10%	3,5,6,8,11
Media Project Part 1	48 hours after Seminar 3	5%	3,4,11
Media Project Part 2	96 hours after Seminar 4	5%	2,3,5,11
Media Project Part 3	96 hours after Seminar 4	10%	2,3,4,5,11
APA Quiz (via Courselink)	Oct 23 to Oct 29 at 11.59pm	5%	11
Outline for Final Exam	Start of Seminar 7	10%	2,3,5,11
Mental Health Resources	48 hours after Seminar 7	1%	6,7,11
Stress Management Plan	48 hours after Seminar 7	1%	7,8,11
Notes for Final Exam	Seminar time - week of Nov 13	5%	2,3,5,8,11
Stress Management Reflection	Nov 26 by 11.59pm	2%	3,7,8,11
Group Work Reflection	48 hours after Seminar 9	2%	3,8,9,10,11
Research Participation or Alternate Assignment	Any time until SONA deadline	2%	11
Final Exam	December 9: 8:30AM-10:30AM	35%	2,3,5,8,11
	TOTAL	100%	

Important about *assignment* and tests:

- Unless otherwise mentioned all assignments are due by the stated deadlines and are submitted via Dropbox on Courselink.

Final examination date and time: December 9 at 8:30AM until 10:30AM. Room, TBA.

Final exam weighting:

The final exam is worth 35%. However, there are two assignments (Outline for Final Exam and Notes for Final Exam) which relate highly to your final exam and are 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:

Title: The Psychology Major's Companion: *Everything You Need to Know to Get Where You Want to Go*
Authors: Dana S. Dunn, Jane S. Halonen
Publisher: Macmillan Learning, 2016

Title: Short Guide to Writing About Psychology, 3rd Edition

Authors: Dana S. Dunn

Publisher: Pearson, 2011

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*. <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.

Though not required for this course, having access to an introductory psychology textbook will help with some of the course assignments. The following text was used in PSYC*1000 in 2016/17 and is used again in 2017/18; it is on reserve at the library for our class.

Krause, M., Corts, D., Smith, S. & Dolderman, D. (2015). An introduction to psychological science: Canadian Edition. Toronto: Pearson.

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.

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/discussion format with discussion questions and in-class activities. 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.

Class attendance will facilitate an understanding of course material. To achieve the course learning outcomes, it is recommended that you keep pace with the assigned readings.

Missed Assignments

Consistent with University Policy, students who miss an assignment must provide an original copy of appropriate documentation. Reasons for a missed midterm can be found through the link on the next page (under University Policies: Academic Consideration). 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) does not constitute a reason for being granted an extension.

Late Policy for Assignments

Late submissions for all assignments worth less than 5% results in a grade of 0% for that assignment (unless there are extenuating circumstances as noted above). Late submissions for assignments worth more than 5% will receive a reduction of 10% per calendar day. After 5 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

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 **Friday, November 3**. 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.