

# PSYC\*4900-01, Course Outline: Fall 2016

## General Information

Course Title: Psychology Seminar

### Course Description:

*Student seminars and discussions will be organized around theoretical and substantive issues in the discipline of psychology. A major objective is to assist advanced undergraduate students to achieve a degree of synthesis of materials studied in their previous psychology courses.*

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: F16

Class Schedule and Location: Wednesdays 11:30-2:20 in MCKN 312

## Instructor Information

Instructor Name: Dan Meegan

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

Office location and office hours: Tuesdays 3:00-4:30 in room 3018 of the Mackinnon Extension

## GTA Information

GTA Name: David Willougby

GTA Email: [Tuesdays.dwilloug@uoguelph.ca](mailto:Tuesdays.dwilloug@uoguelph.ca)

GTA office location and office hours: n/a

## Course Content

### Specific Learning Outcomes:

*The table below summarizes the learning outcomes targeted by this course:*

<b><i>Learning Outcome</i></b>	<b><i>Facet</i></b>	<b><i>Definition</i></b>	<b><i>Mechanism of learning and assessment</i></b>
<b><i>Critical &amp; Creative Thinking</i></b>	<b><i>Depth &amp; Breadth of Understanding</i></b>	<b><i>Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and sub-disciplinary boundaries</i></b>	<b><i>Readings, Seminar Discussions, Papers, Lesson Plan Proposal</i></b>

<b><i>Critical &amp; Creative Thinking</i></b>	<b><i>Inquiry &amp; Analysis</i></b>	<b><i>A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed conclusions or judgments</i></b>	<b><i>Readings, Seminar Discussions, Papers</i></b>
<b><i>Critical &amp; Creative Thinking</i></b>	<b><i>Creativity</i></b>	<b><i>Involves the ability to adapt to situations of change, to initiate change and to take intellectual risk</i></b>	<b><i>Seminar Discussions, Lesson Plan Proposal</i></b>
<b><i>Literacy</i></b>	<b><i>Information Literacy</i></b>	<b><i>The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats</i></b>	<b><i>Seminar Discussions, Papers, Lesson Plan Proposal</i></b>
<b><i>Literacy</i></b>	<b><i>Methodological Literacy</i></b>	<b><i>The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science</i></b>	<b><i>Readings and Seminar Discussions, particularly related to Reproducibility (1) and Social Psychology (8)</i></b>
<b><i>Global Understanding</i></b>	<b><i>Sense of Historical Development</i></b>	<b><i>Understanding of psychology in a modern society; its limitations and developments</i></b>	<b><i>Readings, Seminar Discussions, Papers, Lesson Plan Proposal</i></b>
<b><i>Communication</i></b>	<b><i>Oral Communication</i></b>	<b><i>Includes interpersonal skills, oral speaking and active listening as they apply to psychology</i></b>	<b><i>Seminar Discussions, Lesson Plan Proposal presentation</i></b>
<b><i>Communication</i></b>	<b><i>Written Communication</i></b>	<b><i>The ability to express one's ideas and summarize theory and research in written form</i></b>	<b><i>Papers, Lesson Plan Proposal</i></b>
<b><i>Communication</i></b>	<b><i>Reading Comprehension</i></b>	<b><i>The understanding of theoretical and empirical literature in psychology</i></b>	<b><i>Readings, Seminar Discussions, Papers, Lesson Plan Proposal</i></b>
<b><i>Communication</i></b>	<b><i>Integrative Communication</i></b>	<b><i>A mental process that integrates existing psychological knowledge to develop and communicate new knowledge</i></b>	<b><i>Seminar Discussions, Papers, Lesson Plan Proposal</i></b>
<b><i>Professional &amp; Ethical Behaviour</i></b>	<b><i>Teamwork</i></b>	<b><i>Working together in a respectful and collaborative manner to complete tasks</i></b>	<b><i>Seminar Discussions, Lesson Plan Proposal</i></b>

<b>Professional &amp; Ethical Behaviour</b>	<b>Ethical Reasoning</b>	<b><i>Includes learning to make judgments about whether research has been conducted and used in an ethical manner, as well as exploring how psychological research can be used as a guide for making moral judgments about the behaviour of others.</i></b>	<b><i>Readings and Seminar Discussions, particularly related to Reproducibility (1), False Memory (2), Neuroscience (3), Disorders (5), Moral Psychology (6), and Psychopathy (9)</i></b>
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**Lecture Content:**

<b>Date</b>	<b>Activity / Assignment</b>	<b>Issue</b>
<b>Sep 14</b>	<b>Introduction</b>	-
<b>Sep 21</b>	<b>Seminar 1</b>	<b><i>The replication crisis in psychology</i></b>
<b>Sep 28</b>	<b>Seminar 2</b>	<b><i>How do we distinguish a false memory from a lie?</i></b>
<b>Oct 5</b>	<b>Seminar 3</b>	<b><i>The downside of neuroscience</i></b>
<b>Oct 12</b>	<b>Seminar 4</b>	<b><i>Personnel selection: The search for the magic test</i></b>
<b>Oct 19</b>	<b>Seminar 5</b>	<b><i>Marketing a disorder because it has a profitable treatment</i></b>
<b>Oct 24</b>	<b>Issue Paper 1 due</b>	-
<b>Oct 26</b>	<b>Seminar 6</b>	<b><i>Moral psychology: Blaming &amp; shaming</i></b>
<b>Nov 2</b>	<b>Seminar 7</b>	<b><i>Social psychology, validity, and prejudice reduction</i></b>
<b>Nov 9</b>	<b>Seminar 8</b>	<b><i>So you think you can spot a psychopath</i></b>
<b>Nov 16</b>	<b>Seminar 9</b>	<b><i>To each her own: What constitutes progress for women?</i></b>
<b>Nov 18</b>	<b>Lesson Plan Proposal issue title &amp; group membership</b>	-
<b>Nov 23</b>	<b>Lesson Plan Proposal submit, present &amp; vote</b>	-
<b>Nov 30</b>	<b>Seminar 10</b>	<b><i>to be determined</i></b>

Dec 2	Issue Paper 2 due	-
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Labs: N/A

Seminars: N/A

### Course Assignments and Tests:

<i>Seminar Discussant:</i>	<b>27%</b>
<i>Issue Paper 1:</i>	<b>25%</b>
<i>Lesson Plan Proposal:</i>	<b>23%</b>
<i>Issue Paper 2:</i>	<b>25%</b>
<b>TOTAL:</b>	<b>100%</b>

Final examination date and time: N/A

Final exam weighting: N/A

### Course Resources

Required Texts:

**NONE**

### Course Policies

Grading Policies

[Undergraduate Grading Procedures](#)

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

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 the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [csdexams@uoguelph.ca](mailto:csdexams@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 Nov. 04th. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Or [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. As the 2014/15 Undergraduate Calendar states: "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" (p. 31).

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.