

PSYC*1500, Course Outline: Winter 2018

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: Winter, 2018

Class Schedule and Location:

Lectures: Mondays 5:30PM - 6:50 PM in Rozanski Hall

Seminars: Mondays 10:00AM – 11:20AM ROZH 109
Mondays 8:30AM – 9:50AM ROZH 109
Mondays 10:00AM – 11:20AM ROZH 108
Mondays 8:30AM – 9:50AM ROZH 108
Wednesdays 2:30PM – 3:50PM ANNU 306
Wednesdays 1:00PM – 2:20PM ANNU 306
Mondays 4:00PM – 5:20PM ANNU 306

Final Exam: Wednesday April 11th 2018th 2:30pm-4:30pm

Instructor Information

Instructor Name: Paula Barata, PhD
Instructor Email: pbarata@uoguelph.ca
Office Location: 3017, MacKinnon Extension.
Office Hours: Tuesdays from 1:00 PM – 3:00 PM

GTA Information

Coordinators:

Sandra Erb: serb@uoguelph.ca

Ashna Jassi: ajassi@uoguelph.ca

Seminar Leaders:

Seminar	Day & Time	Room	Teaching Assistant	E-mail
SEM #1:	M: 10:00-11:20	ROZH 109	Jessie Heaman	jheaman@uoguelph.ca
SEM #2:	M: 8:30-9:50	ROZH 109	Jessie Heaman	jheaman@uoguelph.ca
SEM #3:	M: 10:00-11:20	ROZH 108	Therese Kenny	kennyt@uoguelph.ca
SEM #4:	M: 8:30-9:50	ROZH 108	Therese Kenny	kennyt@uoguelph.ca
SEM #5:	W: 2:30-3:50	ANNU 306	Phi Phi Vu	pvu02@uoguelph.ca
SEM #6:	W: 1:00-2:20	ANNU 306	Rylan Waring	waringr@uoguelph.ca
SEM #7:	M: 4:00-5:20	ANNU 306	Lindsay Plater	lplater@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., 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
Jan 9	Dunn & Halonen Text Chapters 1,2,6,9	Course Overview and Careers Options <i>*Please note, these brief readings can be done after class</i>	1,8,9,11
Jan 16	None – Lecture slides	Mental Health and Mental Illness	6,8,11
Jan 23	Dunn Text Chapter 3	Reading Comprehension in Psychology	5,11
Jan 30	None	Thinking Critically in Psychology	4,5,11
Feb 6	Dunn Text Chapter 2 Dunn & Halonen Text Chapter 7	Narrowing Down a Research Topic	2,5,11
Feb 13	Dunn Text Chapter 5 & 7	Source Material, Plagiarism, & APA Formatting	2,9,11
Feb 20		Reading Week: No Lecture this week	
Feb 27	None – Lecture slides	Effective Note-taking	2,5,11
Mar 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
Mar 13	Dunn Text Chapter 4 & 6	Effective Writing in Psychology	3,11
Mar 20	None – Lecture slides	Professionalism & Interviewing	9,11
Mar 27	None – Lecture slides	Effective Group Work	8,9,10,11
Apr 3	None – Lecture slides	Looking Ahead as a Psychology Major	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. Please consult your class schedule to determine your specific seminar day and time.

DATE	SEMINAR	SEMINAR FOCUS
Jan 9 or 10		NO SEMINARS SCHEDULED THIS WEEK
Jan 16 or 17	1	Working toward a career with a Psychology Degree
Jan 23 or 24	2	Summarizing key points of a research article in psychology
Jan 30 or 31	3	Identifying media articles covering psychological research (for media assignment)
Feb 6 or 7		NO SEMINARS SCHEDULED THIS WEEK
Feb 13 or 14	4	Identifying empirical articles in psychology journals (for media assignment)
Feb 20 or 21		NO SEMINARS SCHEDULED THIS WEEK (reading week)
Feb 27 or 28	5	Narrowing down a research topic in psychology (Final exam preparation)
Mar 6 or 7	6	Effective note-taking: Applied to psychology (Final exam preparation)
Mar 13 or 14	7	Identifying mental health resources & stress management techniques
Mar 20 or 21		NO SEMINARS SCHEDULED THIS WEEK
Mar 27 or 28	8	Feedback on your outline and notes for your final exam
Apr 3 or 4	9	Group work and group-based problem-solving

Course Assignments and Tests:

ASSIGNMENT	DUE DATE	FINAL MARK (%) CONTRIBUTION	LEARNING OUTCOMES
1. Planning a Psychology Degree	Start of Seminar 1	1%	1,11
2. 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	Jan 29, 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)	Feb 13 to Feb 26 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 – Mar 20 or 21	4%	2,3,5,8,11
Stress Management Reflection	Mar 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	3%	11
Final Exam	April 11: 2:30PM-4:30PM	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: April 11 at 2:30PM-4:30PM. Room, TBA.

Final exam weighting:

The final exam is worth 35%. However, there are two assignments (Outline for Final Exam (10%) and Notes for Final Exam (4%)), 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 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 4% or more 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, March 9**. 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.