

PSYC*4580*01, Course Outline: Winter 2020

General Information

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: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Winter 2020

Class Schedule and Location: Tues, Thur: 1:00 - 2:20PM; ROZH Room 102

Instructor Information

Instructor Name: Dr. Mark Fenske

Instructor Email: mfenske@uoguelph.ca

Office location and office hours: Room 3020 - MacKinnon Extension, Tues: 10:00 – 11:00AM

GTA Information

GTA Name: Pietro Paletta

GTA Email: ppaletta@uoguelph.ca

GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes:

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.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm Exam	Jan. 21	16	1, 2, 4
Oral presentation	TBA	30	1, 2, 4, 5
Article Questions	Before each 'talks' class	14 (best 14 of 17)	1, 2
Talk Questions & Assessments	End of each 'talks' class	14 (best 14 of 17)	1, 2, 4, 5
Newspaper Assignment	Apr. 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 12-minute time-limit, followed by a 5-minute question 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. 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 14 of the 17-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 14 of the 17-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 three 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.

Lecture Content:

This is a tentative course schedule that is subject to change throughout the semester.

Date	Topic
Jan. 07	Introduction and Overview of Brain
Jan. 09	Methods: Cognitive-behavioural
Jan. 14	Methods: Psychophysiology
Jan. 16	Methods: Neuroimaging
Jan. 21	Exam: Midterm
Jan. 23	Tutorial: How to give a good presentation.
Jan. 28	Stimulus-driven emotion: low-level features
Jan. 30	Social perception and emotion: Faces
Feb. 04	Social perception and emotion: Bodies
Feb. 06	No class
Feb. 11	Social emotion: Voice / Touch / Gaze
Feb. 13	Social emotion: Uncanny Valley
Feb. 18-20	No class: WINTER BREAK
Feb. 25	Visceral emotion: Somatosensation / Interoception / Nociception
Feb. 27	Embodiment of emotion/motivation
Mar. 03	Affective consequences of cognitive control
Mar. 05	Motivational consequences of inhibition: Sex / Drugs / Food
Mar. 10	Adjusting control: Reward / Mistakes / Feedback
Mar. 12	Talks: Positive affect from cognition
Mar. 17	Talks: Affective engagement
Mar. 19	Talks: Emotion and attention
Mar. 24	Talks: Emotion and working memory
Mar. 26	Talks: Emotion and long-term memory
Mar. 31	Talks: Emotion regulation: Attention / Reappraisal / Suppression
Apr. 02	Talks: Contagion + Course summary (Newspaper Column: Due)

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 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, 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.

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 (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see 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 April 03, 2020. For regulations and procedures for Dropping Courses, see the [Current Undergraduate Calendar](#).

Additional Course Information

Plagiarism Detection Software

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 academic misconduct. In this course, you may screen your own assignments through Turnitin multiple times 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.