

PSYC4580, Course Outline: Fall 2021

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.** Lectures, midterms, and assessments are scheduled to take place face to face and cannot be completed remotely or virtually. For missed lectures (e.g., due to illness, the requirement to self-isolate, work, etc.), students are expected to take their own steps, such as arranging with other students to catch up on missed materials. A discussion board is available on CourseLink for students to share lecture notes, and specific questions about missed material can be brought to the instructor's office hours. For missed exams and assignments, detailed policies are listed below in the Course Policies section. Disability-related requests for accommodation should follow standard university procedures, and all other requests should follow standard academic consideration policy and procedures.

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: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2021

Class Schedule and Location: LEC Tues/Thurs 10:00 – 11:20 am, JTP 2266

<https://www.uoguelph.ca/maps/locations/john-t-powell>

Instructor Information

Instructor Name: Elizabeth Clancy

Instructor Email: clancye@uoguelph.ca

Office location and office hours: Virtual – To be arranged on case-to-case basis

GTA Information

GTA Name: Brooke Pardy

GTA Email: pardyb@uoguelph.ca

GTA office location and office hours: TBD

GTA Name: Megan Shaver

GTA Email: mshave01@uoguelph.ca

GTA office location and office hours: TBD

Course Content

Specific Learning Outcomes:

By the end of this course, students should be able to:

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.

Lecture Content:

Date	Topic
Sept. 08	Introduction and Overview of Brain
Sept. 13	Methods: Cognitive-behavioural
Sept. 15	Methods: Psychophysiology -
Sept. 20	Methods: Neuroimaging
Sept. 22	Exam: Midterm – in person
Sept. 27	Tutorial: How to give a good presentation. (Annotated Bibliography: Due)
Sept. 29	Talks: Social Media
Oct. 04	Talks: Social Media
Oct. 06	Talks: Social Media
Oct. 11	No class: Fall Study Break
Oct. 13	Talks: Stress
Oct. 18	Talks: Stress
Oct. 20	Talks: Stress
Oct. 25	Talks: Addiction
Oct. 27	Talks: Addiction
Nov. 01	Talks: Addiction
Nov. 03	Talks: Boredom / Task Switching
Nov. 08	Talks: Boredom / Task Switching
Nov. 10	Talks: Boredom / Task Switching
Nov. 15	Talks: Attraction
Nov. 17	Talks: Attraction
Nov. 22	Talks: Attraction
Nov. 24	Talks: Risk Taking
Nov. 29	Talks: Risk Taking
Dec. 01	Talks: Risk Taking (Newspaper Column: Due)

Note: The schedule of what topics we cover on each day may vary due to unforeseen circumstances (weather, illness, etc...). Some classes we may not get through what we planned and we would then continue from where we left off in the next class. Other classes we may end up ahead of schedule and you should be prepared to begin the next topic earlier than planned. Please check course website for announcements pertaining to such changes.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm Exam	Sept. 22	15	1, 2, 4
Annotated Bibliography	Sept 27	10	
Oral Presentation	TBA	25	1, 2, 3, 4, 5
Question Facilitation	TBA	5	2
Article Questions	Before each 'talks' class	10 (best 10 of 12)	1, 2
Talk Questions & Assessments	End of each 'talks' class	10 (best 5 of 6)	1, 2, 4, 5
Newspaper Assignment	Dec. 01	25	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 (in partnership with group members) will be required to complete an in-class presentation that effectively summarizes an empirical approach to addressing a broad aspect of human behaviour. Possible topics will be provided in the assignment outline. This project requires you to search for and select journal articles reporting research using cognitive-behavioural, psychophysiological, cognitive-neuroscience, and/or neuroscience techniques that address a critical research question within your assigned topic. By having developed a thorough understanding of the context of prior research within that area you will then propose next steps for additional future research employing the methodological approaches previously addressed. Background knowledge will be critical for determining which details are crucial for understanding the advance in knowledge made by the studies proposed, and how to best translate this information to make it accessible to your classmates. In addition to the oral presentation, presenters will be responsible for leading the subsequent class discussion of the presented research. 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. Greater details will be provided via courselink for the format, delivery, and assessment of this assignment.

Assignment – Oral Presentation Question Facilitation: Each student will be required to select one presentation topic for which they will act as question facilitators. This role is for students

NOT part of the presenting group for that topic. They will (per student) be expected to prepare approximately 5 mins. worth of question/discussion content as well as encourage discussion from classroom audience. The Question Facilitators will be provided the annotated bibliographies prepared by the presenting group as a means for preparation of this role.

Assignment – Annotated Bibliography: Each student will be required to complete an annotated bibliography that effectively summarizes a literature review of the selected topic for presentation. The literature review will comprise of **10** references published within the past **5** years. Instructions and details for formatting and completion will be further detailed on courselink. This assignment is an individual assessment and cannot be completed as a group or in partnership with other peers. The assignment is later shared with the peers in the “presenting group” and the peers who are acting as “question facilitators” for that topic.

Assignment – Article Short-Answer Questions: For each class involving student presentations background/theory, 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 10 of the 12-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 two 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 talks related to the topic. 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 5 of the 6-total possible forms will count towards your final grade. If you miss submitting a questions-and-assessments form, this will be treated as the grade to be dropped—you do NOT need to provide documentation, nor inform the instructor. 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 / Online 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 (i.e., Globe and Mail) or online article (i.e., sciencenews.org or MSN news). 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.

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 on Group Work:

All course activities for assessment are to be performed individually. No work, under any circumstances, should be completed for assessment with the aid of another student, nor should a student aid another student in their assessments.

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 the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. 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. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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](#)

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).

For information on current safety protocols, follow these

links: <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

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 Dec. 02, 2022. 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

Respondus Lockdown Browser:

Course instructors are allowed to use technology that ensures academic integrity. Respondus Lockdown Browser and Monitor (Respondus) is one of these technologies.

This course will employ these technologies, but ensure exams and assessments are designed in ways that uphold U of G's commitment to academic excellence and ensures fairness and equity.

Students with human rights concerns about using Respondus (related to race, gender identification or disability) may request an alternative assessment by contacting their instructor or through an identified counsellor. Such requests must be made three business days in

advance of a scheduled exam. U of G students will receive an email about the continued use of Respondus that outlines these options.

Instructors must accommodate students who make requests within the outlined timeframe based on human rights grounds. This includes arranging for and invigilating in another form such as face-to-face invigilation with physical distancing (when still within Public Health recommendations) or real-time observations using Zoom or Teams. Students who are registered with SAS will be accommodated by staff in the exam centre. Supports for instructor invigilation are outlined below.

Turn it in:

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 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.