

# PSYC\*4540, Course Outline: Fall 2024

## General Information

**Course Title:**

Practical Applications of Psychology

**Course Description:**

This is a required capstone course for students in Psychology's BA and BSC Honours majors programs, excepting those who are taking the Honours Thesis courses (PSYC\*4780, 4880). The course adopts a problem-based learning approach in which students will be presented with problems resembling those that they will face in their professional and personal lives. Students will apply their psychological knowledge and skills to analyze the problem, consider solutions, and communicate recommendations to hypothetical stakeholders. The coursework, both inside and outside of our weekly meetings, is split between two major activities. The first is a seminar discussion based on assigned readings, and the second is a collaborative research-based project with an applied skills focus. Most classes will devote time to both discussion and an opportunity for students to work in smaller teams on the capstone project and consult with the instructor.

**Credit Weight:**

1.0

**Academic Department (or campus):**

Psychology

**Semester Offering:**

Fall 2024

**Class Schedule and Location:**

Wednesdays & Fridays 11:30 am – 12:50 pm in MCKN 232

## Instructor Information

Instructor Name: Dr. Laurie A. Manwell

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Instructor Email: Email through Course Link only at [lmanwell@uoguelph.ca](mailto:lmanwell@uoguelph.ca)

Office hours: After class

## GTA Information (TBA)

GTA Name:

GTA Email:

Office location and office hours:

## **Course Content**

### **Specific Learning Outcomes:**

Students should be able to demonstrate competency with the following learning objectives:

1. **Multiple Disciplines:** Students will be able to distinguish between multidisciplinary, interdisciplinary, and transdisciplinary approaches to knowledge in both theory and application. Students will develop an interdisciplinary perspective of how humans acquire, understand, and use different forms of information to navigate their environments. We will take a neuropsychosocial approach to learning about how the brain interprets and responds to its surroundings in a socially interconnected world and use that information in practical applications of psychology to every day events, issues, and/or problems students will encounter in their personal, academic, and professional lives.
2. **Critical and Creative Thinking:** Students will develop and apply the principles of critical thinking to scientific and other claims, including the ability to make objective, evidence-based arguments and identify and refute illogical arguments by challenging the assumptions underlying various belief systems. Students will develop an appreciation of how both nomothetic and idiographic approaches to knowledge acquisition compete and complement each other in understanding the human condition. We will explore ideas and evidence that are considered unconventional, controversial, and even 'dangerous', for the purposes of understanding reality as it is rather than what we want it to be. Students will be challenged to envision alternate possibilities for the future.
3. **Scientific Literacy:** Students will further develop their understanding of the fundamental relationships between theory, hypothesis, methodology, and evidence through the practical application of principles of psychology. Students will learn to observe, ask questions, propose testable hypotheses, make predictions, gather and assess evidence, draw conclusions, and interpret and apply findings of their investigative efforts. Students will learn more about and develop skills in applying various methodologies, specifically mixed methods that integrate quantitative and qualitative research.
4. **Global Understanding:** Students will be able to consider the implications of information processing and other principles of psychology for a range of social, ethical, and political challenges in society. Students will be able to identify the critical factors in perception and judgement that determine whether the outcomes of decision-making will be adaptive or maladaptive for the individual, groups of people, societies, and all of humanity. We will focus on fundamental questions about the human condition that make salient the deeper meanings of being human and that have the potential to redefine humanity and its trajectory in the near and distant future.
5. **Communicating:** Students will learn about the essential components of communication from a neuropsychosocial perspective – perception, attention, learning, memory, self-

monitoring, and projection – and how to develop and apply them to understanding, conveying, receiving, processing, and returning information from others. Students will be able to demonstrate, practice, and refine all of these skills in the context of sharing, proposing, and defending ideas in the practical application of psychology (e.g., oral, written, individually, and in groups).

6. Professional and Ethical Behaviour: Students will develop transferrable skills essential for personal, academic, and career success, including fundamental learning, memory, and metacognitive skills, critical analysis, knowledge synthesis and application, independent and interdependent work ethics and practices, team collaboration and leadership skills, and personal and group integrity practices.
7. Autonomous Learning: Students will develop autonomous learning skills and practice the fundamental principles of self-directed lifelong learning which facilitate ownership of one's own life direction. The instructor will model, encourage, and support students from all walks of life in embracing the principles of autonomous learning, such as self-driven direction, motivation, monitoring, regulation, and assessment, for their personal growth and academic, workplace, and life success.

### **Formal Assessment:**

- 1) **Participation and Professionalism: 15%**
  - Assessed Weeks 1-12 for overall quality and consistency of participation in-class activities
- 2) **Individual Research Summary for Capstone Project: 20%**
  - 3-5 page summary of assigned research topic
- 3) **Team Process Proposal and Contract: 10%**
  - 2-5 page proposal and contract for team contribution
- 4) **Team Process and Outcome Evaluation: 25%**
  - Team performance across term based on classwork, logbook, and class presentation
- 5) **Team Member Evaluation: 10%**
  - Individual assessment by team of member's contributions
- 6) **Class Project Final Product Evaluation: 20%**
  - Based on specific list of criteria for final product
- 7) **Bonus Mark for Final Film Screening with an Audience: 5%**
  - Screening must occur before final exam period ends on Dec. 13

### **Course Resources:**

**Required Resources:** \*Selected readings in pdfs provided on Course Link

\*Browne, M., & Keeley, S. (2018). *Asking the right questions: A guide to critical thinking* (12<sup>th</sup>). Pearson.

\*Brafman, O. & Brafman, R. (2009). *Sway: The irresistible pull of irrational behavior*. London: Virgin.

\*Brockman, J. (2007). *What is your dangerous idea?* New York, NY: Edge Foundation, Inc.

## SCHEDULE OF ACTIVITIES

Class	Capstone Class Project and Activities	Seminar Discussion Topics	Readings
WK1: Sept. 6	- Introductions, Decide Teams, Get Started on Making Our Short Film! <b>- Class Participation Starts (15%)</b>	- Course Overview	- Syllabus
WK2: Sept. 11	- Addressing the Research Question: <i>What are the experts saying about your generation, do you agree or disagree and why, and what will you do about it?</i>	- Dangerous Ideas: Thinking the Unthinkable	- Brockman: xvii-xxxiii
WK2: Sept. 13	- Research the Issues and Assess Approaches to Applying Psychology Principles to Address the Question	- Psychological Forces That Derail Rational Thinking	- Brafman: Pref.
WK3: Sept. 18	Choose Issues, Create Plan to Complete Project, and Determine Budget <b>- Team Process Proposal and Contract (10%): Sept. 18 @ 11:59 pm on Dropbox</b>	- Asking the Right Questions: Weak vs. Strong Arguments - Identifying Issues, Conclusions, and Strength of Associations - The Five Most Dangerous Ideas: From Copernicus to Crick	- Browne: Ch. 1 - Browne: Ch. 2 - Brockman: p. 22-27
WK3: Sept. 20	Explore Issues in Depth and Coordinate Tasks Across Teams	- Filmmaking: Development, Preproduction, Production, Post-Production, Distribution	- See resources on Courselink
WK4: Sept. 25	- Review Proposed Content <b>- Individual Summary Due (20%): Due Sept. 24 @ 11:59 pm on Dropbox</b>	- Value Attributions and Loss Aversion: Pathology of Perception - Tradeoffs and Commitment in Public Policy: A War on Reason	- Brafman: Ch. 1 - Brafman: Ch. 2
WK4: Sept. 27	- Choose Specific Content	- Value Attributions and Perception: Swindlers and Scientists - Order and Priming Effects: The Traps of Irrelevant Information	- Brafman: Ch. 3 - Brafman: Ch. 4
WK5: Oct. 2	- Start Script, Video, and Audio Content Creation	- Initiating the Questioning Process: Reasons vs. Conclusions - Identifying and Addressing Ambiguity in Arguments	- Browne: Ch. 3 - Browne: Ch. 4
WK5: Oct 4	- Develop Content	- Psychiatric Controversies: Beyond the Myth of Mental Illness - Should We Use Medications to Change Personality?	- Brafman: Ch. 5 - Brockman: (p. 90-91)
WK6: Oct. 9	- Develop Content	- To Bargain or Not To Bargain: Is That the Real Question?	- Brafman: Ch. 6
WK6: Oct. 11	- Edit Content	- Brain Rewards: Are Addiction and Altruism Mutually Exclusive?	- Brafman: Ch. 7 - Brafman: Ch. 8

		- Dissent and Justice: Blocking Irrational Group Behaviour	
<i>WK7: Oct. 16 &amp; 18 - Reading Week Independent Work Period for All Teams</i>			
WK8: Oct. 23	- Edit Content	- Identifying Descriptive and Value Assumptions - How to Identify Fallacies in Reasoning	- Browne: Ch. 5 - Browne: Ch. 6
WK8: Oct. 25	- Integrate Content	- The Worth of Personal Experience, Case Examples, Testimonials, and Statements of Authority as Evidence - What is the Evidence: Personal Observation & Research Studies	- Browne: Ch. 7 - Browne: Ch. 8
WK9: Oct. 30	- Revise Content	- Identifying Rival Causes and Alternative Explanations - Identifying the Deceptive Use of Statistics	- Browne: Ch. 9 - Browne: Ch. 10
WK9: Nov. 1	- Fully Integrate Content	- Identifying Omitted Information and the Certainty of Incomplete Reasoning - Dichotomous Thinking: Impediments to Considering Multiple Conclusions	- Browne: Ch. 11 - Browne: Ch. 12
WK10: Nov. 6	- Class Previews and Refining	- Speed Bumps Interfering with Critical Thinking - Personal Construct Theory and Strategies to Reduce Bias - Twenty-four Hours of Solitude to Save Your Brain	- Browne: Ch. 13 - Brafman: Epil. - Brockman: (p. 294-5)
WK10: Nov. 8	- Mission Control, Documentary Agents, and Organizers of Content Summaries	- Presentations: Teams 1 to 3	
WK11: Nov. 13	- Producers of Content (Script, Video, and Audio) Summaries	- Presentations: Team 4 to 6	
WK11: Nov. 15	- Editors of Content and Promoters of Film Summaries	- Presentations: Teams 7 to 9	
WK12: Nov. 20	- Film Pre-Screening and Revisions	- Team Progress Review	
WK12: Nov. 22	- Film Final In-Class Screening - <b>Class Project Final Product Evaluation (20%)</b>	- Final Wrap-Up, Marked Evaluation, Debrief, and Next Steps	
WK13: Nov. 27	- <b>Make-Up Class for Emergency Cancellations</b> - <b>Team Process and Product Evaluation (25%) and Team Member Evaluations (10%): Due Nov. 29 at 11:59 pm</b>		
<i>WK13-15: - Bonus 5%: Final Film Screening with Audience before Dec. 13 @ 11:59 pm - Enjoy your holiday! ☺</i>			

## Course Assignments and Tests:

[Course Outline Guidelines: Checklist](#)

Assignment or Test	Due Date	Contribution to Mark (%)	Outcomes Assessed
Participation/Professionalism	Week 12	15	1-7
Team Proposal/Contract	Week 3 (Sept. 18)	10	2-6
Individual Research Summary	Week 4 (Sept. 25)	20	2-6
Team Process/Outcome Evaluation	Weeks 10 to 12 (Nov. 29)	25	2-6
Team Member Evaluation	Week 13 (Nov. 29)	15	2-6
Class Project Final Product Evaluation	Week 12 (Nov. 22)	20	2-7
Bonus Mark: Final Screening With an Audience	Week 14 (Dec. 13)	5	2-7

### Attendance Policy: Mandatory

Attendance is critical for learning course concepts and applying them to the team research project. Absences will affect your ability to learn and equitably contribute to class discussions, activities, and teamwork. According to University guidelines, absences must be for a legitimate reason (medical, psychological, or compassionate). If you miss only one class, then no documentation is required. However, if you miss a second class, then documentation must be provided. *For each missed class, you still must make-up any missed team work on your own time. If you miss four classes, then you will be asked to drop the course.*

### Class Participation and Professionalism: 15%

During assigned classes, students are expected to participate fully and in a professional manner; for example, reviewing assigned readings, offering and challenging ideas, asking questions, demonstrating interest and respect towards peers and their ideas, and working effectively on all in-class activities and assignments, especially the capstone class project. Students are to be respectful of and engage fully in the university learning environment as a place to demonstrate higher order thinking skills involving analysis, evaluation and synthesis of knowledge. Students will be assessed from Weeks 1 to 12 with a formal mark (15%) provided on Week 13. Classes are mandatory and marks will be deducted for student behaviour that is disruptive (e.g., if you arrive late and/or leave early; if you are off-task on your digital device or talking; if you are disrespectful to peers or the instructor; etc...). If you must miss a class, you are responsible for finding out what you missed from your peers/teammates and how to make up the missed work. REFER TO APPENDIX A FOR MARKING RUBRIC AND APPENDIX X-1 FOR WEEKLY DISCUSSION QUESTIONS.

## **Capstone Class Project:**

As a class, we will research, coordinate, design, create, and self-publish a documentary film that is based on the course description (e.g., what challenges are your generation facing and how will you apply your psychological knowledge and skills to analyze the problems, consider solutions, and communicate recommendations to your audience?). Each student will contribute to the content, both individually and in collaboration with peers. The project will be evaluated for both the content and for the process of the project. The requirements of the class project are as follows:

## **Class Project Evaluation:**

The class will divide up into 9 teams under the Executive Producer (Instructor) responsible for one of the following:

1. Mission Control (Project Coordination and Oversight)
2. Agents of Documentary (How to Make, Release, and Distribute a Film)
3. Organizers of Content (Structure and Flow of Content)
4. Producers of Content - Script (All Written Content)
5. Producers of Content - Video (All Image Content)
6. Producers of Content - Audio (All Verbal Content)
7. Editors of Content (Editing and Proofing Script, Video, Audio)
8. Editors of Content (All Digital Editing)
9. Promoters of the Film (Promotion, Finances, and Revenue Allocation)

### Team Process Proposal and Contract: 10%

- Each team will write a short proposal outlining the purpose and goals of their team and how they will divide up the work to achieve those goals throughout the semester with specific deadlines
- Each member will sign it as a contract to be completed
- Due on Week 3 at the beginning of class; REFER TO APPENDIX B FOR TEMPLATE WITH MARKING RUBRIC

### Individual Research Summary for Film: 20%

- Each student will be evaluated on how they contributed to the researched content for the class project
- Due on Week 4 at the beginning of class; REFER TO APPENDIX C FOR MARKING RUBRIC

### Team Process and Outcome Evaluation: 25%

- Each team will be evaluated on how they achieved the goals of their team as outlined in the proposal contract and approved by the instructor
- Students are required to keep a detailed logbook of their work for the instructor/GTA to consider in the final evaluation
- Due on Week 12 at the beginning of class; REFER TO APPENDIX D FOR MARKING RUBRIC

### Team Member Evaluation: 10%

- Each student will be evaluated on how they contributed to the team goals
- Students will fill out the peer evaluation sheet and marks will be averaged for 5% of the grade
- Instructor may provide the additional comments and/or mark adjustment based on written comments and semester activities (e.g., participation in regular updates to class, communications outside of class...)
- Due on Week 12 at the beginning of class; REFER TO APPENDIX E FOR MARKING RUBRIC

### Class Project Final Product Evaluation: 20%

- Whole class will be evaluated as a team on the final product of the project using a detailed marking rubric with a specific list of criteria to be met or exceeded for a score of 100% and students will have an opportunity to suggest an appropriate grade to the instructor
- Due on Week 12 in class; REFER TO APPENDIX F FOR MARKING RUBRIC

**Suggested timeframe for project:**

Week 1: Introductions, Decide Teams, Get Started!

Week 2: Research Issues and Approach to Applying Psychology Principles to Address Issues

Week 3: Choose Issues, Determine Budget, Create Plan to Complete Project

Week 4: Explore Issues in Depth and Coordinate Between Teams - Individual Summaries Due Next Week

Week 5: Start Script/Video/Audio Content Creation

Week 6: Develop Content

Week 7: Edit Content

Week 8: Fully Integrate Content

Week 9: Class Preview

Week 10: Refining

Week 11: Film Pre-Screening

Week 12: Final Wrap-Up, Marked Evaluation, Debrief, Next Steps

Week 13: Logbooks due

***\*Note: Each student must submit an exact copy of each team required assignment, not just one team member, to a) confirm their team participation and b) so that all academic records for the course are complete and accurate.\****

**Additional Notes for Formal Assessments:**

This course is designed to engage students in applying what they have learned in psychology to practical problems in everyday life. It involves an overview of pivotal ideas, theoretical perspectives, and empirical approaches to diverse ways of finding, examining, and using data in the natural and social sciences and humanities. Engagement and critical analysis are core components of this course and there will be a significant amount of reading, writing, discussion, and collaboration required to fully comprehend the content. This course requires autonomy, initiative, and innovation and students should carefully follow instructions for formal assessments as described in the course syllabus and marking rubrics to successfully complete the course. Students are required to have completed assigned readings prior to each class and be prepared to participate in whole class discussions and team research projects and thus attendance is mandatory. To receive an A+, students must demonstrate a strong understanding of the course content as it relates to multilevel processes through exceptional analysis and application of concepts. In general, grades advance or drop depending on both content and style; for an A-/A/A+, the assignment must demonstrate exceptional thoughtfulness, reasoning, and presentation. "A" projects involve difficult and time-consuming work – and a tremendous investment in your education and development! A solid "B" is a mark of achievement which reflects critical reasoning and/or thorough research and solid writing skill. In cases of medical or otherwise compassionate circumstances, students should contact the instructor to determine what arrangements can be made to ensure that course requirements are met and students successfully pass the course.



**Please note the following very important points for the individual and team research project submissions:**

- 1) Students **MUST** read ALL of the assignment instructions and marking rubrics before submitting any parts of the project and be aware that they are fully responsible for any and all requirements outlined within it.
- 2) The project must conform to the formatting requirements as outlined in the 7<sup>th</sup> Edition of the Publication Manual of the American Psychological Association (APA, 2020) including the following technical details:
  - Must be a maximum of 15 pages (non-inclusive of title page and reference list page), double spaced, 12-point Times New Roman font, and with normal 2.54 cm (1 inch) margins all around
- 3) Students are required to understand and comply with APA (2020) and University academic policies regarding plagiarism. **For example, plagiarism includes not providing in-text citations or providing incorrect or false citations, not properly paraphrasing text from other authors, using too many quotations rather than paraphrasing in your own words, and reusing your own or other students' work for an assignment.** Students should also note that aids such as Chat GPT are NOT permitted for ANY assignment. Below is a tutorial from the University on understanding plagiarism with examples that students should review and familiarize themselves with here:
  - <https://guides.lib.uoguelph.ca/c.php?g=129135&p=5002786>
- 4) Avoiding plagiarism includes providing APA (2020) formatted citations within the main body of the text. In-text citations **MUST** be provided for each statement of fact. This includes any information that you read in order to write your report and any information for which verification could be needed.
  - a. For example, as an expert in the neuroscience of addiction, I know many facts about drugs of abuse, how they affect the brain and behaviour, and their legal status. However, I would still have to provide in-text citations for those facts from the authors that I learned or sourced them from (including my own published papers) so that readers could independently verify those facts. Students MUST also provide in-text citations for each fact presented.
  - b. The APA Manual provides many examples of how to do this correctly. For example, it is NOT correct to simply cite an author at the end of a paragraph. Instead, one could cite an author at the beginning of a section and then make it explicitly clear which of the following sentences refer back to that author. When the source of the information changes, the citation must also change.
  - c. Any reports that fail to provide sufficient in-text references for statements of fact and/or claims made will be penalized according to the marking rubric. Failure to provide any in-text citations will automatically result in a mark of zero for plagiarism.
- 5) The Turn-It-In report is available for students to view so it is strongly recommended to do so. Here is a link to the University's tutorial on how to view your Turn-It-In score and report:  
<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/turnitin>
- 6) The assignment **MUST** be submitted in a **Word doc (.doc or .docx) format only**. Other file types will NOT be accepted and will result in an automatic mark of zero.
- 7) Students can submit revised versions if necessary until any deadline but only the **MOST RECENT** version will be marked for that specific deadline.
- 8) Refer to Appendix X-2 for "Example of How to Structure Arguments for a Formal Discussion or Debate"

## **Course Policies**

### ***Missed Classes/Assignments and Late Policy***

In the event of a missed assignment or quiz a mark of zero will be recorded. All deferral requests and accompanying documentation must be submitted within 24 hours after the missed assessment and will be taken into consideration on a case-by-case basis. 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 significant portion of a final grade (e.g., tests or major assignment). However, requests for Academic Consideration may still require medical documentation as appropriate. Travel plans are not a valid reason to miss a class or assignment and will result in a mark of “zero”. The penalty for late assignments is 25% per day (including Saturday and Sunday) up to a maximum of 4 days after which a mark of zero will be applied.

### **Grading Policies**

[Undergraduate Grading Procedures](#)

[Graduate Grade interpretation](#)

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

### **Intellectual Property Rights of Instructor and Remote Learning Specific Information:**

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to CourseLink, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor’s intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university’s Student Non-Academic Code of Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with the University of Guelph.**

### **Guidelines for Technology use During Class and During Course:**

Instructors are permitted to regulate use of technology for social communicative purposes. Students who require technology as an assistive device for learning are encouraged to register with Accessible Learning.

**Obligations of Instructor.** Instructors are required to make explicit on course syllabi Guidelines for Technology use During Class and During Course Assessments and make explicit any consequences for inappropriate use of technology. The use of audio/or video recording devices during lecture is strictly prohibited. Please turn off all electronic devices at the start of class. Failure to do so can result in being asked to leave the classroom. Students are permitted to use laptops strictly for the purpose of note-taking. Use of laptops for reasons other than note-taking is strictly forbidden. Any behaviour that is disruptive to student learning in the classroom, including off-task use of technology, will not be tolerated and students will be asked to leave. Students who are asked to leave will be responsible for all material covered during their absence. **Use of visual or audio images.** Image, video, and audio recording of instructors or in -class activities are strictly prohibited without the prior written consent of the instructor, students, and/or Accessible Learning. **Use of technology during assessments.** Students may be permitted to use technological devices during assessments only under the direct and written permission, in advance of the exam or test date, of the course instructor or Accessible Learning. **Obligations of**

**Students.** Students are encouraged to make informed decisions regarding technology use during class and assessment. Some devices are distracting during learning and can disrupt the learning of others. Off -task use of technology (e.g., communicating with friends/family; using social networking sites; playing games; accessing the internet on websites not related to the course; reading an electronic book that is not related to the course; playing music or video, etc.) during instruction which are distracting to self or others are prohibited. **Copyright.** The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to Course Link, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with the University of Guelph.**

### **Course Policy on Group Work:**

Everyone has the right to learn, the responsibility not to deprive others of this right, and is accountable for one's actions. Please let the instructor know immediately if you have a problem that is preventing you from performing satisfactorily in this class. Each student and his/her success in this course is very important to me; please help me help you achieve your professional and personal goals for this course. Please consider the following for student success in the course:

- Attend all scheduled classes and arrive on time prepared with lecture notes.
- Electronic devices are restricted to class-related activities only and recordings are not permitted.
- Disruptive behaviour is not tolerated and students will be required to leave.

### **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](mailto: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 Apr. 8, 2024. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).  
[Current Undergraduate Calendar](#)

### **Additional Course Information**

#### **Courselink and Turnitin:**

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.

**Description of Grades:** By now, you are probably familiar with the University's grading scheme:

A+	90-100%	C	63-66
A	85-89	C-	60-62
A-	80-84	D	57-59
B+	77-79	D-	50-52
B	73-76	F	0-49
B-	70-72		

**80-100 (A) Excellent** An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creativity and/or logical thinking, a superior ability to organize, to analyse and to integrate ideas, and a thorough familiarity with the relevant literature and techniques.

**70-79 (B) Good** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the relevant literature and techniques.

**60-69 (C) Satisfactory** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques.

**50-59 (D) Poor** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the relevant literature and techniques.

**0-49 (F) Fail** An inadequate performance.

#### **Standard Statements - UNDERGRADUATE (AVPA office)**

##### **E-mail Communication**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

##### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

##### **Drop Date**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

##### **Copies of out-of-class assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **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.

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## APPENDIX A

### Participation and Professionalism: 15%

*(All classes from Weeks 1 to 12)*

#### Participation and Professionalism: /10

- 0-2: Does not meet minimum criteria for acceptable work; did not demonstrate critical thinking skills, organization, interpretation of resources, or logical flow of ideas; unclear or incomplete arguments; did not contribute consistently and/or constructively to classes; lack of respect for instructor and/or peers; distracted and/or disruptive in class; not on task during class discussions and/or team work; ineffective constructive contributions to class discussions and/or team work; missed many classes.
- 3-4: Minimally acceptable. Demonstrates limited preparation for classes; demonstrates limited critical thinking skills, organization, interpretation of resources, and logical flow of ideas; unclear or incomplete arguments; minimal and/or inconsistent constructive contributions to class discussions and/or team work; often not on task during class discussions and/or team work; missed many classes.
- 5-6: Acceptable. Demonstrates adequate preparation for classes; demonstrates adequate critical thinking skills organization, interpretation of resources, and logical flow of ideas; clear and complete arguments; demonstrates some principles learned throughout the course; incomplete critique of ideas; on task during class discussions and team work; interacts with instructor and peers in a respectful manner; listens/responds to ideas and offers own ideas; adequate and consistent constructive contributions to class discussions and/or team work; missed fewer than four classes.
- 7-8: Well done. More than adequate preparation and participation; demonstrates more than adequate critical thinking skills, organization, interpretation of resources, and logical flow of ideas; clear and complete arguments; uses correct and relevant evidence to support or refute points; demonstrates many principles learned throughout the course; strong critique of ideas; always on task during class discussions and team work; demonstrates consistent and positive interactions with instructor and peers; openly shares insights and encourages others to reciprocate; consistent effective contributions to class discussions and/or team work; missed fewer than 2 classes.
- 9-10: Outstanding performance. Student demonstrates superior preparation and participation; demonstrates superior critical thinking skills in discussion of complex topics; excellent use and interpretation of resources and logical flow of ideas; clear, concise, complete and novel arguments presented with corresponding evidence in supporting or refuting points; strong and interesting critique of ideas; always on task during class discussions and team work; demonstrates consistent and positive interactions with instructor and peers; consistently engages with others by respectfully offering and critiquing ideas; consistent high-quality constructive contributions to class discussions and/or team work; missed no classes.

#### Comments:

## APPENDIX B

### Research Proposal and Contract Template: 5%

Evaluation: Approved, Conditionally Approved, or Not Approved:

Proposed Content and Work Plan (\*maximum of 2 pages excluding reference list and work agreement): \_\_\_\_\_/15

Format according to the Publication Manual of the American Psychological Association (2020) available at the library or a summary of the manual through online resources such as OWL Purdue accessible at the link below:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

*Note: Marks (0.5) will be deducted for errors in each section (e.g., incorrect date, formatting, spelling/grammar).*

1. Confirm the team name and number, presentation date, and all team member first and last names (1 mark):
2. State the purpose of the team with a 2-3 sentence description of how it will be achieved (1 mark):
3. State the planned objectives and proposed timelines (e.g., with due dates) to be achieved (2 marks):
4. Explain any potential issues or challenges that may occur and your plans to address them (e.g., troubleshooting) (2 marks):
5. Describe how your team will engage with the other teams to facilitate the project and learning objectives (e.g., during regular classes, outside of class, and during team summary presentations) (2 marks)
- \*6. List a minimum of 6 resources (e.g., academic articles, news articles, published books, reputable websites, etc...) that your team will use to meet the required objectives (3 marks):
- \*7. Provide a work agreement with all team member signatures that includes the following information: (4 marks)
  - a) all expectations for team members in terms of delegating work and completing the project,
  - b) how individual contributions will be equitably assigned, conducted, and evaluated throughout the term,
  - c) consequences for not completing agreed upon duties, and
  - d) procedures for problem-solving and resolving issues that may arise.



## APPENDIX C

### Individual Research Summary for Capstone Project: 20%

**Completed Template: \*Maximum of 3 pages excluding reference list: \_\_\_\_\_/30**

Format according to the Publication Manual of the American Psychological Association (2020) available at the library or a summary of the manual through online resources such as OWL Purdue accessible at the link below:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

*Note: Marks (0.5) will be deducted for errors in each section (e.g., incorrect info, formatting, spelling/grammar).*

1. Confirm the topic as assigned in class (1 mark):
2. State the purpose of the summary in a 2-3 sentence description of what will be covered and why (2 marks):
3. Provide a clear and concise summary (i.e., 5 bullet points) of the research findings and application to project: (4 marks)
4. State the research objective in 50–100 words, state at least one research question in 10-30 words, and state any appropriate research hypotheses to be addressed as related to the project (4 marks):
4. Summarize the information acquired through your research, with proper in-text citations for sources of evidence, and outline the relevance/implications for the class project (10 marks):
5. Describe how this information should be used in the class project and by which team(s) specifically (2 marks)
- \*6. Provide a reference list with a minimum of 6 sources - that are only academic articles and/or news articles and/or published books - in proper APA (2020) format (7 marks):

## Appendix D

### Team Process and Outcome Evaluation for Capstone Project: 25%

Marking Rubric (no page limit):      /65

#### Term-Based Classwork:    /10

Evidence of effective contributions to project during class time such as meeting minutes for team-work and/or whole-class work during assigned lecture time and/or assigned independent work periods.

- 0-2: Not acceptable. No evidence of effective contributions to class project during class time.
- 3-4: Incomplete. Missing adequate evidence of effective contributions to class project during class time.
- 5-6: Acceptable. Adequate evidence of effective contributions to class project during class time.
- 7-8: More than adequate. Ample evidence of effective contributions to class project during class time.
- 9-10: Outstanding. Significant and substantial evidence of effective contributions to class project during class time.

#### Comments:

#### Team Logbook:    /30

Evidence of effective teamwork that contributed substantially to the success of the capstone class project. The rationale for the teamwork completed is based on appropriate resources used (e.g., literature review, news articles, books, websites, training manuals or programs, discussions in class with instructor and peers, consultation with GTAs, etc...). Logbook includes planned activities, with due dates, and evidence of successful task completion.

- 0-6: Does not meet the minimum criteria for acceptable work.
- 7-12: Minimally acceptable. Demonstrates limited writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; many grammatical and spelling errors; missing plans, due dates, and/or evidence of completed tasks.
- 13-18: Acceptable. Adequate writing skills, organization, interpretation of primary and secondary sources, logical flow of ideas, and moderate ability to examine the material in a constructive manner; adequate understanding of the relevant issues and methods; demonstrates an application of the literature and/or assigned readings and applied the content and critical thinking principles to the work; some grammatical and spelling errors; missing some plans, due dates, and/or evidence of completed tasks.
- 19-24: More than adequate writing skills, organization, interpretation of primary and secondary sources, logical flow of ideas and an ability to organize and examine the material in a constructive manner; demonstrates an application of the literature and/or assigned readings and applied the content and critical thinking principles to the work; uses evidence to support arguments as taught during seminars and according to relevant research papers; few grammatical and spelling errors; provided all plans, due dates, and/or evidence of completed tasks.
- 25-30: Outstanding performance demonstrated through superior writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; superior development and execution of ideas; uses evidence to support arguments as taught during seminars and according to relevant research papers; engages the reader with insight, critical arguments, and novel and/or unique perspective; almost no grammatical or spelling errors; provided all plans, due dates, and/or evidence of completed tasks in detail.

#### Comments:

**Team Summary Presentation: /15**

Evidence of a presentation to class summarizing the highlights of the team's contributions to the capstone class project. Presentations are to be 10 to 15 minutes in length with up to 10 minutes for Q & A with peers and instructor. Summary should include most important aspects of team contribution and any learning aids for peers (e.g., detailed "How To..." handouts for important tasks such as managing/coordinating teams, digital-editing program training, script writing, editing, film promotion, etc...).

- 0-3: Does not meet the minimum criteria for acceptable work.
- 4-6: Minimally acceptable. Demonstrates familiarity with theory and practice of assigned team role in the capstone class project; minimal evidence of understanding of the relevant issues and techniques required for task; no handouts provided; minimal answers to questions.
- 7-9: Acceptable. An adequate grasp of the theory and practice of the assigned team role in the capstone project; moderate evidence of adequate understanding of the relevant issues and techniques; adequate handout provided; answered questions in appropriate manner with some missing/incorrect information.
- 10-12: More than adequate. Demonstrated a thorough grasp of the theory and practice of assigned team role in the capstone class project; good understanding of the relevant issues and techniques; detailed handout provided; answered questions in a clear and concise manner.
- 13-15: Outstanding performance. Strong evidence of superior grasp of the theory and practice of assigned team role in the capstone class project; excellent understanding of the relevant issues and techniques; provided an outstanding handout; answered questions in a thorough and constructive manner.

**Comments:**

**Organization of Submission: /10**

The extent to which the above three components are organized for the GTA to read and mark accordingly. This may include providing an outline or index of the contents, page numbers, titles, powerpoint slides, reference lists, etc...

- 0-2: Not acceptable. Many spelling, typo, or grammatical errors. Unorganized and/or missing significant amounts of information. Sources are incomplete or not in proper APA format.
- 3-6: Minimally written. Moderate degree of spelling, typo, or grammatical errors. Minimally organized and/or missing some relevant information. Primary/secondary/tertiary sources are missing, incomplete, or inadequate or not in proper APA format.
- 7-8: Well written. Few spelling, typo, or grammatical errors. Adequate organization and included most or almost all relevant information. Primary/secondary/tertiary sources are complete, adequate at minimum requirements, and in proper APA format.
- 9: Very well written. Very few spelling, typo, or grammatical errors. Very well organized with all of the relevant information provided. Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, and interesting, providing a unique perspective and in proper APA format.
- 10: Outstanding writing. No spelling, typo, or grammatical errors, or deviations from APA format. Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, challenging, thought-provoking, and compel the reader to re-evaluate his/her understanding of the issues discussed. Information is extremely well organized, clear, concise, and complete.

**Comments:**

**Plagiarism deductions:**

The Turn-it-in report score will be assessed for text copied from other sources:

- No deductions – report does not indicate that there are more than 4 or 5 consecutive words that are verifiably derived from a cited or non-cited source (note that common ways of phrasing things like “In this experiment the researchers...” does not count as plagiarism); the majority of the text is paraphrased in the student’s own words with no quotes or only a select number of quotes used to illustrate critical points
- -25 points – 1 or 2 phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author; excessive use of quoted material rather than stating the information in the student’s own words to show they understand the material
- -50 points – 3 or 4 phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author; excessive use of quoted material rather than stating the information in the student’s own words to show they understand the material
- 0 on the assignment – 5+ phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author; excessive use of quoted material rather than stating the information in the student’s own words to show they understand the material

**Total Grade:        /65**

## Appendix E

### Team Member Evaluation: 10%

#### \*Peer Evaluation: /5

- 0 - 1: Did not meet the minimum criteria for acceptable work; failed to contribute to project in meaningful way.
- 1.5-2: Minimally acceptable. Demonstrated limited preparation for group work on project (e.g., on time and/or on-task during some but not all meetings); did not complete all pre-agreed responsibilities and/or without issues; lack of cooperation and collaboration with group members; missed some group meetings and did not make-up missed work.
- 2.5-3: Acceptable. Demonstrated some preparation for group work (e.g., mostly on time and on-task during meetings); completed most pre-agreed responsibilities without any issues; interacted with group members in a cooperative, supportive, and collaborative manner; listened and responded to ideas and offered own ideas; made up any missed work.
- 3.5-4: More than adequate preparation and participation in group activities for project (e.g., almost always on time and on-task during meetings); completed all pre-agreed responsibilities without any issues; demonstrated consistent and positive interactions with group members that draw out peer strengths and support peer areas of learning; openly shares insights and encourages others to reciprocate; equitable contributions to group work.
- 4.5-5 Outstanding performance in which the student demonstrates superior preparation and participation (e.g., always on time and on-task during meetings); completed all pre-agreed responsibilities without any issues; demonstrated consistent and positive interactions with group members that both supported and challenged peers to work outside of their own zone of comfort in ways that lead to success (e.g., practicing public speaking with a shyer peer; sharing technical skills in multimedia with peers rather than just working alone; demonstrating trust and respect in ways that encourages peers to share radically different ideas without fear of ridicule; sharing drama experience for a re-enactment, role play or interactive demonstration with the audience; etc...); consistently engaged with others by respectfully offering and critiquing ideas; consistently demonstrated equitable contributions to group work.

**Each group member is to provide a peer evaluation mark (out of 5) for each member, including yourself, on this sheet. All of the marks assigned to each individual – *including your self-evaluation mark* - will be averaged for a final mark (out of 5).**

Your name: \_\_\_\_\_; Your mark: /5

Peer 1 name: \_\_\_\_\_; Peer 1 mark: /5

Peer 2 name: \_\_\_\_\_; Peer 2 mark: /5

Peer 3 name: \_\_\_\_\_; Peer 3 mark: /5

Peer 4 name: \_\_\_\_\_; Peer 4 mark: /5

#### Comments:

## Appendix F

### Class Project Final Product Evaluation: 20%

#### Content and Comprehension: /10

- 0-2: Does not meet the minimum criteria for acceptable work. Does not demonstrate critical thinking skills, organization, interpretation of primary and / or secondary sources, and / or logical flow of ideas; no evidence-based information or arguments presented; did not provide recommendations to stakeholders.
- 3-4: Minimally acceptable. Demonstrates limited critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; unclear or incomplete evidence-based information or arguments presented; incomplete or inaccurate recommendations to stakeholders.
- 5-6: Acceptable. Adequate critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; demonstrates some basic principles learned throughout the course; some basic evidence-based information or arguments presented; minimal recommendations to stakeholder.
- 7-8: Well done. More than adequate critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; demonstrates application of content and critical thinking principles to work; correct description of research findings and their significance; uses evidence to support ideas as taught during lectures and according to course content (e.g., Brafman & Brafman (2008) and Browne & Keely (2018)); reasoning for content choice is clear and relevant; advanced evidence-based information or arguments presented; clear and concise recommendations to stakeholders.
- 9-10: Outstanding performance. Demonstrates superior critical thinking skills, organization, interpretation of primary and/or secondary sources, and logical flow of ideas; accurate and thorough description of research findings and their significance; uses evidence to support arguments as taught during lectures and according to course content (e.g., Brafman & Brafman (2008) and Browne & Keely (2018)); engages the audience with insight, critical arguments, and novel and/or unique perspective; the importance and relevance of the topic are clear and compelling; topic is meaningful and challenging; exceptional evidence-based information or arguments presented; novel, meaningful, practical, and/or creative recommendations to stakeholders.

#### Approach to Project Topic: /10

- 0-2: Does not meet the minimum criteria for acceptable work. Documentary is unacceptable.
- 3-4: Minimally acceptable. Demonstrates limited understanding of purpose of capstone project; content delivery too simplistic or obvious; unprepared to distribute content; did not answer main question.
- 5-6: Acceptable. Demonstrates adequate understanding of purpose of capstone project; topic and presentation format are complimentary; content delivery somewhat cursory but provides some opportunity for discussion and debate; prepared to distribute content; minimal answers to main question.
- 7-8: Well done. More than adequate understanding of purpose of capstone project; topic and presentation format complement each other; content delivery is meaningful and relevant; well prepared to distribute; well informed answers to questions.
- 9-10: Outstanding performance. Demonstrates superior understanding of the purpose of the capstone project; topic and presentation format enhance each other; content delivery is significant and compels the audience to re-evaluate their prior knowledge of the topic; more than well prepared to distribute; well informed and insightful answers to questions; thoroughly engages audience in topic and various perspectives; takes a risk focusing on controversial and/or less well known information/positions; highly constructive and very professional.

**Technical Aspects and References/Sources: /10**

- 0-2: Does not meet the minimum criteria for acceptable work. Less than 15 minutes in length; poor audiovisual quality and/or editing quality; sources are missing or incomplete.
- 3-4: Minimally acceptable. Less than 15 minutes in length; minimal audiovisual quality and/or editing quality; primary/secondary/tertiary sources are missing, incomplete, or inadequate.
- 5-6: Acceptable. Meets minimum 15 minutes in length; adequate audiovisual quality and/or editing quality primary/secondary/tertiary sources are complete, adequate at minimum requirements.
- 7-8: Well done. Exceeds 15 minutes in length; good audiovisual quality and/or editing quality; primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, and interesting, providing a unique perspective.
- 9-10: Outstanding performance. Exceeds 15 minutes in length and length is very well-suited to content and delivery format; primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, challenging, thought-provoking, and compel the reader to re-evaluate their understanding of the issues discussed.

**Total: /30**

**Comments:**

## **Appendix X-1**

### **Weekly Assigned Readings and Discussion Prompts**

#### **Week 1: Course Overview and Getting Started!**

Discussion prompts based on course syllabus:

- What are the main learning objectives of the course?
- How are these relevant to your goals as a student, a career professional, and as a person?

#### **Week 2-A: Dangerous Ideas: Thinking the Unthinkable**

Discussion prompts based on Brockman (xvii-xxxiii):

- What makes an idea “dangerous”? Explain with examples.
- What should we do about “dangerous ideas” and why? Why is rationality not an answer to these questions?

#### **Week 2-B: Psychological Forces Derailing Rational Thinking**

Discussion prompts based on Brafman (Preface)

- Why do people “turn a blind eye to objective information”? Explain with examples from the book and world events.
- How do group dynamics influence decision-making? Identify some psychological principles that apply.
- What is diagnosis bias and what other psychological phenomena are related to it? Give examples.

#### **Week 3-A: Importance of Asking the Right Questions**

Discussion prompts based on Brafman (Preface), Browne (Ch. 1-2), and Brockman (p. 22-27):

- What is the difference between System 1 and System 2 thinking?
- Which one of the three dimensions of critical thinking is the most important and why?
- Which one of the four primary values of a critical thinker would you want to work on most and why?
- What is the difference between descriptive issues and prescriptive issues?
- What are the descriptive and prescriptive issues proposed in V.S. Ramachandran’s essay on *Francis Crick’s Dangerous Idea*? Is it the “ultimate dangerous idea” as proposed? Why or why not?

#### **Week 3-B: Tutorial on Documentary Films**

Discussion prompts based on resources posted in CourseLink folder:

- What is the purpose of a documentary film and what are the main steps involved and why?
- How is this relevant to the goals of this capstone psychology course?

#### **Week 4-A: Psychological Factors Affecting Reasoning and Decision-Making**

Discussion prompts based on Brafman (Ch. 1-2):

- Who is Van Zanten and why did he make decisions that led to a plane collision causing the death of 584 people? What were the major psychological forces that can help explain what happened?
- What psychological forces contribute to successful and unsuccessful stock trading behaviour?
- What psychological forces contribute to successful and unsuccessful coaching behaviour?
- What psychological forces contribute to successful and unsuccessful student bidding behaviour?
- What are the common themes from the examples above and why are they important to understand? How can you apply them?



## **Week 4-B: Psychological Factors Affecting Reasoning and Decision-Making**

Discussion prompts based on Brafman (Ch. 3-4)

- Why does “history repeat itself”? What history is currently being “repeated” or will likely be “repeated” in the near future and why?
- What criteria should we use to make decisions and what criteria should we avoid?
- What psychological forces affect our perceptions and judgments of others? How does this compare to our self-perceptions and judgments? Why is there a difference?
- How you can apply some of these psychological principles to your own life and goals and what would you expect the outcome to be?

## **Week 5-A: Weak Versus Strong Arguments**

Discussion prompts based on Browne (Ch. 3-4):

- What are the warrants and conclusion of an argument?
- How do you know if an argument is rational or managed reasoning?
- What are the problems involved with evaluating arguments that have ambiguous words or phrases?

## **Week 5-B: Psychological Factors Affecting Reasoning and Psychiatric Controversies**

Discussion prompts based on Brafman (Ch. 5) and Brockman (p. 90-91):

- What are the factors that explain the 40-fold increase in youth diagnosed with bipolar disorder (BPD) between 1994 and 2003? Some studies show similar increases in attention deficit hyperactivity disorder (ADHD) diagnoses (e.g., increased diagnoses of 1.7-fold overall between 1997-2016 (USA), 2.5-fold in youth and 21-fold in adults between 2010 and 2019 (Japan)); what are some potential similarities and differences between the increases in BPD and ADHD diagnoses? Identify the psychological phenomena that have contributed to these events and what can be done to address them now and in the future.
- Are there any ambiguities or managed reasoning in the essay by Samuel Barondes on *Using Medications to Change Personality*? Identify any sources of ambiguity in the essay and how they affect your ability to critically evaluate the author’s reasoning and conclusions. Do you agree or disagree with the author’s arguments and why or why not?

## **Week 6-A: Psychological Factors Affecting Reasoning and Perceptions of Fairness**

Discussion prompts based on Brafman (Ch. 6):

- What are some of the psychological forces underlying patently false statements or incorrect answers?
- What factors play a role in evaluations of fairness and why?

## **Week 6-B: Psychological Factors Affecting Reasoning and Irrational Group Behaviour**

Discussion prompts based on Brafman (Ch. 7-8):

- What are the most influential incentives and/or disincentives in motivating performance and why?
- What roles do different parts of the brain play in our thoughts, emotions, and behaviour? What is the strength of the evidence for claims that various brain regions control these aspects of our existence?
- What are some of the factors that affect group dynamics? Which participant roles have the greatest influence on the outcome of group decisions and why?

### **Week 8-A-1: Identifying Descriptive and Value Assumptions**

Discussion prompts based on Browne (Ch. 5):

- What are assumptions and why is it important to identify them in an argument?
- Why should we be cautious of value assumptions?
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify:
  - o any descriptive and/or value assumptions and
  - o explain why they are assumptions and
  - o how they affect one's understanding of an argument.

### **Week 8-A-2: How to Identify Fallacies in Reasoning**

Discussion prompts based on Browne (Ch. 6):

- What are logical fallacies in reasoning and why are they problematic?
- Why would someone want to intentionally use a fallacy in their arguments?
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify:
  - o any of the 14 fallacies in reasoning as committed by the authors and
  - o explain how you would challenge them.

### **Week 8-B-1: The Worth of Personal Experience, Case Examples, Testimonials, and Statements of Authority as Evidence**

Discussion prompts based on Browne (Ch. 7):

- What are some key similarities and differences between anecdotes, case examples, testimonials, and authority statements?
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), and answer the following question from Brown and Keeley (2018, p. 97):
  - o *How good is the evidence: personal experience, case examples, testimonials, and appeals to authority?*

### **Week 8-B-2: What is the Evidence: Personal Observation and Research Studies**

Discussion prompts based on Browne (Ch. 8):

- What are some key similarities and differences between personal observations and research studies?
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), that includes at least one of the following sources of evidence and answer the following question from Brown and Keeley (2018, p. 100):
  - o *How good is the evidence: personal observation and research studies?*

### **Week 9-A-1: Identifying Rival Causes and Alternative Explanations**

Discussion prompts based on Browne (Ch. 9):

- What psychological forces affect one's ability to identify rival causes and alternative explanations?
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following:
  - o the author's main argument,
  - o any explicit or implicit causes, correlations or confounds in the article, and
  - o any possible rival causes or explanations you can think of.

### **Week 9-A-2: Identifying the Deceptive Use of Statistics**

Discussion prompts based on Browne (Ch. 10):

- Is it easy or difficult to persuade people with statistics? Explain using psychological principles.
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following:
  - the author's main argument and/or any counterarguments
  - the statistics used to support these arguments
  - any misuse of the statistics (e.g., measurement or interpretation errors, bias, deception, use of unknowable statistics, etc...)
  - your solution to the problem.

### **Week 9-B-1: Identifying Omitted Information and the Certainty of Incomplete Reasoning**

Discussion prompts based on Browne (Ch. 11):

- What psychological forces underlie the certainty of incomplete reasoning?
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following:
  - the author's main argument
  - the significant information omitted by the author (e.g., ask questions to determine what information is missing that shapes the reasoning)
  - locate and report on that omitted information (e.g., search out the answers to your questions and provide a summary of that information, its dependability, and its source)
  - which one of the five reasons for incomplete reasoning best explains the omission and why (e.g., Ch. 11 p. 145)
  - your solution to the problem.

### **Week 9-B-2: Dichotomous Thinking: Impediments to Considering Multiple Conclusions**

Discussion prompts based on Browne (Ch. 12):

- What are the dangers of dichotomous thinking?
- Choose a recent (2020-2024) news or journal article, or a journal article cited in Brafman & Brafman (2008), and identify the following:
  - the author's main argument
  - instances of dichotomous thinking and/or grey thinking
  - alternative conclusions
  - your solution to the problem.

## **Week 10: Speed Bumps Interfering with Critical Thinking**

Discussion prompts based on Browne (Ch. 13), Brafman (Epil.), and Brockman (p. 294-295):

- What are the obstacles to critical thinking and why are they important to identify and address?
- What is personal construct theory and how can it help reduce bias?
- In his essay, Leo Chalupa argues for a twenty-four-hour period of absolute solitude every year. In reflecting on this proposition, please address the following:
  - the author's main argument and why the idea is dangerous
  - areas of dichotomous or rigid thinking versus areas of nuanced or flexible thinking
  - what reasonable and/or alternative conclusions are possible and why
  - which one of the ten speed bumps to critical thinking would a day of solitude affect most
  - what you would do for a national day of absolute solitude and why
  - what you would do for the following 364 days of that year and why

## Appendix X-2

### Example of How to Structure Arguments for a Formal Discussion or Debate

Here is a brief summary of some suggestions and examples of how to properly structure arguments for discussions and debates. Below is an example that I created based on various academic debates about the nature of drug addiction. I did this to highlight the proper structure of an argument and to demonstrate a longstanding debate within the broad field of addiction research which is whether or not addiction is a brain disease. (*Students cannot use this example.*)

- 1) Begin with a clear and concise statement of what your argument or position is:  
*Addiction is not a brain disease. These are two distinct phenomena with different constitutions (i.e., descriptions or criteria), causes, and outcomes.*
- 2) Provide any necessary and/or relevant definitions:  
*Addiction is defined by the World Health Organization as the damaging or dangerous use of psychoactive substances leading to a dependence syndrome that is characterized by the following behaviours: strong urge or desire to use the drug; difficulty in controlling its use; persistence in its use in spite of harmful outcomes; placing greater priority on drug use than other responsibilities or activities; increasing tolerance; and presence of a withdrawal syndrome (Brown et al., 2017). A disease is generally considered to be an abnormal or pathological process that deviates from a known biological norm (Boyd, 2000). A brain disease is characterized by pathological changes in the brain that are not considered normal processes in healthy development or aging (Kolb & Wishaw, 2015).*
- 3) Provide the warrants (reason + evidence) for your argument. A warrant is a statement of the reason why an argument is true or correct followed by a statement of the evidence that supports the reason:

#### Warrant 1:

##### Reason:

*Addiction is a set of repetitive behaviours that can cause brain disease. Addiction is a process of recurring and chronic drug-taking that can cause changes in the brain that increase its allostatic load which can result in the initiation of pathological neurodegenerative processes leading to brain disease.*

##### Evidence:

*Chronic alcohol use can result in encephalopathy such as Wernicke-Korsakoff syndrome which is characterized by neuronal cell loss leading to cerebral, hypothalamic, and thalamic atrophy, gliosis (glial cell proliferation or hypertrophy), mild to severe amnesia, lack of insight, and other cognitive deficits (Kolb & Wishaw, 2015). Chronic drug use can result in neurodegenerative processes and/or accelerate neurodegenerative diseases (e.g., Alzheimer's disease and related dementias) through common mechanisms such as excitotoxicity-induced neuronal death (e.g., cell death initiated by excess glutamate*

signaling and/or calcium influx arising from excessive stimulation) (Kolb & Wishaw, 2015; Pinel, 2018).

Warrant 2:

Reason:

*Addiction is a developmental disorder because it arises from gene-by-experience factors linked with early caregiving, deprivation, or exposure to environmental stressors (McCrory & Mayes, 2015).*

Evidence:

*Substance abuse during pregnancy is associated with maternal and fetal prenatal chronic stress, epigenetic mechanisms that affect the stress response, damaging postnatal development, and greater risk of psychopathology across the lifespan, including addiction (McCrory & Mayes, 2015).*

Warrant 3:

Reason:

*Addiction is a generational disorder because it arises from early adversity in the caregiving environment that impacts stress regulatory capacities in the child later impairing their own capacities to care for and parent their offspring; it is a phenomenon that is then carried forward and passed on down through subsequent generations (McCrory & Mayes, 2015).*

Evidence:

*Neurobiological models of parenting demonstrate that addiction is associated with key changes in neural circuits that are involved in both stress and reward processes and appear to be essential to adaptive parental care of offspring (McCrory & Mayes, 2015).*

4) Identify and refute any counterarguments with warrants (reason + evidence).

Counterargument:

*Researchers have argued that addiction is a brain disease based on the fact that repetitive exposure to drugs of abuse alters the structure and function of the mesolimbic dopaminergic reward system (MDS) in the brain (Leshner, 1997; Volkow et al., 2016).*

Refutation:

*However, many other goal-directed behaviours, such as reward learning for food, sex, and gambling, also produce similar changes in the MDS (Levy, 2013; Lüscher et al., 2020). Furthermore, changes in the MDS can arise from other experiences, such as childhood maltreatment, known to increase the lifetime risk of psychopathologies including mood, attentional, and psychotic disorders and drug addiction (Brady & Sinha, 2005; Perry & Pollard, 1998; McCrory & Mayes, 2015). This suggests that rather than being a brain disease, drug addiction is a latent vulnerability arising from adversity in neurodevelopment, an outcome of learning from repeated exposure to a drug or object, and a progressive process that leads to an increased allostatic load resulting in brain disease. Thus, alterations in the MDS may be a common pathway for life experiences to*

*affect many behaviours and is therefore not a sufficient cause to specifically explain addiction as a brain disease.*

5) Provide a conclusion:

*Addiction is a distinct phenomenon that can cause brain disease. Addiction is a process of repetitive drug taking that arises from early adversity during development and is passed down through generations from parents to offspring through gene-by-experience mechanisms. Addiction can result in encephalopathic processes characterized by neuronal death and gliosis leading to abnormal brain functioning including dementia. Addiction is therefore not a brain disease in and of itself.*

6) Provide APA formatted references:

- Brady, K.T. & Sinha, R. (2005). Co-occurring mental and substance use disorder: The neurobiological effects of chronic stress. *American Journal of Psychiatry*, 162: 1483-1493.
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- Kolb, B. & Wishaw, I.Q. (2015). *Neuropsychology*, 7th ed. McMillan: USA.
- Leshner, A.I. (1997). Addiction is a brain disease, and it matters. *Frontiers in Neuroscience: The Science of Substance Abuse. Science*, 278: 45-47.
- Levy, N. (2013). Addiction is not a brain disease (and it matters). Hypothesis and theory article. *Frontiers in Psychiatry*, 4: 1-7.
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- McCrory, E.J. & Mayes, L. (2015). Understanding addiction as a developmental disorder: An argument for a developmentally informed multilevel approach. *Current Addiction Reports*, 2: 326-330.
- Perry, B.D. & Pollard, R. (1998). Homeostasis, stress, trauma, and adaptation: A neurodevelopmental view of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America*, 7: 33-51.
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