

# PSYC\*4310, Course Outline: Winter 2023

## 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 a set day, time, and location of class.**

**Course Title:** Advanced Topics in Social and Applied Social Psychology

### **Course Description:**

You have learned a lot about Psychology in general, and Social Psychology in particular. Now it is time to look at the 'Big Picture.' What is it all about? How has Social Psychology contributed to knowledge in general, and to your knowledge in particular? What Big Questions remain unanswered? How can we have better theories? What are the best methods and the best analytic approaches? The instructor and teaching assistants will guide students through in-depth investigations of a) Questionable Research Practices (QRPs) in Social Psychology that arguably caused the Replication Crisis; b) Underlying philosophical issues in Social Psychology; and c) The potential of the discipline of Descriptive Psychology ([www.sdp.org](http://www.sdp.org)) to unify (Social) Psychology.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology

**Semester Offering:** Winter, 2023

**Class Schedule and Location:** Thursdays, 2:30 to 5:20 PM in MCKN 228

## Instructor Information

Instructor Name: Ian Newby-Clark

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

Office location and office hours: MCKN 4013; By Appointment

I answer emails within one business day. I do not answer emails on Saturdays, Sundays, or statutory holidays. I prefer that you ask your questions during class so that everyone can benefit from the discussion. If the matter is private, please come to my office hours.

## GTA Information

When you receive evaluative feedback on a written assignment from a TA, you will be told which TA evaluated you.

GTA Name: TBA  
GTA Email: TBA  
GTA office location and office hours: TBA

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## **Course Content**

### **Specific Learning Outcomes:**

By the end of this course, a successful student will be able to:

1. Extract and integrate information from assigned readings.
2. Ask and attempt to answer questions from a critical perspective.
3. Actively listen to one's classmates.
4. Thoughtfully and respectfully respond to one's classmates' points and questions.
5. Write in a sophisticated and persuasive manner, clearly conveying an intended message to a target audience. The target audience in this case is a PhD graduate student in Psychology.

Throughout this course, a successful student will be able to:

6. Demonstrate personal responsibility to their classmates by thoroughly reading all assigned readings and arriving at class on time.
7. Demonstrate personal responsibility to the instructor and the TAs by being highly familiar with the course syllabus and all other official course documents, announcements, and emails.

**Seminars:**

Classes will take the form of group discussions. Readings will be assigned a minimum of one week before they are to be discussed.

<b>Date</b>	<b>Topic (Subject to Change)</b>
<b>January 12<sup>th</sup></b>	<b>Introduction to the Course Syllabus Review What is Effective Writing? What is Effective Participation? How Do We Foster Belonging?</b>
<b>January 19<sup>th</sup></b>	<b>False Positive Psychology</b>
<b>January 26<sup>th</sup></b>	<b>NHST and The New Statistics</b>
<b>February 2<sup>nd</sup></b>	<b>The Open Science Movement</b>
<b>February 9<sup>th</sup></b>	<b>Methodolatry</b>
<b>February 16<sup>th</sup></b>	<b>What is Social Psychology?</b>
<b>READING WEEK</b>	
<b>March 2<sup>nd</sup></b>	<b>The Epistemic Triangle</b>
<b>March 9<sup>th</sup></b>	<b>Kinds of Theories</b>
<b>March 16<sup>th</sup></b>	<b>Introduction to Descriptive Psychology</b>
<b>March 23<sup>rd</sup></b>	<b>The DP Toolkit</b>
<b>March 30<sup>th</sup></b>	<b>What is a Person? What is Behaviour?</b>
<b>April 6<sup>th</sup></b>	<b>Wrap Up and Reflections</b>

**Course Assignments and Tests:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Effective Participation #1	January 19 <sup>th</sup> and 26 <sup>th</sup>	5	1,2,3,4,6,7 TA and Instructor Assessment
Effective Participation #2	February 2 <sup>nd</sup> , 9 <sup>th</sup> , and 16 <sup>th</sup>	15	1,2,3,4,6,7 TA and Instructor Assessment
First Paper: Any Topic(s) from January 19 <sup>th</sup> to February 9 <sup>th</sup>	February 10 <sup>th</sup> 11:59 PM (EST) CourseLink dropbox	20	1,2,5,7 TA Assessment
Effective Participation #3	March 2 <sup>nd</sup> , 9 <sup>th</sup> , 16 <sup>th</sup>	15	1,2,3,4,6,7 TA and Instructor Assessment
Effective Participation #4	March 23 <sup>rd</sup> , 30 <sup>th</sup> , April 6 <sup>th</sup>	15	1,2,3,4,6,7 TA and Instructor Assessment

Second Paper: Any Topic(s) from February 16 <sup>th</sup> to April 6 <sup>th</sup>	April 7 <sup>th</sup> 11:59 PM (EDT) CourseLink dropbox	30	1,2,5,7 TA Assessment
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## **Additional Notes:**

### **1. PAPER EXTENSION POLICY**

All papers are due on Fridays at 11:59 PM (Eastern Time Zone). If you need an extension of ANY KIND, email the instructor the THURSDAY PRIOR to the Friday deadline. If you email the instructor on the Friday, you risk your email not being read. All requests for a weekend extension (to Sunday at 11:59 PM, Eastern Time Zone) will be granted automatically. No justification is necessary. Simply email the instructor and indicate that you are taking the weekend extension. A request for more than a weekend extension requires justification. Such requests will be granted rarely. Only in the direst of circumstances will an extension of more than one week be given. Unless an extension is granted in accordance with this policy, a late assignment will be given a grade of zero. Without exception, all students are eligible to receive weekend extensions for both papers.

2. Technology failures happen, and you should plan accordingly. Best practices include (but are not limited to): (a) ensuring that you have backups of your work (remote backup is ideal; emailing yourself your work is an easy way to do this); (b) submitting an almost-done draft to the CourseLink dropbox as soon as you can. When you submit your final draft, your earlier submission will be overwritten.
3. The instructor and the TA will visit the groups to observe and, when necessary, aid in the facilitation of discussion. You are STRONGLY advised to prepare and to come to class with in-depth knowledge of the readings and your own well-formed thoughts and arguments about those readings. A discussion group is the place for intelligent and informed discourse and debate. It is NOT the place for baseless opinions or mere echoing.
4. The instructor and TAs will NOT respond to questions that can be answered by consulting the course syllabus, assignment documents, course-relevant emails, news items, in-class announcements, and instructor/TA postings in discussion forums.

## **Course Resources**

### **Required Texts:**

All required readings will be made available on the CourseLink website (Content section) at least one week prior the class at which the readings will be discussed.

## **Course Policies**

### **Grading Policies**

[Undergraduate Grading Procedures](#)

## PAPERS

If you believe that you have been graded inaccurately on a paper, meet with the TA who graded you as soon as is possible to discuss and resolve the matter. If, after that meeting, the matter has not been resolved to your satisfaction, email the instructor to request a re-grade. When you do so, write your name, student ID, and the name of the assignment. Next, write, "I have met with the TA who graded my paper. I am requesting a re-grade of the assignment by you. I understand that the new grade, which could be lower, the same, or higher, will stand."

## EFFECTIVE PARTICIPATION

If you disagree with your grade for effective participation, email the instructor. In such cases, reassessment of your performance likely will prove difficult, if not impossible. It is therefore highly recommended that you thoroughly review early feedback, and that you ask follow-up questions of the TAs and 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](#)

### **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](#)

### **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).

### **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](#)

### **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March 30<sup>th</sup> – April 10<sup>th</sup>. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Monday April 10, 2023. 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**

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.