

The Self
PSYC430
Winter, 2013

Location: HUM 223

Time: Mon 8:30-10:00 & Thu 10:00-11:30

Instructor: Kevin Rounding

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Office Hours: Open Door (HUM 124) / By Appointment Only

Course Goals and Objectives

The objective of Psyc430 is to provide students with an introduction into research and theory on the self, primarily from a social psychological perspective. Topics will include the nature of the self, search of self- knowledge, self-development, self-cognition, self-regulation of behaviour, self-presentation, self-esteem, and the role of the self in psychological health and organizations.

Course Materials

Copyright. The course material including lecture notes, lab activities, and all online materials, etc. is copyrighted and is for the sole use of students registered in PSYC 430. This material may be downloaded from the website for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 430. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Required

Brown, J.D. (1998). *The self*. New York, NY: Taylor & Francis.

Optional

Sedikides, C., & Spencer, S.J. (2007). *The self*. New York, NY: Psychology Press.

Recommended

American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

See the Course Outline on Moodle for supplemental readings that can be accessed online at the Queen's Library website (<http://library.queensu.ca/>).

Course Format

This course will be structured such that each new topic area is introduced by a brief lecture from me at the start of class. Then the rest of the meeting will be devoted to demonstrations and discussion. A group of 2-3 students will be responsible for organizing the demonstrations and leading the discussion.

Grading Scheme

| <u>Assignment</u> | <u>%</u> | <u>Due Date</u> | <u>Method</u> |
|-----------------------------------|----------|----------------------|---------------|
| Participation | 20 | N/A | Graded |
| Presentation | 20 | TBD | Graded |
| WikiSpace Project | 20 | Feb 14 @ 11:59:59 pm | Marked |
| Peer Reviews of WikiSpace Project | 10 | Feb 28 @ 11:59:59 pm | Graded |
| Literature Review | 30 | Apr 4 @ 11:59:59 pm | Marked |

Participation

Research has shown that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to constructive examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information. Therefore, in order to get the most out of your class experience you will need to participate in class.

Note that the quality of your participation will always be given a higher priority than quantity, and that students who do their readings prior to class have been shown to be far better equipped to make meaningful contributions in class. Most classes will consist of a group activity or a student-led discussion. One part of your participation mark will be comprised of your active, cooperative, and professional participation in both the class activities and student-led discussions.

One class each week will be led by your peers. A random group of students will be selected to conduct a peer-evaluation of the discussion leaders. These evaluations can be found on Moodle under Peer-Surveys. The second part of your participation grade will be based on the feedback you

provide to the discussion leaders on the evaluation form. That is, your peer-evaluations should be thorough and constructive, not personal or superficial, and include justifications for your ratings.

Presentation

Each week, for one class period, groups of two or three students will be responsible for leading the class discussion. Students will collaborate on the presentation, although each student will receive a separate mark. 25% of your mark on this component will come from evaluations conducted by your peers.

The topic of the presentation should focus closely on the topic for that week, but should be geared towards more recent advances, research, or controversies regarding that topic. Students should utilize the optional text or conduct a literature review to find new or recent articles that pertain to the topic, and find creative ways to introduce that material to the class.

This is an opportunity to be creative. Feel free to do demonstrations, organize a debate, show (very) brief videos, assign additional readings, etc. You should prepare an outline of how and where you want the discussion to proceed as well as a list of issues or questions you want the class to discuss. Please provide me with this outline prior to the start of class.

WikiSpace Project

Students will choose a topic, unrelated to their presentations but it can be related to their literature review, and create a wikispace page to present their work. Although this can form the background for your literature review, it should focus on one particular aspect of your literature review if your review is broader in scope. But it can focus on something entirely different.

The goal of this project is to show your ability to present information in a concise and understandable way such that a lay-reader can understand the topic. Wikispaces provide a resource for students to obtain information on a wide variety of topics. By creating a wikispace page, you will demonstrate not only your knowledge of the topic, but also your ability to convey that knowledge to the general public. Although the style should be like a typical Wikipedia page, its' content does not have to conform to the typical encyclopedia format. Be creative in the way you present the material. Feel free to use diagrams, pictures, and other media to augment the presentation of your topic. The project must be originally and individually written up and a copy in word or pdf format will be uploaded to Turnitin.com. Writing styles, citations, and references for the project should follow the format of the 6th edition of the *Publication Manual of the American Psychological Association*.

The marking rubrics for the evaluation of participation, student-led discussions, and wikispace projects can be found on Moodle.

Peer Reviews

You will be randomly assigned to conduct two peer-evaluations of the wikispace project submitted by your classmates on TurnItIn. Your peer reviews will be graded by me and will focus on the quality and thoroughness of your review. If you submit your wikispace project late, for any reason, you will still have to complete two peer reviews, but you will not receive any.

Literature Review

For this paper (10 pages maximum, excluding title page, abstract, & references), students will choose a topic that is related to the material covered in the course, but should also be approved by me. Unapproved topics will receive a penalty of 5% subtracted from your mark for this component. If your review is related to the wikispace project, it should incorporate the feedback given by the peer-reviews and myself.

The literature review should provide a thorough and critical analysis of a topic, issue, or theory, using another theoretical model as a guide or platform from which to study the literature. Papers should clearly outline your thesis and logically present arguments that are clearly rooted in evidence and are testable. Papers should clearly demonstrate knowledge of how concepts, theories, and ideas are interrelated or linked, and logically present arguments such that it is obvious what sort of empirical test could be conducted to experimentally test your thesis.

The literature review must be originally and individually written up and will be uploaded to Turnitin.com. The review should follow the format of the 6th edition of the *Publication Manual of the American Psychological Association*.

Web Content

Additional information for the course will be available on the web on Moodle. The web content will consist of lecture notes, peer evaluations, an electronic discussion area for course questions, a list of supplemental course readings, auxiliary study materials, and links to web pages with further, in-depth information on selected topics. As in other courses, this message board is intended only as a forum for posting questions and discussing topics related to the PSYC 430 course material. Messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYC 430 content will be deleted, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. (Please also see the section below labeled “Civility Clause.”)

Because students’ questions tend to be similar, please post your queries in the appropriate Moodle forum rather than emailing me directly. I will check the forums regularly and will respond to your questions there. This way everyone in the class has access to the same

information. If you do email questions that should have been posted on Moodle, your email will be returned unanswered or you will be directed to Moodle. You also are encouraged to take advantage of my open-door policy if you have questions or would like to discuss course matters with me further.

Grading Method

In this course, some components will be marked using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale.

| Grade | Numerical Course Average (Range) |
|-------|----------------------------------|
| A+ | 90-100 |
| A | 85-89 |
| A- | 80-84 |
| B+ | 77-79 |
| B | 73-76 |
| B- | 70-72 |
| C+ | 67-69 |
| C | 63-66 |
| C- | 60-62 |
| D+ | 57-59 |
| D | 53-56 |
| D- | 50-52 |
| F | 49 and below |

| Assignment mark | Numerical value for calculation of final mark |
|-----------------|---|
| A+ | 93 |
| A | 87 |
| A- | 82 |
| B+ | 78 |
| B | 75 |
| B- | 72 |
| C+ | 68 |
| C | 65 |
| C- | 62 |
| D+ | 58 |
| D | 55 |
| D- | 52 |
| F48 (F+) | 48 |
| F24 (F) | 24 |
| F0 (0) | 0 |

Late Policy

Any component that is late will receive a 5% per day penalty.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to

the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions that contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodation Policy

Once a student has submitted an assignment, he or she may not subsequently be granted accommodation such as being offered a second opportunity to write the exam or assignment or have it count for less than originally specified in the course syllabus (reweighted). Students who cannot perform to the best of their abilities due a serious, extenuating circumstance must inform their instructor before attempting an exam or completing a course to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will be supported by the Department only in exceptional circumstances.

Civility Clause

Instructors do not take any joy in seeing you perform poorly, and the requirements of this course were designed to improve your skills and better prepare you for future challenges, not antagonize you. Thus, we need not have an adversarial relationship, nor should we be subjected to a hostile work environment. To this end, it is course policy that everyone be treated with mutual respect and civility. You are free to question the views offered in this course and to come to your own conclusions about debatable issues. I welcome and encourage such critical thinking. However, you do need to demonstrate respect for diversity including ideas and approaches that differ from your own personal preferences or prior learning experiences.

Also, during class time, please be respectful of the other students and the instructor's obligation to cover the course material within the allotted time. If your question is not answered to your satisfaction on the first attempt, please accept the instructor's or other student's need to resume with the lecture or tutorial and instead speak with him or her after class or arrange a separate meeting outside of class time. Discriminatory, rude, threatening, harassing, disruptive, distracting, and inappropriate behavior and language will not be tolerated in this class regardless of the context in which such actions occur (i.e., in person, in email, online, in peer reviews, etc.)

Students are responsible for familiarizing themselves with the regulation concerning misconduct. Information on misconduct in an academic or non-academic setting is available in the Arts and Science Calendar (see Academic Regulation 17 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-17>). Actions that contravene the regulation on misconduct carry sanctions that can range from a statement of apology, the loss of grades, the failure of a course, or a requirement to withdraw from the university.

Plagiarism

Plagiarism is defined as presenting another's ideas or phrasings as one's own without proper acknowledgement. Examples include:

- 1) copying and pasting from the internet, a printed source, or other resource without proper acknowledgement;
- 2) copying from another student;
- 3) using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement or using quotation marks;
- 4) submitting the same piece of work in more than one course without the permission of the instructor(s).

Simply put, students must cite all material used that is not their own.

All written assignments must be originally and individually written (i.e., students may not work together) and will be assessed via an online plagiarism prevention program, TurnItIn.com. If you are uncertain about what constitutes plagiarism, please see the section below labeled "Academic Integrity" and Regulation 1.2.1 at <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1> and read the handout provided by the Writing Centre at <http://www.queensu.ca/writingcentre/handouts/Style-Plagiarism.pdf>.

All written assignments, including a copy of the Wikispace project, must be submitted to Turnitin.com in electronic format (e.g., Word, PDF, etc.) and follow the format of the 6th edition of the *Publication Manual of the American Psychological Association*.

Schedule of Topics

| WEEK | DATE | READINGS | TOPICS | ASSIGNMENTS |
|------|-----------|---|---|-------------------|
| 1 | Jan 07 | | Introduction | |
| | Jan 10 | Chapter 1 & 2 | Introduction & The Nature of The Self | |
| 2 | Jan 14 | Chapters 1 & 2 | Discussion | |
| | Jan 17 | Class Cancelled | | |
| 3 | Jan 21 | Chapter 3 | Self-Knowledge | |
| | Jan 24 | | Discussion | |
| 4 | Jan 28 | Chapter 4 | Self-Development | |
| | Jan 31 | | Discussion | |
| 5 | Feb 4 | Chapter 5 | Cognitive Perspective | |
| | Feb 7 | | Discussion | |
| 6 | Feb 11 | Chapter 6 | Self-Regulation/Motivation | |
| | Feb 14 | | Discussion | WikiSpace Project |
| | Feb 18-21 | READING WEEK – CLASSES CANCELLED | | |
| 7 | Feb 25 | Chapter 7 | Self-Presentation/Social Perspective | |
| | Feb 28 | | Discussion | Peer Reviews (x2) |
| 8 | Mar 4 | Chapter 8 | Self-Esteem/Personality Perspective | |
| | Mar 7 | | Discussion | |
| 9 | Mar 11 | Chapter 9 | Depression/Clinical Perspective | |
| | Mar 14 | | Discussion | |
| 10 | Mar 18 | Chapter 10 | Illusions & Well-Being/Health Perspective | |
| | Mar 21 | | Discussion | |
| 11 | Mar 25 | Heine et al., 1997 & 2007 | Cultural Perspective | |
| | Mar 28 | | Discussion | |
| 12 | Apr 1 | Leonard et al., 1999 | Organizational Perspective | |
| | Apr 4 | Class Cancelled | | |

Addendum

Being A Discussion Leader

1. You are entirely responsible for leading one class discussion with one or two other students. Leading a discussion is not easy, but it can be very rewarding. It requires being extremely prepared in advance. This is not something people can “wing.”
2. I will meet with you to help you prepare your discussion. However, you must arrive prepared for the meeting. After all, YOU are responsible for preparing the discussion. Thus, I will make comments and suggestions regarding your ideas for your discussion. This means that you and your fellow discussion leader(s) need to read the chapter, discuss the topic, and prepare an outline of what you plan to cover BEFORE we meet. Coming to our meeting unprepared makes a bad impression. We should meet no fewer than 2 days (and preferably 7 days) before you are discussion leader.
3. The best way to lead a discussion is to know in advance the topics you want to cover, the responses you want to elicit, and the discussion questions that specifically elicit those responses. You don't need to know the answers to the questions you ask, but you should have thought about the answer. Questions like, “What did you think about the study by Smith and Jones?” are poor discussion questions and tend to elicit blank stares or brief, uninformative responses. Your discussion questions should be brief and stated in your own words. If you prepare a list of questions in advance, I will be happy to email them to the class so that they have a chance to think about the questions ahead of time.
4. One of the toughest things about being a discussion leader is the pause that follows the question. It can take up to 10 seconds between when you ask a question and receive a response. People must digest what you said, think about it, formulate a response, and then speak. Typically, however, the 10 seconds seems more like 2 hours. Be patient. If there is a problem with the question, people will ask you to repeat it or I will ask you to reword what you asked.
5. There is a tendency for discussion leaders to dominate the discussion. This is not surprising. After all, as a discussion leader, you probably know the topic better than any other student in the class. You have thought about it more and probably have the answer written down in front of you. Avoid the temptation to dominate discussion. The best discussion leaders pull the answers from others in the class.
6. As noted earlier, this is an opportunity for you to be creative. Feel free to do demonstrations, organize a debate, show brief videos, assign additional readings, develop and administer a questionnaire, etc.
7. Attached is the survey that will be used to evaluate class discussion leaders.

Addendum

Discussion Leaders: _____ Date: _____

Topic: _____

| | Strongly Disagree | | | | | | Strongly Agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.The discussion leaders seemed organized and prepared. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.The discussion leaders asked good questions/devised good demonstrations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.The questions/demonstrations challenged my thinking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.The discussion leaders made me think critically about the topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.The discussion/demonstrations helped me understand the topic better. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.I enjoyed the discussion/demonstrations today. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | |
| | Poor | | | | | | Excellent |
| 7.Indicate your overall evaluation of the discussion/demonstrations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe what you liked about today’s discussion/demonstrations. That is, in what ways did the discussion leaders do a good job?

Please describe what you didn’t like about today’s discussion/demonstrations. That is, what could have been done differently to make this a better class meeting?
