MEMORIAL UNIVERSITY

Faculty of Science

Office of the Dean
St. John's, NL Canada A1B 3X7
Tel: 709 864 8154 Fax: 709 864 3316
deansci@mun.ca www.mun.ca/science

MEETING OF THE FACULTY COUNCIL OF THE FACULTY OF SCIENCE

A regular meeting of the Faculty Council of the Faculty of Science will be held on Wednesday, December 6, at 1:00 p.m. by WebEx and in-person (Room: C- 2045).

AGENDA

1. **Regrets**
2. **Adoption of the Minutes of November 15, 2023** (pages 3-6)
3. **Business Arising from the Minutes**
4. **Correspondence:** No Correspondence
5. **Reports of Standing Committees**:

A. Undergraduate Studies Committee:

Presented by Shannon Sullivan, Chair, Undergraduate Studies Committee,

a. Department of Psychology – Calendar Changes, Amend PSYC 3830 course title, Paper 5 A. a. (pages 7-18)
b. Department of Psychology- Calendar Changes, Amend Admission to Major Program, Paper 5 A. b. (pages 19-31)
c. Department of Psychology – Calendar Changes, Amend Admission to Honours Programs, Paper 5 A. c. (pages 32-46)
d. Department of Psychology – Calendar Changes, Amend Requirements for a Major in Psychology, Paper 5 A. d. (pages 47-60)
e. Department of Psychology – Calendar Changes, Amend Requirements for Honours in Psychology, Paper 5 A. e. (pages 61-73)
f. Department of Psychology – Calendar Changes, Amend Requirements for a Major in Behavioural Neuroscience (B.Sc. Only), Paper 5 A. f. (pages 74-87)
g. Department of Psychology – Calendar Changes, Amend Requirements for Honours in Behavioural Neuroscience (B.Sc. Only), Paper 5 A. g. (pages 88-104)
h. Department of Psychology – Calendar Changes, New Course Proposals, PSYC 4052, PSYC 4053, PSYC 4054, PSYC 4152, PSYC 4153, PSYC 4154, PSYC 4452, PSYC 4453, PSYC 4454, PSYC 4652, PSYC 4653, PSYC 4654, PSYC 4752, PSYC 4753, Paper 5 A. h. (pages 105-243)
i. Department of Mathematics and Statistics, - Calendar Changes, New Program, Data Science, Paper 5 A. i. (pages 244-274)

B. Graduate Studies Committee:

Presented by Adrian Fiench, Chair, Graduate Studies Committee

a) Department of Biochemistry, Special Topics Course, BIOC 6001, approved by the Graduate Committee and present to Faculty Council for information only. Paper 5 B. a. (pages 275-279)

b) Department of Biochemistry, Potential Outcome for MSC Oral Defense, Paper 5 B. b. (page 280)
c) Department of Computer Science, Special Topics Course, COMP 6779, approved by the Graduate Committee and presented to Faculty Council for information only. Paper 5 B. c. (pages 281-284)
d) Department of Physics and Physical Oceanography, Special Topics Course, PHYS 6912, approved by the Graduate Committee and presented to Faculty Council for information only. Paper 5 B. d. (pages 285-287)

C. Library Committee: No business

6. Report of the Dean:

7. Question Period

8. Adjournment

Travis Fridgen, Ph.D.
Interim Dean of Science

MEMORIAL UNIVERSITY

Faculty of Science

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FACULTY OF SCIENCE
FACULTY COUNCIL OF SCIENCE
Minutes of Meeting of November 15, 2023

A meeting of the Faculty Council of the Faculty of Science was held on Wednesday, November 15, 2023, at 1:00 p.m. using a hybrid model of WebEx and in-person (C-2045).

FSC 3041 **Present**

Biology
A. Chaulk, M. Rise

Business Administration
M. Eghbali-Zarch

Chemistry
C. Bottaro, H. Grover, E. Merschrod, N. Ryan, S. Smith, M. Katz, H. Therien-Aubin

Computer Science
S. Anthony, S. Bungay, A. Fiech, M. Hatcher, C. Hyde

Earth Sciences
K. Welford

Economics
K. Chu

Engineering
A. Elruby

Mathematics & Statistics
J. Alam, I. Booth, E. Cardoso-Bihlo, R. Haynes, A. Hatefi, L. Herman, J.C. Loredo-Osti, T. Sheel, T. Stuckless, S. Sullivan, H. Usefi, Y. Yilmaz-Cigsar

Ocean Sciences
D. Inkpen, C. Parrish, M. Rise, J. Wrobewski

Physics & Physical Oceanography

S. Curnoe, E. Hayden, I. Saika-Voivod, L. Zedel

Psychology
S. Blandford, K. Hourihan, C. Thorpe, C. Walsh, D. Wilson

Dean of Science Office
J. Bowering, T. Fridgen L. Frizzell, C. Hussey, G. Jackson, J. Kavanagh, P. MacCallum, T. Mackenzie**,** R. Newhook, R. Temple

Student Representatives
V. Borges, H. Butt, S. Duglas, W. Kinden, K. Smith, A. Ullah, N. Vadood

Regrets
J. Blundell, S. Dufour, M. Berry

FSC 3042 **Adoption of Minutes**
Moved: Minutes of the meeting of October 18, 2023, be adopted. (Sullivan/ Bungay) **Carried.**

FSC 3043 **Business Arising:** No Business

FSC 3044 **Correspondence:** No Report

FSC 3045 **Reports of Standing Committees**:
Presented by Shannon Sullivan, Chair, Undergraduate Studies Committee

A. Undergraduate Students Committee:

a. Department of Biology – Calendar Changes, cross-list existing Biology 4911, with Ocean Sciences, amend course title, update course description. Presented to Faculty Council for information only.
b. Department of Computer Science – Calendar Changes, eligibility wording change and honours project change, Co-operative Internship in Computer Science (CICS) , (Sullivan/ Bungay) **Carried.**
c. Department of Computer Science – Calendar Changes, Minor in Computer Science, (Sullivan/ Bungay) **Carried.**
d. Department of Computer Science – Calendar Changes, amend course, Computer Science 2001, 2002, 2003, (Sullivan/ Bungay) **Carried.**
e. Department of Computer Science – Calendar Changes, New course proposal, Computer Science 3019, (Sullivan/ Bungay) **Carried.**
f. Department of Computer Science – Calendar Changes, New course proposal, Computer Science 3730 (Sullivan/ Bungay) **Carried.**
g. Department of Computer Science – Calendar Changes, New course proposal, Computer Science 3766, (Sullivan/ Bungay) **Carried.**

h. Department of Computer Science – Calendar Changes, New course proposal, Computer Science 4019, (Sullivan/ Bungay) **Carried.**

i. Department of Computer Science – Calendar Changes, Amend course, Computer Science 4304, (Sullivan/ Bungay) **Carried.**

j. Department of Mathematics and Statistics – Calendar Changes, amend course, Mathematics 1051, (Sullivan/ Booth) **Carried.**

k. Department of Mathematics and Statistics – Calendar Changes, amend course, Mathematics 3161 and 4160, (Sullivan/ Booth) **Carried.**

l. Department of Mathematics and Statistics – Calendar Changes, amend course, Mathematics 4162, (Sullivan/ Booth) **Carried.**

m. Department of Mathematics and Statistics – Calendar Changes, Mathematics Majors/Honors degree –Mathematics 2030/3030/409A/B, (Sullivan/ Booth) **Carried.**

B. **Graduate Students Committee:** No Business

C. **Library Committee:** No Business

FSC 3046 **Report of Dean:**

1. **Giving Tuesday**
   Donations made between November 26-28, 2023 will be matched with an equivalent amount from a special group of donors toward Memorial's Thriving Student Fund, which was created to provide funding as needed, where needed for students. Whether they need short-term emergency support, or by empowering their success through scholarships and bursaries, this fund helps students to achieve academic and personal success during their time at Memorial University.
   All donations to this fund will support undergraduate and graduate students across all campuses, increasing access to education and providing financial support so that students can focus on their studies.
   The link for donating is https://www.mun.ca/give/give-online/

2. **Research Week**
   Research week at Memorial begins next week, November 20-24.
   The **'Research Exchange'** is scheduled for Nov 22nd from 3:30-5:00 in the CSF (CSF: 1301). We will be discussing funding, industry partnerships, and planned research support initiatives. This will be followed by an open discussion about the needs of researchers in the Faculty of Science. We encourage all researchers (students, staff, and faculty) to attend and contribute. No need to register for this event.
   The **'Whale of a Time'** is scheduled for Nov 22nd from 5-7 in the CSF (under the whale). We hope that all Faculty of Science students, staff and faculty attend our annual social. Food and beverages will be available. If you plan to attend the Whale of a Time, please RSVP through the link provided by Nov. 16th at 5pm.

Finally, we have 17 students giving talks in the **3M competition** on Tuesday, November 21st in the physics lab, C2039, beginning at 11:30. If you can spare the time, please come and listen to what I am sure will be some stimulating three minute theses and support our graduate students.

3. **Faculty of Science @SeaHawks**
   We are in the preliminary stages of planning a Faculty of Science night to cheer on our SeaHawks at a double-header basketball game. There will be more information coming, but if you can please save either the 19th or the 20th of January to come out support our SeaHawks with other students, staff, and faculty in the Faculty of Science.

4. **Outreach Coordinator**
   Danielle Nichols will be rejoining the Faculty of Science as the Faculty of Science Outreach Coordinator. This position will provide support to departments' outreach programs and/or assist departments in developing outreach activities. Initially, her main objective will be to develop a science summer camp.

FSC 3047 Question Period:

There was a discussion about the upcoming budget for April 1, 2024. Dean of Science office has not received any new information about the budget planning process in the upcoming year.

The question was raised to the possibility of the Faculty of Science being audited. The Dean said the Faculty of Science has already participated in the audit and there was no further mention of the Faculty of Science undergoing a separate audit.

FSC 3048 Adjournment:
Meeting adjourned at 1:35pm

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page for Change to PSYC 3830

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- **X** Amended or deleted course(s):
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for PSYC 3830

COURSE NUMBER AND TITLE
PSYC 3830 Behavioural Endocrinology

REVISED COURSE NUMBER AND TITLE
PSYC 3830 Hormones and Behaviour

ABBREVIATED COURSE TITLE
Hormones and Behaviour

RATIONALE
The proposed name change to this course is to better reflect the content and level of difficulty of the course.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES

PSYC 3830 ~~Behavioural Endocrinology~~ Hormones and Behaviour

explores the behavioural effects of hormones and the question of how hormones act on the brain to influence behaviour. Topics include: basic concepts in neuroendocrinology, reproductive behaviour (sexual and parental), sexual differentiation of the brain and behaviour, aggressive behaviour, and the neuroendocrinology of stress, including the effects of stress on the brain and behaviour.
PR: PSYC 2520 or 2521, 2911, and 2930 or the former 2570, Biology 1001 and 1002, and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES

PSYC 3830 Hormones and Behaviour

explores the behavioural effects of hormones and the question of how hormones act on the brain to influence behaviour. Topics include: basic concepts in neuroendocrinology, reproductive behaviour (sexual and parental), sexual differentiation of the brain and behaviour, aggressive behaviour, and the neuroendocrinology of stress, including the effects of stress on the brain and behaviour.
PR: PSYC 2520 or 2521, 2911, and 2930 or the former 2570, Biology 1001 and 1002, and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page

CONSULTATIONS SOUGHT

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	

Grenfell - Science and the Environment	
Grenfell - Fine Arts	

From: HKR Dean <hkrdean@mun.ca>
Sent: November 9, 2023 10:25 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review. HKR has no concerns or questions.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Interim Dean, School of Human Kinetics and Recreation

Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Hi Kathleen,

In the interest of helping things run as smoothly as possible at tomorrow's FoSCUgS meeting, I thought I'd forward my comments to you ahead of time.

Amendment to Calendar Section 11.12.2: I find the wording here a bit awkward, and it overlooks the possibility that non-numeric grades could be obtained in Memorial courses as well as via transfer credit. Furthermore, Calendar style would dictate that "MATH" and "PSYC" should be spelled out, and I think the use of "prerequisite" may seem a bit confusing in this context.

With all of that in mind, how about the following instead?

"A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript."

Amendment to Calendar Section 11.12.3: "CH" should be replaced by "credit hours". There should be strikethrough/underline versions of the secondary Calendar changes, in addition to the "clean" versions. Finally, the "Note:" added to PSYC 3900 should instead use the "OR:" designation.

Amendment to Calendar Section 11.12.5: I think the rationale for removing the PWD grading option should be expanded -- there really isn't a rationale given at all! In particular, this option was only added in the 2020-2021 Calendar, and took a *lot* of work to get through Senate. I certainly would like to know why it's being abandoned after just four years.

PSYC 4052: Here and throughout the rest of the document, the proposal omits adhering to proper Calendar style in the format of the course descriptions. The first sentence of the course description always takes the course number/title as its opening. In this instance, the course description should begin "4052 Seminar in Mathematical Cognition examines the latest research...". Also, "number" in the first sentence should be "numbers".

PSYC 4053: The course description should begin "4053 Seminar in Childhood Memories and Forensic Implications is an overview...". Also, there are missing commas later in the first sentence: "... for, and ability to talk about, real...".

PSYC 4054: The course description should begin "4054 Seminar in Media Use Across Development examines media's...". Also, later in the first sentence, "impact" should be "impacts".

PSYC 4152: The course description should begin "4152 Seminar in Skeptical Thinking will teach...". Also, the use of "you" is against Calendar style. So the first sentence should continue "... will teach students how to identify...". The third sentence should begin "Students will be armed..." and later be amended to "... will help them distinguish...". The phrase "Baloney Detection Kit" also strikes me as awfully colloquial for a Calendar description, but I wouldn't necessarily object to it!

PSYC 4153: The course description should begin "4153 Seminar in Romantic Relationships will focus on...". Also, the second sentence should be amended to begin "In doing so, students will be guided...".

PSYC 4154: The course description here needs a major overhaul. In addition to the stylistic issue, it's also way too long (the maximum is 75 words). And I really don't think that the Department wants the use of a blog and podcast as an evaluative tool to be hard-coded into the Calendar! Here's my crack at revising it, but I'm sure you can come up with a better version: "4154 Seminar in Social Psychology in Everyday Life explores how our lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains -- from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories."

PSYC 4452: The course description should begin "4452 Seminar in Metacognition examines a wide...".

PSYC 4453: The course description should begin "4453 Seminar in Embodied Cognition builds on an understanding of fundamental cognitive mechanisms to provide further exploration...".

PSYC 4454: This is another course description that needs a major overhaul, because there's no easy way to incorporate the first two sentences into the Calendar style. You could skip right to the third sentence: "4454 Seminar in Applied Cognition explores how cognitive..." but I'll leave it to you whether this is the best approach.

PSYC 4652: The course description should begin "4652 Seminar in Substance Use and Behavioural Addiction in Youth will focus on..."

PSYC 4653: The course description should begin "4653 Seminar in Health Psychology will focus on...".

PSYC 4654: The first sentence just recapitulates the course title, so it should be omitted. Instead, the course description should begin "4654 Seminar in Obsessive-Compulsive and Related Disorders reviews the epidemiology, onset, ...".

PSYC 4752: The course description should begin "4752 Seminar in Domestic Animal Behaviour and Interactions with Humans examines the mechanism, ...". Also, the prerequisite should be revised to read "PR: PSYC 3750 or Biology 3750 and either admission...".

PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".

And I think that's everything! If you have any questions, feel free to ask.

Cheers,
Shannon

--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

From: Davis,Erin <emdavis@mun.ca>
Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to review the proposed changes. These changes to psychology should not affect pharmacy students or programs and we have no concerns.

Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. In previous e-mails I conveyed some individual comments.

At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies found that these changes will have no impact on our programs.

-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 30, 2023 8:17 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Adding to my e-mail of Oct. 27, I also notice that you have two courses numbered 4453.
The second one, "Seminar in Applied Cognition", should be 4454 (as in the header).

And the header for PSYC 4753 "Seminar in Visual Ecology" has the wrong number.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 27, 2023 11:13 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes
proposed for the Department of Psychology. At its meeting on Nov. 15,
Engineering's Committee on Undergraduate Studies will consider these
changes. In the interim, I have these comments:

For the new text in regulation 11.12.2, what happens if six or seven of
the eight courses are satisfied by Transfer Credits? Will the
eligibility be based on the remaining two or one MUN courses (not three)?
Also, the abbreviation "MATH" should be replaced by the full text "Mathematics".

You have two courses with the same number 4153:
"Seminar in Romantic Relationships"
and
"Seminar in Social Psychology in Everyday Life"
Should the latter be PSYC 4154 (as in the header)?

The proposed Calendar entry for PSYC 4154 "Seminar in Social Psychology in Everyday Life" contains 110 words, exceeding the limit of 75 words.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5

From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

I have reviewed the proposed calendar changes from Psychology (on behalf of Biochemistry), and I have no concerns; I also appreciate the organized summary that made the review much easier.

I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,

Janet

……
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM
To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

For the new proposed courses listed in number 3, these will require full library reports. Or at least a closer look – as you mention, they have been offered as special topics for the past 10 years. I would still like to take a closer look at our holdings and the course objectives.

As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

-----Original Message-----
From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Saturday, October 21, 2023 2:34 PM

To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

LIBRARY REPORT

N/A

RESOURCE IMPLICATIONS

None

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page
Amendment to Calendar Section 11.12.2

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- **X** Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for Programs
Amendment to Calendar Section 11.12.2

PROGRAM TITLE
11.12.2 Admission to Major Programs

RATIONALE
This proposed change is to increase clarity for transfer students on what is required for the ranking system for admission to the major programs in Psychology and Behavioural Neuroscience.

CALENDAR CHANGES

11.12.2 Admission to Major Programs

Admission to the Major programs in the Department of Psychology is competitive and selective. Students who wish to enter these programs must submit a completed application form, available on the Department of Psychology website in the Winter semester, to the Department of Psychology by June 1 for Fall semester registration. To be eligible for admission, students must have completed the 24 credit hours as listed below with an average of at least 65% in Psychology 1000/1001 and an overall average of at least 60% in Psychology, Critical Reading and Writing (CRW), and Mathematics or Statistics:

1. Psychology 1000, 1001.
2. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.
3. Mathematics 1000 (or equivalent) or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent).
4. Six credit hours of electives (9 if only Mathematics 1000 or Statistics 1500 is successfully completed).

A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript.

Students who fulfil the eligibility requirements compete for a limited number of available spaces. Selection is based on academic performance, normally cumulative average and performance in recent courses.

Note: Students should consult the Calendar course descriptions to determine whether Mathematics 1000 (or equivalent) is a pre-requisite for other (non-Psychology) courses they plan to take. In particular, students considering Joint Majors or Joint Honours programs should consider taking both Mathematics 1000 (or equivalent) and Statistics 1500.

CALENDAR ENTRY AFTER CHANGES

11.12.2 Admission to Major Programs

Admission to the Major programs in the Department of Psychology is competitive and selective. Students who wish to enter these programs must submit a completed application form, available on the Department of Psychology website in the Winter semester, to the Department of Psychology by June 1 for Fall semester registration. To be eligible for admission, students must have completed the 24 credit hours as listed below with an average of at least 65% in Psychology 1000/1001 and an overall average of at least 60% in Psychology, Critical Reading and Writing (CRW), and Mathematics or Statistics:

1. Psychology 1000, 1001.
2. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.
3. Mathematics 1000 (or equivalent) or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent).
4. Six credit hours of electives (9 if only Mathematics 1000 or Statistics 1500 is successfully completed).

A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript.

Students who fulfil the eligibility requirements compete for a limited number of available spaces. Selection is based on academic performance, normally cumulative average and performance in recent courses.

Note: Students should consult the Calendar course descriptions to determine whether Mathematics 1000 (or equivalent) is a pre-requisite for other (non-Psychology) courses they plan to take. In particular, students considering Joint Majors or Joint Honours programs should consider taking both Mathematics 1000 (or equivalent) and Statistics 1500.

Appendix Page
Amendment to Calendar Section 11.12.2

CONSULTATIONS SOUGHT

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	

Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

From: HKR Dean <hkrdean@mun.ca>
Sent: November 9, 2023 10:25 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review. HKR has no concerns or questions.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Interim Dean, School of Human Kinetics and Recreation

Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

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Hi Kathleen,

In the interest of helping things run as smoothly as possible at tomorrow's FoSCUgS meeting, I thought I'd forward my comments to you ahead of time.

Amendment to Calendar Section 11.12.2: I find the wording here a bit awkward, and it overlooks the possibility that non-numeric grades could be obtained in Memorial courses as well as via transfer credit. Furthermore, Calendar style would dictate that "MATH" and "PSYC" should be spelled out, and I think the use of "prerequisite" may seem a bit confusing in this context.

With all of that in mind, how about the following instead?

"A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript."

Amendment to Calendar Section 11.12.3: "CH" should be replaced by "credit hours". There should be strikethrough/underline versions of the secondary Calendar changes, in addition to the "clean" versions. Finally, the "Note:" added to PSYC 3900 should instead use the "OR:" designation.

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PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".

And I think that's everything! If you have any questions, feel free to ask.

Cheers,
Shannon

--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

From: Davis,Erin <emdavis@mun.ca>
Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to review the proposed changes. These changes to psychology should not affect pharmacy students or programs and we have no concerns.

Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. In previous e-mails I conveyed some individual comments.

At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies found that these changes will have no impact on our programs.

-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 30, 2023 8:17 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Adding to my e-mail of Oct. 27, I also notice that you have two courses numbered 4453.
The second one, "Seminar in Applied Cognition", should be 4454 (as in the header).

And the header for PSYC 4753 "Seminar in Visual Ecology" has the wrong number.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 27, 2023 11:13 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes
proposed for the Department of Psychology. At its meeting on Nov. 15,
Engineering's Committee on Undergraduate Studies will consider these
changes. In the interim, I have these comments:

For the new text in regulation 11.12.2, what happens if six or seven of
the eight courses are satisfied by Transfer Credits? Will the
eligibility be based on the remaining two or one MUN courses (not three)?
Also, the abbreviation "MATH" should be replaced by the full text "Mathematics".

You have two courses with the same number 4153:
"Seminar in Romantic Relationships"
and
"Seminar in Social Psychology in Everyday Life"
Should the latter be PSYC 4154 (as in the header)?

The proposed Calendar entry for PSYC 4154 "Seminar in Social Psychology in Everyday Life" contains 110 words, exceeding the limit of 75 words.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

I have reviewed the proposed calendar changes from Psychology (on behalf of Biochemistry), and I have no concerns; I also appreciate the organized summary that made the review much easier.

I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,

Janet

…….
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM

To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

For the new proposed courses listed in number 3, these will require full library reports. Or at least a closer look – as you mention, they have been offered as special topics for the past 10 years. I would still like to take a closer look at our holdings and the course objectives.

As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

-----Original Message-----
From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Saturday, October 21, 2023 2:34 PM
To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

LIBRARY REPORT
N/A

RESOURCE IMPLICATIONS
None.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page
Amendment to Calendar Section 11.12.3

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- **X** Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for Programs
Amendment to Calendar Section 11.12.3

PROGRAM TITLE
11.12.3 Admission to Honours Programs

REVISED PROGRAM TITLE
N/A

RATIONALE
Currently, students can apply to the honours program by June 1 at the end of their second OR third year of study as a major. This means that we accept two cohorts of students: 1) those who will be starting 499A in the following fall semester; 2) those who will be starting 499A over a year away. Having two cohorts and a significant delay between acceptance and actually starting honours can make the logistics of matching students with supervisors challenging. Moreover, there are occasionally students who performed well enough academically in their second year classes to be accepted into the honours program, but then struggle with more advanced courses, and potentially lose their honours standing despite having been accepted into the honours program (and actually completing a thesis in 499A/B). This means that they cannot graduate with an honours degree (just the basic BA/BSc), and their thesis will not be archived in the library if they do not have an honours degree.

We are proposing moving the admission process to result in a single cohort of accepted students. Students would apply in the winter semester of their third year (assuming full time studies and typical degree progression), after they have at least 12CRs in PSYC/BHNS majors-eligible credits at the 3000 or 4000 level. Applications would be due by March 15, but we would hold off decisions until after winter semester grades are available, and all majors-eligible course would be considered in the GPA calculation for ranking.

Students would then be notified of their "eligibility" for honours in early May; they would then be given a deadline to notify us of their supervisor, and supervisor confirmation would be required to enroll in 499A that fall. Some students may already have their supervisor arranged even before applying, while others will start contacting potential supervisors around or after application time. We will aim to help "waitlisted" students (i.e., those who may be eligible but cannot find a supervisor on their own) connect with remaining supervisors who are seeking honours students in the upcoming year.

ANTICIPATED EFFECTIVE DATE
2024-2025 University Calendar

CALENDAR CHANGES
11.12.3 Admission to Honours Programs

The Honours programs in the Department of Psychology are designed for students who would like to concentrate their studies or pursue graduate work. Students who wish to be admitted to these programs must submit an application to the Department of Psychology by ~~June 1~~ March 15th for Fall semester registration. This form is available on the Department of Psychology

website in the Winter semester. To be eligible for admission, students must have ~~successfully~~ completed Psychology 2910, 2911, 2520 or 2521, and 2930 ~~and obtained in these courses a grade of "B" or better, or an average of 75% or higher~~ and a minimum of 12 CH in Psychology major (restricted) courses at the 3000- or 4000-level by the end of the semester in which the student is applying, and have obtained in these courses a grade of “B” or better, or an average of 75% or higher.

Students who fulfill the eligibility requirements compete for a limited number of available spaces. Selection is based on academic performance in the ~~required courses~~ above major courses. Once selected, students can enroll in Psychology 499A only after securing a thesis supervisor, and providing confirmation of supervision to the Academic Program Officer. ~~In special circumstances, students may be admitted to Honours Programs at times other than June.~~

Note:
Students are strongly advised to enroll in Psychology 3900 in the 3rd year of their program, i.e., in the academic year prior to beginning Psychology 499A.

Students are advised to consult the Bachelor of Arts (Honours) Degree Regulations or Degree Regulations for the Honours Degree of Bachelor of Science, as appropriate.

CALENDAR ENTRY AFTER CHANGES

11.12.3 Admission to Honours Programs

The Honours programs in the Department of Psychology are designed for students who would like to concentrate their studies or pursue graduate work. Students who wish to be admitted to these programs must submit an application to the Department of Psychology by March 15th for Fall semester registration. This form is available on the Department of Psychology website in the Winter semester. To be eligible for admission, students must have completed Psychology 2910, 2911, 2520 or 2521, and 2930 and a minimum of 12 credit hours in Psychology major (restricted) courses at the 3000- or 4000-level by the end of the semester in which the student is applying, and have obtained in these courses a grade of “B” or better, or an average of 75% or higher.

Students who fulfill the eligibility requirements compete for a limited number of available spaces. Selection is based on academic performance in the above major courses. Once selected, students can enroll in Psychology 499A only after securing a thesis supervisor, and providing confirmation of supervision to the Academic Program Officer.

Note:
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SECONDARY CALENDAR CHANGES

13.12.2 Majors Courses

PSYC 3900 Design and Analysis III

is a course on complex and specialized research design in Psychology. Multifactor research designs that employ both between- and within-subjects independent variables. Advantages and disadvantages of using multifactor research designs to test psychological hypotheses. Hierarchical designs and incomplete factorials. The use of covariates and blocking to increase experimental precision. Problems created by missing data. Single subject designs. How to answer specific psychological questions in the context of complex designs. The design and analysis of non-experimental psychological research. Applications of such techniques as the analysis of variance and multiple linear regression to the data obtained with these research designs, with special attention to problems inherent in psychological research.

CR:
PSYC 3950, Statistics 3520

LH:
one laboratory period weekly

PR:
PSYC 2911 ~~and admission to an Honours program in Psychology or Behavioural Neuroscience~~

OR:

Students considering the Honours program are strongly recommended to take PSYC 3900 in the 3rd year of their program, i.e., in the year prior to starting their Honours dissertation (PSYC 499A/B).

PSYC 3900 Design and Analysis III

is a course on complex and specialized research design in Psychology. Multifactor research designs that employ both between- and within-subjects independent variables. Advantages and disadvantages of using multifactor research designs to test psychological hypotheses. Hierarchical designs and incomplete factorials. The use of covariates and blocking to increase experimental precision. Problems created by missing data. Single subject designs. How to answer specific psychological questions in the context of complex designs. The design and analysis of non-experimental psychological research. Applications of such techniques as the analysis of variance and multiple linear regression to the data obtained with these research designs, with special attention to problems inherent in psychological research.

CR:

PSYC 3950, Statistics 3520

LH:

one laboratory period weekly

PR:

PSYC 2911

OR:

Students considering the Honours program are strongly recommended to take PSYC 3900 in the 3rd year of their program, i.e., in the year prior to starting their Honours dissertation (PSYC 499A/B).

PSYC 499A and 499B Honours Dissertation

is a linked course, based on independent study of an approved problem in Psychology. The topic will be chosen in consultation with the Faculty Advisor. The first semester will normally involve directed reading in this area, and preparation of a dissertation proposal. The second semester will be devoted to conducting the study, gathering data, data analysis and preparation of a formal written report. The dissertation must be submitted for grading before the end of the tenth week of the semester in which the student is registered for 499B.

CH:

6

PR:

admission to the Honours Program, ~~and~~ a minimum of 6 credit hours in Psychology majors courses at the 3000 level or above, and permission of the Department.

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Appendix Page
Amendment to Calendar Section 11.12.3

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Education	
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Marine Institute	
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Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
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To: Psychology Deputy Head <psychdeputyhead@mun.ca>
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Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Interim Dean, School of Human Kinetics and Recreation

Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

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PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".

And I think that's everything! If you have any questions, feel free to ask.

Cheers,
Shannon

--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

From: Davis,Erin <emdavis@mun.ca>
Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to review the proposed changes. These changes to psychology should not affect pharmacy students or programs and we have no concerns.

Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. In previous e-mails I conveyed some individual comments.

At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies found that these changes will have no impact on our programs.

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From: Engineering Consult <engrconsult@mun.ca>
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Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Adding to my e-mail of Oct. 27, I also notice that you have two courses numbered 4453.
The second one, "Seminar in Applied Cognition", should be 4454 (as in the header).

And the header for PSYC 4753 "Seminar in Visual Ecology" has the wrong number.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
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Subject: Re: Department of Psychology Calendar Change Proposals for consultation

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proposed for the Department of Psychology. At its meeting on Nov. 15,
Engineering's Committee on Undergraduate Studies will consider these
changes. In the interim, I have these comments:

For the new text in regulation 11.12.2, what happens if six or seven of
the eight courses are satisfied by Transfer Credits? Will the
eligibility be based on the remaining two or one MUN courses (not three)?
Also, the abbreviation "MATH" should be replaced by the full text "Mathematics".

You have two courses with the same number 4153:
"Seminar in Romantic Relationships"
and
"Seminar in Social Psychology in Everyday Life"
Should the latter be PSYC 4154 (as in the header)?

The proposed Calendar entry for PSYC 4154 "Seminar in Social Psychology in Everyday Life" contains 110 words, exceeding the limit of 75 words.

Dr. Glyn George, Chair
Committee on Undergraduate Studies

Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

I have reviewed the proposed calendar changes from Psychology (on behalf of Biochemistry), and I have no concerns; I also appreciate the organized summary that made the review much easier.

I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,

Janet

……
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM
To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

For the new proposed courses listed in number 3, these will require full library reports. Or at least a closer look – as you mention, they have been offered as special topics for the past 10 years. I would still like to take a closer look at our holdings and the course objectives.

As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

-----Original Message-----
From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Saturday, October 21, 2023 2:34 PM
To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

LIBRARY REPORT
N/A

RESOURCE IMPLICATIONS
None.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page
Amendment to Calendar Section 11.12.4

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- **X** Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for Programs
Amendment to Calendar Section 11.12.4

PROGRAM TITLE
11.12.4 Requirements for a Major in Psychology

REVISED PROGRAM TITLE
N/A

RATIONALE
With the anticipated regularization of 14 former selected topics courses, The Department of Psychology proposes the degree regulations for 4000-level requirements (clause 1c) for majors in Psychology be amended to reflect this change.

ANTICIPATED EFFECTIVE DATE
2024-2025 University Calendar

CALENDAR CHANGES

11.12.4 Requirements for a Major in Psychology

Students completing this program cannot receive credit for Psychology 2920. Students who intend to pursue graduate studies should take courses leading to the Honours degree.

1. Students may Major in Psychology as part of either a B.A. or a B.Sc. program, and should consult the Degree Regulations for the General Degree of Bachelor of Science or the Degree Regulations for the General Degree of Bachelor of Arts, as appropriate. All Majors are required to complete a minimum of 42 credit hours of Psychology as listed below:
    a. Psychology 1000, 1001, 2520 (or 2521), 2910, 2911, 2930.
    b. Twelve credit hours in Psychology chosen from the following: 3050, 3100, the former PSYC 3250, 3251, 3350, 3450, 3620, 3650, 3750, or one of 3800, 3810, 3820, 3830, 3840 or 3860.
    c. Twelve credit hours of 4000-level courses in Psychology, of which at least one must be a research experience course and one must be a selected topics <u>or a seminar</u> course.
2. Psychology Majors following the B.Sc. program are also required to successfully complete the following:
    a. Mathematics 1000 (or equivalent) or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent).
    b. Biology 1001 and 1002.
    c. Either Chemistry 1050 and 1051 (or 1200 and 1001 or 1010 and the former 1011); or Physics 1020 (or 1050) and 1021 (or 1051).

Note:
First year students should think carefully about whether Chemistry or Physics best suits their future program needs. Students should examine the prerequisites for upper-level science courses and attempt to take them in their first year.

   d. Six credit hours of laboratory courses at the 2000 level or above in one of Biology, Chemistry, Computer Science, Human Biosciences, Ocean Sciences or Physics. Students are advised to consult the Course Descriptions section of the Calendar for their chosen lab courses to ensure pre-requisites are met.

Note:
Biology/Psychology 3750 and 4701 and Biology 3053 cannot be used to satisfy the requirement of 6 laboratory credit hours at the 2000 level or above.

3. Psychology Majors following the B.A. program are also required to successfully complete Mathematics 1000 (or equivalent), or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent), and are encouraged to complete at least 6 credit hours in Biology.

CALENDAR ENTRY AFTER CHANGES
11.12.4 Requirements for a Major in Psychology

Students completing this program cannot receive credit for Psychology 2920. Students who intend to pursue graduate studies should take courses leading to the Honours degree.

1. Students may Major in Psychology as part of either a B.A. or a B.Sc. program, and should consult the Degree Regulations for the General Degree of Bachelor of Science or the Degree Regulations for the General Degree of Bachelor of Arts, as appropriate. All Majors are required to complete a minimum of 42 credit hours of Psychology as listed below:
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   c. Twelve credit hours of 4000-level courses in Psychology, of which at least one must be a research experience course and one must be a selected topics or a seminar course.
2. Psychology Majors following the B.Sc. program are also required to successfully complete the following:
   a. Mathematics 1000 (or equivalent) or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent).
   b. Biology 1001 and 1002.
   c. Either Chemistry 1050 and 1051 (or 1200 and 1001 or 1010 and the former 1011); or Physics 1020 (or 1050) and 1021 (or 1051).

Note:
First year students should think carefully about whether Chemistry or Physics best suits their future program needs. Students should examine the prerequisites for upper-level science courses and attempt to take them in their first year.

d. Six credit hours of laboratory courses at the 2000 level or above in one of Biology, Chemistry, Computer Science, Human Biosciences, Ocean Sciences or Physics. Students are advised to consult the Course Descriptions section of the Calendar for their chosen lab courses to ensure pre-requisites are met.

Note:
Biology/Psychology 3750 and 4701 and Biology 3053 cannot be used to satisfy the requirement of 6 laboratory credit hours at the 2000 level or above.

3. Psychology Majors following the B.A. program are also required to successfully complete Mathematics 1000 (or equivalent), or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent), and are encouraged to complete at least 6 credit hours in Biology.

Appendix Page
Amendment to Calendar Section 11.12.4

CONSULTATIONS SOUGHT

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes

Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

From: HKR Dean <hkrdean@mun.ca>
Sent: November 9, 2023 10:25 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review. HKR has no concerns or questions.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Interim Dean, School of Human Kinetics and Recreation

Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Hi Kathleen,

In the interest of helping things run as smoothly as possible at tomorrow's FoSCUgS meeting, I thought I'd forward my comments to you ahead of time.

Amendment to Calendar Section 11.12.2: I find the wording here a bit awkward, and it overlooks the possibility that non-numeric grades could be obtained in Memorial courses as well as via transfer credit. Furthermore, Calendar style would dictate that "MATH" and "PSYC" should be spelled out, and I think the use of "prerequisite" may seem a bit confusing in this context.

With all of that in mind, how about the following instead?

"A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript."

Amendment to Calendar Section 11.12.3: "CH" should be replaced by "credit hours". There should be strikethrough/underline versions of the secondary Calendar changes, in addition to the "clean" versions. Finally, the "Note:" added to PSYC 3900 should instead use the "OR:" designation.

Amendment to Calendar Section 11.12.5: I think the rationale for removing the PWD grading option should be expanded -- there really isn't a rationale given at all! In particular, this option was only added in the 2020-2021 Calendar, and took a *lot* of work to get through Senate. I certainly would like to know why it's being abandoned after just four years.

PSYC 4052: Here and throughout the rest of the document, the proposal omits adhering to proper Calendar style in the format of the course descriptions. The first sentence of the course description always takes the course number/title as its opening. In this instance, the course description should begin "4052 Seminar in Mathematical Cognition examines the latest research...". Also, "number" in the first sentence should be "numbers".

PSYC 4053: The course description should begin "4053 Seminar in Childhood Memories and Forensic Implications is an overview...". Also, there are missing commas later in the first sentence: "... for, and ability to talk about, real...".

PSYC 4054: The course description should begin "4054 Seminar in Media Use Across Development examines media's...". Also, later in the first sentence, "impact" should be "impacts".

PSYC 4152: The course description should begin "4152 Seminar in Skeptical Thinking will teach...". Also, the use of "you" is against Calendar style. So the first sentence should continue "... will teach students how to identify...". The third sentence should begin "Students will be armed..." and later be amended to "... will help them distinguish...". The phrase "Baloney

Detection Kit" also strikes me as awfully colloquial for a Calendar description, but I wouldn't necessarily object to it!

PSYC 4153: The course description should begin "4153 Seminar in Romantic Relationships will focus on...". Also, the second sentence should be amended to begin "In doing so, students will be guided...".

PSYC 4154: The course description here needs a major overhaul. In addition to the stylistic issue, it's also way too long (the maximum is 75 words). And I really don't think that the Department wants the use of a blog and podcast as an evaluative tool to be hard-coded into the Calendar! Here's my crack at revising it, but I'm sure you can come up with a better version: "4154 Seminar in Social Psychology in Everyday Life explores how our lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains -- from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories."

PSYC 4452: The course description should begin "4452 Seminar in Metacognition examines a wide...".

PSYC 4453: The course description should begin "4453 Seminar in Embodied Cognition builds on an understanding of fundamental cognitive mechanisms to provide further exploration...".

PSYC 4454: This is another course description that needs a major overhaul, because there's no easy way to incorporate the first two sentences into the Calendar style. You could skip right to the third sentence: "4454 Seminar in Applied Cognition explores how cognitive..." but I'll leave it to you whether this is the best approach.

PSYC 4652: The course description should begin "4652 Seminar in Substance Use and Behavioural Addiction in Youth will focus on..."

PSYC 4653: The course description should begin "4653 Seminar in Health Psychology will focus on...".

PSYC 4654: The first sentence just recapitulates the course title, so it should be omitted. Instead, the course description should begin "4654 Seminar in Obsessive-Compulsive and Related Disorders reviews the epidemiology, onset, ...".

PSYC 4752: The course description should begin "4752 Seminar in Domestic Animal Behaviour and Interactions with Humans examines the mechanism, ...". Also, the prerequisite should be revised to read "PR: PSYC 3750 or Biology 3750 and either admission...".

PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".

And I think that's everything! If you have any questions, feel free to ask.

Cheers,
Shannon

--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

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Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

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Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

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Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
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Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
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Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
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and
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Dr. Glyn George, Chair
Committee on Undergraduate Studies

Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
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I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,

Janet

……
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM
To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

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As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

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From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

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Sent: Saturday, October 21, 2023 2:34 PM
To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

LIBRARY REPORT
N/A

RESOURCE IMPLICATIONS
None.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page
Amendment to Calendar Section 11.12.5

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- **X** Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for Programs
Amendment to Calendar Section 11.12.5

PROGRAM TITLE
11.12.5 Requirements for Honours in Psychology

REVISED PROGRAM TITLE
N/A

RATIONALE
With the anticipated regularization of 14 former selected topics courses, The Department of Psychology proposes the degree regulations for 4000-level requirements (clause 1c) in Psychology be amended to reflect this change.

The Department of Psychology also proposes removing the PWD grading option from the Honours Thesis (clause 4). The change from numeric grading to Pass/Fail/PWD was first available in winter 2020, but given the COVID pandemic, we did not avail of the PWD option that semester. A similar reasoning applied to winter 2021 (the academic year that was entirely remote). In winter 2022 we did grant PWD to some students, but the process proved to be onerous for both the students and evaluators. Students who wanted to be considered for PWD were required to submit their theses a week earlier than the standard due date for additional assessment, which the students found stressful and challenging at best, and unfeasible for most to achieve. Furthermore, part of the additional evaluation for consideration for PWD included ratings from the individual supervisor, which are subject to the same biases that led to adoption of pass/fail grading instead of numeric grading in the first place.

After polling the students in 499A in fall 2022, we decided to forgo the PWD procedure for winter 2023. The requirement of significantly earlier submission of the thesis for the additional evaluation needed to grant PWD is ultimately inequitable for students in different areas of research. Furthermore, the School of Graduate Studies has also removed the PWD grade outcome from their comprehensive and thesis examinations; removing the PWD option from our honours theses brings us in line with this.

ANTICIPATED EFFECTIVE DATE
2024-2025 University Calendar

CALENDAR CHANGES

11.12.5 Requirements for Honours in Psychology

Students completing this program cannot receive credit for Psychology 2920.

1. Honours students in Psychology should consult Degree Regulations for the Honours Degree of Bachelor of Science or Bachelor of Arts (Honours) Degree Regulations as appropriate. All Honours students are required to successfully complete the 60 credit hours of Psychology as listed below:

    a. Psychology 1000, 1001, 2520 (or 2521), 2910, 2911, 2930, 3900, 4910, 4 99A/B
    b. Eighteen credit hours chosen from the alternatives listed in Clause 1. b. of the requirements for a Major in Psychology
    c. Twelve credit hours of 4000-level courses in Psychology, of which at least one must be a research experience course and one must be a selected topics or a seminar course.
2. Honours students must also successfully complete the requirements listed in either Clause 2. or Clause 3., as applicable, of the requirements for a Major in Psychology.
3. Honours students will be required to submit in their graduating year, an undergraduate thesis (Psychology 499A/B) which demonstrates their competence in Experimental Psychology.
4. The overall evaluation of the Honours dissertation (i.e. the Psychology 499A/B grading evaluation) will result in one of the following grades being awarded:

~~**Pass with Distinction**: Indicates outstanding performance in both the formal written report and a supplementary oral presentation. Pass with distinction shall normally be awarded to no more than 10% of the class and will be decided by a panel of psychology faculty members.~~

Pass: Indicates performance meets expectations in the formal written report and in classwork.

Fail: Indicates failing performance in the formal written report and/or the classwork.

CALENDAR ENTRY AFTER CHANGES

11.12.5 Requirements for Honours in Psychology

Students completing this program cannot receive credit for Psychology 2920.

1. Honours students in Psychology should consult Degree Regulations for the Honours Degree of Bachelor of Science or Bachelor of Arts (Honours) Degree Regulations as appropriate. All Honours students are required to successfully complete the 60 credit hours of Psychology as listed below:
    a. Psychology 1000, 1001, 2520 (or 2521), 2910, 2911, 2930, 3900, 4910, 4 99A/B
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3. Honours students will be required to submit in their graduating year, an undergraduate thesis (Psychology 499A/B) which demonstrates their competence in Experimental Psychology.

4. The overall evaluation of the Honours dissertation (i.e. the Psychology 499A/B grading evaluation) will result in one of the following grades being awarded:

Pass: Indicates performance meets expectations in the formal written report and in classwork.

Fail: Indicates failing performance in the formal written report and/or the classwork

Appendix Page
Amendment to Calendar Section 11.12.5

CONSULTATIONS SOUGHT

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	

Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

From: HKR Dean <hkrdean@mun.ca>
Sent: November 9, 2023 10:25 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review. HKR has no concerns or questions.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Interim Dean, School of Human Kinetics and Recreation

Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Hi Kathleen,

In the interest of helping things run as smoothly as possible at tomorrow's FoSCUgS meeting, I thought I'd forward my comments to you ahead of time.

Amendment to Calendar Section 11.12.2: I find the wording here a bit awkward, and it overlooks the possibility that non-numeric grades could be obtained in Memorial courses as well as via transfer credit. Furthermore, Calendar style would dictate that "MATH" and "PSYC" should be spelled out, and I think the use of "prerequisite" may seem a bit confusing in this context.

With all of that in mind, how about the following instead?

"A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript."

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PSYC 4154: The course description here needs a major overhaul. In addition to the stylistic issue, it's also way too long (the maximum is 75 words). And I really don't think that the Department wants the use of a blog and podcast as an evaluative tool to be hard-coded into the Calendar! Here's my crack at revising it, but I'm sure you can come up with a better version: "4154 Seminar in Social Psychology in Everyday Life explores how our lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains -- from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories."

PSYC 4452: The course description should begin "4452 Seminar in Metacognition examines a wide...".

PSYC 4453: The course description should begin "4453 Seminar in Embodied Cognition builds on an understanding of fundamental cognitive mechanisms to provide further exploration...".

PSYC 4454: This is another course description that needs a major overhaul, because there's no easy way to incorporate the first two sentences into the Calendar style. You could skip right to the third sentence: "4454 Seminar in Applied Cognition explores how cognitive..." but I'll leave it to you whether this is the best approach.

PSYC 4652: The course description should begin "4652 Seminar in Substance Use and Behavioural Addiction in Youth will focus on..."

PSYC 4653: The course description should begin "4653 Seminar in Health Psychology will focus on...".

PSYC 4654: The first sentence just recapitulates the course title, so it should be omitted. Instead, the course description should begin "4654 Seminar in Obsessive-Compulsive and Related Disorders reviews the epidemiology, onset, ...".

PSYC 4752: The course description should begin "4752 Seminar in Domestic Animal Behaviour and Interactions with Humans examines the mechanism, ...". Also, the prerequisite should be revised to read "PR: PSYC 3750 or Biology 3750 and either admission...".

PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".

And I think that's everything! If you have any questions, feel free to ask.

Cheers,
Shannon

--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

From: Davis,Erin <emdavis@mun.ca>
Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to review the proposed changes. These changes to psychology should not affect pharmacy students or programs and we have no concerns.

Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. In previous e-mails I conveyed some individual comments.

At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies found that these changes will have no impact on our programs.

-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 30, 2023 8:17 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Adding to my e-mail of Oct. 27, I also notice that you have two courses numbered 4453. The second one, "Seminar in Applied Cognition", should be 4454 (as in the header).

And the header for PSYC 4753 "Seminar in Visual Ecology" has the wrong number.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 27, 2023 11:13 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies will consider these changes. In the interim, I have these comments:

For the new text in regulation 11.12.2, what happens if six or seven of
the eight courses are satisfied by Transfer Credits? Will the
eligibility be based on the remaining two or one MUN courses (not three)?
Also, the abbreviation "MATH" should be replaced by the full text "Mathematics".

You have two courses with the same number 4153:
"Seminar in Romantic Relationships"
and
"Seminar in Social Psychology in Everyday Life"
Should the latter be PSYC 4154 (as in the header)?

The proposed Calendar entry for PSYC 4154 "Seminar in Social Psychology in Everyday Life" contains 110 words, exceeding the limit of 75 words.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

I have reviewed the proposed calendar changes from Psychology (on behalf of Biochemistry), and I have no concerns; I also appreciate the organized summary that made the review much easier.

I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,

Janet

……
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM
To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

For the new proposed courses listed in number 3, these will require full library reports. Or at least a closer look – as you mention, they have been offered as special topics for the past 10 years. I would still like to take a closer look at our holdings and the course objectives.

As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

-----Original Message-----
From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Saturday, October 21, 2023 2:34 PM
To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

LIBRARY REPORT
N/A

RESOURCE IMPLICATIONS
None.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page
Amendment to Calendar Section 11.12.6

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- **X** Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for Programs
Amendment to Calendar Section 11.12.6

PROGRAM TITLE
11.12.6 Requirements for a Major in Behavioural Neuroscience (B.Sc. Only)

REVISED PROGRAM TITLE
N/A

RATIONALE
This change is reflective of The Department of Psychology no longer offering PSYC 4870: Research Experience in Behavioural Neuroscience.

ANTICIPATED EFFECTIVE DATE
2024-2025 University Calendar

CALENDAR CHANGES

11.12.6 Requirements for a Major in Behavioural Neuroscience (B.Sc. Only)

Students completing this program cannot receive credit for Psychology 2920.
A program is offered in the Psychology Department to provide an education in Behavioural Neuroscience. Students planning to enroll in the program are advised to consult with the Head of the Department at the earliest opportunity because certain course choices may restrict later options. Students who intend to pursue graduate studies should take courses leading to the Honours degree.
As a component of the Degree Regulations for the General Degree of Bachelor of Science, the program for a Major in Behavioural Neuroscience shall include:

1.
    a. Psychology 1000, 1001, 2521, 2910, 2911, 2930, 3800, 3820, and one of 3810, 3830, 3840, or 3860.
    b. Three credit hours in Psychology chosen from the following: 3050, 3100, the former 3250, 3251, 3350, 3450, 3620, 3650, 3750.
    c. Any research experience course and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854; ~~or, any selected topics course and Psychology 4870.~~
2.
    a. Mathematics 1000 (or equivalent), or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent).
    b. Chemistry 1050 and 1051 (or 1200 and 1001).
    c. Physics 1020 (or 1050) and 1021 (or 1051).
    d. Biology 1001 and 1002.

e. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.

3. Eighteen credit hours from the following courses chosen from at least two different sciences:
    a. Biology: Any 2000-, 3000-, or 4000-level course except 2040, 2041, 2120, 3053, or 3820.
    b. Chemistry: 2100, 2210, 2301 (or the former Chemistry 2300), 2302, 2400, 2401, 2610, or any 3000 or 4000 level mathematics course.
    c. Computer Science: Any 2000, 3000, or 4000 level course except the former 2650 and the former 2801.
    d. Human Biosciences: Any 2000-, 3000-, or 4000-level course except the former Biochemistry 2000, 2005, 2010, 2011, 3202, 3402, or 4502.
    e. Ocean Sciences: any 2000-, 3000-, or 4000-level course.
    f. Mathematics: 2000, 2050, 2051, 2260, 2320, or any 3000 or 4000 level mathematics course.
    g. Medicine 310A/B.
    h. Physics: Any 2000, 3000, or 4000 level course except 2150, 2151, 3150, 3151.

Notes:

1. Credit may not be obtained for both Biology 3750 and Psychology 3750 or for both Biology 4701 and Psychology 4701.
2. The courses listed under Clause 3 may have prerequisites. It is the student's responsibility to ensure that all prerequisites have been met, or that waivers have been obtained, before registering for these courses.

CALENDAR ENTRY AFTER CHANGES

11.12.6 Requirements for a Major in Behavioural Neuroscience (B.Sc. Only)

Students completing this program cannot receive credit for Psychology 2920.
A program is offered in the Psychology Department to provide an education in Behavioural Neuroscience. Students planning to enroll in the program are advised to consult with the Head of the Department at the earliest opportunity because certain course choices may restrict later options. Students who intend to pursue graduate studies should take courses leading to the Honours degree.
As a component of the Degree Regulations for the General Degree of Bachelor of Science, the program for a Major in Behavioural Neuroscience shall include:

1.
    a. Psychology 1000, 1001, 2521, 2910, 2911, 2930, 3800, 3820, and one of 3810, 3830, 3840, or 3860.
    b. Three credit hours in Psychology chosen from the following: 3050, 3100, the former 3250, 3251, 3350, 3450, 3620, 3650, 3750.
    c. Any research experience course and one of Psychology 4250, 4251, 4850, 4851, 4852, 4853, or 4854.
2.

   a. Mathematics 1000 (or equivalent), or Statistics 1500, or two of Mathematics 1090, 1050, 1051 (or equivalent).
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Amendment to Calendar Section 11.12.6

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Music	
Nursing	
Pharmacy	yes
Science	
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Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes

Grenfell - Arts and Social Science	
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Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

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PSYC 4453: The course description should begin "4453 Seminar in Embodied Cognition builds on an understanding of fundamental cognitive mechanisms to provide further exploration...".

PSYC 4454: This is another course description that needs a major overhaul, because there's no easy way to incorporate the first two sentences into the Calendar style. You could skip right to the third sentence: "4454 Seminar in Applied Cognition explores how cognitive..." but I'll leave it to you whether this is the best approach.

PSYC 4652: The course description should begin "4652 Seminar in Substance Use and Behavioural Addiction in Youth will focus on..."

PSYC 4653: The course description should begin "4653 Seminar in Health Psychology will focus on...".

PSYC 4654: The first sentence just recapitulates the course title, so it should be omitted. Instead, the course description should begin "4654 Seminar in Obsessive-Compulsive and Related Disorders reviews the epidemiology, onset, ...".

PSYC 4752: The course description should begin "4752 Seminar in Domestic Animal Behaviour and Interactions with Humans examines the mechanism, ...". Also, the prerequisite should be revised to read "PR: PSYC 3750 or Biology 3750 and either admission...".

PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".

And I think that's everything! If you have any questions, feel free to ask.

Cheers,
Shannon

--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

From: Davis,Erin <emdavis@mun.ca>
Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to review the proposed changes. These changes to psychology should not affect pharmacy students or programs and we have no concerns.

Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. In previous e-mails I conveyed some individual comments.

At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies found that these changes will have no impact on our programs.

-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 30, 2023 8:17 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Adding to my e-mail of Oct. 27, I also notice that you have two courses numbered 4453.
The second one, "Seminar in Applied Cognition", should be 4454 (as in the header).

And the header for PSYC 4753 "Seminar in Visual Ecology" has the wrong number.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 27, 2023 11:13 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes
proposed for the Department of Psychology. At its meeting on Nov. 15,
Engineering's Committee on Undergraduate Studies will consider these
changes. In the interim, I have these comments:

For the new text in regulation 11.12.2, what happens if six or seven of
the eight courses are satisfied by Transfer Credits? Will the
eligibility be based on the remaining two or one MUN courses (not three)?
Also, the abbreviation "MATH" should be replaced by the full text "Mathematics".

You have two courses with the same number 4153:
"Seminar in Romantic Relationships"
and
"Seminar in Social Psychology in Everyday Life"
Should the latter be PSYC 4154 (as in the header)?

The proposed Calendar entry for PSYC 4154 "Seminar in Social Psychology in Everyday Life" contains 110 words, exceeding the limit of 75 words.

Dr. Glyn George, Chair
Committee on Undergraduate Studies

Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

I have reviewed the proposed calendar changes from Psychology (on behalf of Biochemistry), and I have no concerns; I also appreciate the organized summary that made the review much easier.

I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,

Janet

……
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM
To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

For the new proposed courses listed in number 3, these will require full library reports. Or at least a closer look – as you mention, they have been offered as special topics for the past 10 years. I would still like to take a closer look at our holdings and the course objectives.

As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

-----Original Message-----
From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Saturday, October 21, 2023 2:34 PM
To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

LIBRARY REPORT
N/A

RESOURCE IMPLICATIONS
None.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page
Amendment to Calendar Section 11.12.7

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- ☐ New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- **X** Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for Programs
Amendment to Calendar Section 11.12.7

PROGRAM TITLE
11.12.7 Requirements for Honours in Behavioural Neuroscience (B.Sc. Only)

REVISED PROGRAM TITLE
N/A

RATIONALE
This change is reflective of The Department of Psychology no longer offering PSYC 4870: Research Experience in Behavioural Neuroscience.

ANTICIPATED EFFECTIVE DATE
2024-2025 University Calendar

CALENDAR CHANGES

11.12.7 Requirements for Honours in Behavioural Neuroscience (B.Sc. Only

Students in Behavioural Neuroscience should consult Degree Regulations for the Honours Degree of Bachelor of Science. Students completing this program cannot receive credit for Psychology 2920.

1. Honours students in Behavioural Neuroscience are required to successfully complete the following Psychology courses:
    a. Psychology 1000, 1001, 2521, 2910, 2911, 2930, 3800, 3820, 3900.
    b. Three credit hours chosen from the following: the former 3250, 3810, 3830, 3840, or 3860.
    c. Three credit hours in Psychology chosen from the following: 3050, 3100, 3251, 3350, 3450, 3620, 3650, 3750.
    ~~d.~~ Any research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854~~; or, any selected topics course and Psychology 4870.~~
    e. Psychology 499A/B, an undergraduate thesis to be submitted in their graduating year.
2. Honours students in Behavioural Neuroscience must also successfully complete the requirements listed in Clauses 2. and 3. of the requirements for a Major in Behavioural Neuroscience.
3. In accordance with Academic Standing under the Degree Regulations for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or an average of 75% or higher in all the required courses listed in Clauses 1. and 3. of the requirements for a major in Behavioural Neuroscience

and Clause 1 of the requirements for honours in Behavioural Neuroscience, except those at the 1000 level.

Note: Non-Psychology courses taken to fulfill the requirements of this Clause for a major in Behavioural Neuroscience are used to calculate eligibility for Honours standing.

CALENDAR ENTRY AFTER CHANGES

11.12.7 Requirements for Honours in Behavioural Neuroscience (B.Sc. Only

Students in Behavioural Neuroscience should consult Degree Regulations for the Honours Degree of Bachelor of Science. Students completing this program cannot receive credit for Psychology 2920.

1. Honours students in Behavioural Neuroscience are required to successfully complete the following Psychology courses:
    a. Psychology 1000, 1001, 2521, 2910, 2911, 2930, 3800, 3820, 3900.
    b. Three credit hours chosen from the following: the former 3250, 3810, 3830, 3840, or 3860.
    c. Three credit hours in Psychology chosen from the following: 3050, 3100, 3251, 3350, 3450, 3620, 3650, 3750.
    d. Any research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854.
    e. Psychology 499A/B, an undergraduate thesis to be submitted in their graduating year.
2. Honours students in Behavioural Neuroscience must also successfully complete the requirements listed in Clauses 2. and 3. of the requirements for a Major in Behavioural Neuroscience.
3. In accordance with Academic Standing under the Degree Regulations for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or an average of 75% or higher in all the required courses listed in Clauses 1. and 3. of the requirements for a major in Behavioural Neuroscience and Clause 1 of the requirements for honours in Behavioural Neuroscience, except those at the 1000 level.

Note: Non-Psychology courses taken to fulfill the requirements of this Clause for a major in Behavioural Neuroscience are used to calculate eligibility for Honours standing.

SECONDARY CALENDAR CHANGES

10.2.6 Biochemistry and Psychology (Behavioural Neuroscience) Joint Honours

Note: The last year of admission into the Biochemistry and Psychology (Behavioural Neuroscience) joint honours program will be in 2023-2024 academic year. In 2024-2025 and beyond, students who are entering the third year of study may apply for the joint honours program in Human Biosciences and Psychology (Behavioural Neuroscience).

Note: Students completing this program cannot receive credit for Psychology 2920.

The following courses (or equivalent) are required to complete the 120 credit hours in courses required for the degree:

1. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses;
2. Chemistry 1050 and 1051 (or 1200 and 1001), Biology 1001 and 1002, Mathematics 1000 and 1001, Physics 1050, (or 1020), 1051 (or 1021);
3. Biochemistry 2200 (or 2100), 2201, 2901, 3105, 3206;
4. Either Biochemistry 3108 and 3207, or Medicine 310A/B;
5. 9 credit hours to be selected from Biochemistry 3906 or 3907, 4002, 4101, 4102, 4103, 4104, 4105, 4200, 4201, 4210 or 4211, 4230, 4231, 4232-4239;
6. Psychology 1000, 1001, 2521, 2910, 2911, 2930, 3800, 3820, 3900;
7. Three credit hours in Psychology chosen from the following: the former PSYC 3250, 3810, 3830, 3840, or 3860;
8. Three credit hours in Psychology chosen from the following: 3050, 3100, 3251, 3350, 3450, 3620, 3650, 3750;
9. Any Psychology research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854; ~~or, any Psychology selected topics course and Psychology 4870;~~
10. Either Biochemistry 499A/B or Psychology 499A/B; and
11. Chemistry 2301, 2400, 2401.

Notes:

1. As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or an average of 75% or higher in all the required courses listed in Clauses 3. - 10. above, except those at the 1000 level.
2. Students in first year intending to follow this program should note the regulations for admission to Major programs in Psychology and that the deadline for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.

10.2.7 Biochemistry (Nutrition) and Psychology (Behavioural Neuroscience) Joint Honours

Note: The last year of admission into the Biochemistry (Nutrition) and Psychology (Behavioural Neuroscience) joint honours program will be in 2023-2024 academic year. In 2024-2025 and beyond, students who are entering the third year of study may apply for the joint honours program in Human Biosciences and Psychology (Behavioural Neuroscience).

Note: Students completing this program cannot receive credit for Psychology 2920.

The following courses (or equivalent) are required:

1. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses;
2. Chemistry 1050 and 1051 (or 1200 and 1001), Biology 1001 and 1002, Mathematics 1000, Physics 1020 or 1050, and 1021 (or 1051);
3. Biochemistry 2200 (or 2100), 2201, 2600, 2901, 3203, 3206, 3906, Medicine 310A/B, 4300, 4301, 4502;
4. Three credit hours chosen from: Biochemistry 3052, 3108, 3402, 3600, 4002, 4105, 4200, 4230, 4231, 4240, 4241-4249, Biology 3050;
5. Psychology 1000, 1001, 2521, 2910, 2911, 2930, 3800, 3820, 3900;
6. Three credit hours in Psychology chosen from the following: the former 3250, 3810, 3830, 3840, or 3860;
7. Three credit hours in Psychology chosen from the following: 3050, 3100, 3251, 3350, 3450, 3620, 3650, 3750;
8. Any Psychology research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854; ~~or, any Psychology selected topics course and Psychology 4870~~;
9. Either Biochemistry 499A/B or Psychology 499A/B;
10. Chemistry 2400; and
11. Other courses to complete at least the prescribed minimum of 120 credit hours in courses for the Joint Honours Degree.

Notes:

1. As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, or an average of 75% or higher in all the required courses listed in Clauses 3. - 9. above, except those at the 1000 level.
2. Students in first year intending to follow this program should note the regulations as outlined for admission to Major programs in Psychology and that the deadline for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.

10.2.10 Biology and Psychology (Behavioural Neuroscience) Joint Honours

Note: Students completing this program cannot receive credit for Psychology 2920.

The following courses (or equivalent) are required:

1. Biology 1001, 1002, 2060, 2250, 2600, 2900; one of 3401, 3402, or 4404; five Biology electives at the 2000, 3000 or 4000 level not including Biology 499A or 499B.

2. Psychology 1000, 1001, 2521, 2910, 2911, 2930; one of the former PSYC 3250, 3810, 3830, 3840, or 3860; 3800, 3820, 3900; one further course in Psychology chosen from the following: 3050, 3100, 3251, 3350, 3450, 3620, 3650, 3750; any research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854; ~~or, any selected topics course and Psychology 4870.~~

3. Biology or Psychology 499A/B.

4. Human Biosciences 2001 or the former Biochemistry 2101 or 2201, Human Biosciences 2003 or the former Biochemistry 3106 or 3206.

5. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses.

6. Mathematics 1000 (or equivalent); Physics 1020 (or 1050) and 1021 (or 1051); Chemistry 1050 (or 1200), 1051 (or 1001), and 2400.

7. Other courses, if necessary, to complete at least 120 credit hours of courses.

Note:

As provided for under the Graduation Requirements for the Honours Degree of Bachelor of Science, Honours students must obtain a grade of "B" or better, OR average of 75% or higher in all the required courses listed in Clauses 1, 2, 3, and 4 above, except those at the 1000 level.

10.2.24 Human Biosciences and Psychology (Behavioural Neuroscience) Joint Honours

Note: *Students completing this program cannot receive credit for Psychology 2920.*
The following courses (or equivalent) are required:

1. Six credit hours in Critical Reading and Writing (CRW) courses, including at least 3 credit hours in English courses;
2. Chemistry 1050, 1051 (or 1200 and 1001), Biology 1001 and 1002, Mathematics 1000;

3. Human Biosciences 2001 (or the former Biochemistry 2101 or 2201), 2002 (or the former Biochemistry 2600), 2003 (or the former Biochemistry 3206), 2004 (or the former Biochemistry 2100 or 2200), 2901, 3004, and Medicine 310A/B;
4. An additional 15 credit hours to be selected from Human Biosciences 3001, 3002, 3003, 3101, 3906 or 3907, 4002, 4101, 4102, 4104, 4200, 4201, 4230, 4231, 4232;
5. Human Biosciences 4800 (Capstone);
6. Psychology 1000, 1001, 2521, 2910, 2911, 2930, 3800, 3820, 3900;
7. Three credit hours in Psychology chosen from the following: the former PSYC 3250, 3810, 3830, 3840, or 3860;
8. Three credit hours in Psychology chosen from the following: 3050, 3100, 3251, 3350, 3450, 3620, 3650, 3750;
9. Any Psychology research experience course and one of Psychology 4850, 4851, 4852, 4853, or 4854; ~~or, any Psychology selected topics course and Psychology 4870~~;
10. Human Biosciences 499A/B or Psychology 499A/B; and
11. Chemistry 2400.

Students in first year intending to follow this program should note the regulations for admission to Major programs in Psychology and that the deadline for submission of a completed application form to the Department of Psychology is June 1 for the Fall semester.

Appendix Page
Amendment to Calendar Section 11.12.7

CONSULTATIONS SOUGHT

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes

Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

From: HKR Dean <hkrdean@mun.ca>
Sent: November 9, 2023 10:25 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review. HKR has no concerns or questions.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Interim Dean, School of Human Kinetics and Recreation

Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Hi Kathleen,

In the interest of helping things run as smoothly as possible at tomorrow's FoSCUgS meeting, I thought I'd forward my comments to you ahead of time.

Amendment to Calendar Section 11.12.2: I find the wording here a bit awkward, and it overlooks the possibility that non-numeric grades could be obtained in Memorial courses as well as via transfer credit. Furthermore, Calendar style would dictate that "MATH" and "PSYC" should be spelled out, and I think the use of "prerequisite" may seem a bit confusing in this context.

With all of that in mind, how about the following instead?

"A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript."

Amendment to Calendar Section 11.12.3: "CH" should be replaced by "credit hours". There should be strikethrough/underline versions of the secondary Calendar changes, in addition to the "clean" versions. Finally, the "Note:" added to PSYC 3900 should instead use the "OR:" designation.

Amendment to Calendar Section 11.12.5: I think the rationale for removing the PWD grading option should be expanded -- there really isn't a rationale given at all! In particular, this option was only added in the 2020-2021 Calendar, and took a *lot* of work to get through Senate. I certainly would like to know why it's being abandoned after just four years.

PSYC 4052: Here and throughout the rest of the document, the proposal omits adhering to proper Calendar style in the format of the course descriptions. The first sentence of the course description always takes the course number/title as its opening. In this instance, the course description should begin "4052 Seminar in Mathematical Cognition examines the latest research...". Also, "number" in the first sentence should be "numbers".

PSYC 4053: The course description should begin "4053 Seminar in Childhood Memories and Forensic Implications is an overview...". Also, there are missing commas later in the first sentence: "... for, and ability to talk about, real...".

PSYC 4054: The course description should begin "4054 Seminar in Media Use Across Development examines media's...". Also, later in the first sentence, "impact" should be "impacts".

PSYC 4152: The course description should begin "4152 Seminar in Skeptical Thinking will teach...". Also, the use of "you" is against Calendar style. So the first sentence should continue "... will teach students how to identify...". The third sentence should begin "Students will be armed..." and later be amended to "... will help them distinguish...". The phrase "Baloney

Detection Kit" also strikes me as awfully colloquial for a Calendar description, but I wouldn't necessarily object to it!

PSYC 4153: The course description should begin "4153 Seminar in Romantic Relationships will focus on...". Also, the second sentence should be amended to begin "In doing so, students will be guided...".

PSYC 4154: The course description here needs a major overhaul. In addition to the stylistic issue, it's also way too long (the maximum is 75 words). And I really don't think that the Department wants the use of a blog and podcast as an evaluative tool to be hard-coded into the Calendar! Here's my crack at revising it, but I'm sure you can come up with a better version: "4154 Seminar in Social Psychology in Everyday Life explores how our lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains -- from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories."

PSYC 4452: The course description should begin "4452 Seminar in Metacognition examines a wide...".

PSYC 4453: The course description should begin "4453 Seminar in Embodied Cognition builds on an understanding of fundamental cognitive mechanisms to provide further exploration...".

PSYC 4454: This is another course description that needs a major overhaul, because there's no easy way to incorporate the first two sentences into the Calendar style. You could skip right to the third sentence: "4454 Seminar in Applied Cognition explores how cognitive..." but I'll leave it to you whether this is the best approach.

PSYC 4652: The course description should begin "4652 Seminar in Substance Use and Behavioural Addiction in Youth will focus on..."

PSYC 4653: The course description should begin "4653 Seminar in Health Psychology will focus on...".

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PSYC 4752: The course description should begin "4752 Seminar in Domestic Animal Behaviour and Interactions with Humans examines the mechanism, ...". Also, the prerequisite should be revised to read "PR: PSYC 3750 or Biology 3750 and either admission...".

PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".

And I think that's everything! If you have any questions, feel free to ask.

Cheers,
Shannon

--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

From: Davis,Erin <emdavis@mun.ca>
Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to review the proposed changes. These changes to psychology should not affect pharmacy students or programs and we have no concerns.

Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. In previous e-mails I conveyed some individual comments.

At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies found that these changes will have no impact on our programs.

-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 30, 2023 8:17 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Adding to my e-mail of Oct. 27, I also notice that you have two courses numbered 4453.
The second one, "Seminar in Applied Cognition", should be 4454 (as in the header).

And the header for PSYC 4753 "Seminar in Visual Ecology" has the wrong number.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 27, 2023 11:13 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes
proposed for the Department of Psychology. At its meeting on Nov. 15,
Engineering's Committee on Undergraduate Studies will consider these
changes. In the interim, I have these comments:

For the new text in regulation 11.12.2, what happens if six or seven of
the eight courses are satisfied by Transfer Credits? Will the
eligibility be based on the remaining two or one MUN courses (not three)?
Also, the abbreviation "MATH" should be replaced by the full text "Mathematics".

You have two courses with the same number 4153:
"Seminar in Romantic Relationships"
and
"Seminar in Social Psychology in Everyday Life"
Should the latter be PSYC 4154 (as in the header)?

The proposed Calendar entry for PSYC 4154 "Seminar in Social Psychology in Everyday Life" contains 110 words, exceeding the limit of 75 words.

Dr. Glyn George, Chair
Committee on Undergraduate Studies

Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

I have reviewed the proposed calendar changes from Psychology (on behalf of Biochemistry), and I have no concerns; I also appreciate the organized summary that made the review much easier.

I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,

Janet

……
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM
To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

For the new proposed courses listed in number 3, these will require full library reports. Or at least a closer look – as you mention, they have been offered as special topics for the past 10 years. I would still like to take a closer look at our holdings and the course objectives.

As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

-----Original Message-----
From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Saturday, October 21, 2023 2:34 PM
To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

LIBRARY REPORT
N/A

RESOURCE IMPLICATIONS
None.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS
N/A

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- **X** New course(s):
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Senate Summary Page for Courses
PSYC 4052

COURSE NUMBER AND TITLE
PSYC 4052 Seminar in Mathematical Cognition

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem. Mathematical Cognition

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4052 Seminar in Mathematical Cognition
Is a course that examines the latest research regarding children’s early learning of numbers and later learning of mathematics. Topics may include infants' numerical ability, counting, subitizing, basic arithmetic, fractions, conceptual versus procedural knowledge, individual differences in mathematics, gender differences, and selected topics in mathematics education. These specific topics will be related to developmental theory in order to explore the ways in which cognitive and developmental mechanisms are at play in mathematical learning.

PR: PSYC 3050 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4052 Seminar in Mathematical Cognition
Is a course that examines the latest research regarding children’s early learning of numbers and later learning of mathematics. Topics may include infants' numerical ability, counting, subitizing, basic arithmetic, fractions, conceptual versus procedural

knowledge, individual differences in mathematics, gender differences, and selected topics in mathematics education. These specific topics will be related to developmental theory in order to explore the ways in which cognitive and developmental mechanisms are at play in mathematical learning.

PR: PSYC 3050 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4052

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	

Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT
Pending

RESOURCE IMPLICATIONS
None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

PSYCHOLOGY 4052
Seminar in Mathematical Cognition

Instructor:	Dr. Darcy Hallett	Office(s):	SN-3077
E-mail:	darcy@mun.ca	Phone:	864-4871
Office Hours:	See schedule on class D2L site, or by appointment		

Course Description:

This course examines the latest research regarding children's early learning of number and later learning of mathematics. Topics may include (but are not limited to) infants' numerical ability, counting, subitizing, basic arithmetic, fractions, conceptual versus procedural knowledge, individual differences in mathematics, gender differences, and selected topics in mathematics education. Students will read empirical and theoretical papers that are recent and/or representative. Students will also be expected to critically analyze, summarize, and discuss these papers in class. Throughout the course, we will be relating these specific topics to developmental theory in order to explore the ways in which cognitive and developmental mechanisms are at play in mathematical learning.

Course Structure and Format:

This course takes place twice a week, on Mondays and Wednesdays, from 3:30 p.m. to 4:45 p.m., although we may not use all this time. As this course is being offered remotely, these classes will take place on WebEx, which you will be able to access on the class D2L site. This is a seminar course, which means that the bulk of the class will be spent discussing and analyzing research articles. For this reason, attendance and class participation are important, and will count for 10% of your mark. Part of this mark will be determined by your performance as a discussant (described in more detail below), but quizzes may also be used as part of this participation mark. The goal of these quizzes would be to ensure that you have done the readings, as reading the articles before class is a necessary part of participating in a seminar course. If, however, there is lots of discussion in class, with everybody participating, then this will be taken as evidence that people have read the articles, and quizzes may not be needed in this case.

Each class, there will be a set of assigned readings, with will be relevant to the general topic that we are discussing that day. In addition to the class participation mark mentioned above, your ability to think about these readings will be assessed in three different ways. First, two people in the class will be asked to provide a short presentation for each reading (one person per reading), and these presentations will count for 15% of your mark. Because we are able to, we will do these presentations asynchronously, which means that you will record your presentation and then upload it for others to watch two days before the class period. Second, two different people will be assigned to write a summary of each reading (again, one person per reading). These summaries must be less than a page in length (single-spaced, 12 pt. Times New Roman font, 1" margins on all sides) and must be handed in before the beginning of the relevant class. These summaries will be marked electronically, so they should be emailed to me in either Microsoft Word format or Open Office format (Open Office is a free office suite program that can be downloaded at www.openoffice.org). These summaries will count for 15% of your mark. Third, each article will be assigned a discussant. It is the responsibility of that person to come up with two questions following the presentation of each article to initiate discussion and lead the discussion.

Given the number of readings that we will do in this course, you will each have at least 2 presentations, 2 summaries and 2 discussant roles to do throughout the semester. The first set of readings are listed below. The second set of readings will be determined by you. You will be encouraged to search for articles in mathematical cognition, preferably more recent ones, that interest you. Part way through the semester, you will submit a list of three possible articles that you would like present for your second presentation, and, if possible, you will be assigned one of these articles. Your second summary, and your second discussant role, will also come from this second set of readings, so you will effectively be doing a summary of, or being a discussant for, an article chosen by somebody else for his or her presentation. Your list of articles will be due on Oct. 9th, you will find out which article you have been assigned on Oct. 14th, and the second set of readings will start on Oct. 21st.

In addition to these class activities, there will also be one assignment and a final exam, each will be worth 30% of your mark. The assignment will be to produce a proposal for a study regarding mathematical cognition. This will be in the form of writing a regular introduction and methods sections of a research paper (in APA format) outlining your study. Before handing in this assignment, you will be asked to present it to the class. More details will follow later in the course.

The final exam will be a take-home exam. You will be given at least a week to complete it and it will be due in the exam period. The exact date will be set later in the term.

There will not be a class on Nov. 11th.

University Resources:

There are many resources available at the university that can assist you in your studies, including the Writing Centre (http://www.mun.ca/writingcentre/) and the Student Wellness and Counselling Centre (http://www.mun.ca/counselling/). Memorial University is also committed to accommodating students with disabilities. If you are such a student, please make sure you talk with me as well as the Blundon Centre (blundon@mun.ca), as accommodation is coordinated through them.

Academic Integrity:

It is your responsibility to ensure that you are acting in accordance with the standards of academic integrity while in this course. More information about academic integrity can be found in section 6.12 in the University Calendar. A further explanation about plagiarism can be found at http://www.mun.ca/psychology/undergrad/Plagiarism.pdf

Evaluation:

The evaluation of this course was just described above. Here is a summary:

Participation/Quizzes	10%
Summary Assignments	15%
Class Presentations	15%
Proposal Assignment – **Due Dec. 4th**	30%
Final Exam	30%

Topics and Readings:

Sept. 16th – Introduction and Overview

Bryant, P. & Nunes, T. (2002). Children's understanding of mathematics. In U. Goswami (Ed.), *Blackwell Handbook of Childhood Cognitive Development* (pp. 412-439). Malden, MA: Blackwell.

Sept. 21st – Number Sense

Chapter 1. Dehaene, S. (1997). *The Number Sense: How the Mind Creates Mathematics*. New York: Oxford University Press.

Tzelgov, J., Ganor-Stern, D., Kallai, A. Y., & Pinhas, M. (2015). Primitives and non-primitives of numerical representations. In R. Cohen-Kadosh & A. Dowker (Eds.), *The Oxford Handbook of Numerical Cognition* (pp. 45-66). Oxford: Oxford University Press.

Sept. 23rd – Infant Mathematics

Cohen, L. B. & Marks, K. S. (2002). How infants process addition and subtraction events. *Developmental Science, 5(2),* 186-201.

Cantrell, L. & Smith, L. B. (2013). Open questions and a proposal: A critical review of the evidence on infant numerical abilities. *Cognition, 128(3),* 331-352.

Sept. 28th – Subitizing and Counting

Benoit, L., Lahalle, H., Molina, M., Tijus, C., & Jouen, F. (2013). Young children's mapping between arrays, number words, and digits. *Cognition, 129,* 95-101.

Kamawar, D. LeFevre, J., Bisanz, J., Fast, L., Skwarchuk, S., Smith-Chant, B., & Penner-Wilger, M. (2010). Knowledge of counting principles: How relevant is order irrelevance? *Journal of Experimental Psychology, 105,* 138-145.

Sept. 30th – Addition, Subtraction, & Inversion

Robinson, K. M., & Dube, A. K. (2009). Children's understanding of addition and subtraction concepts. *Journal of Experimental Child Psychology, 103,* 532-545.

Gilmore, C. K. & Bryant, P. (2006). Individual differences in children's understanding of inversion and arithmetical skill. *British Journal of Educational Psychology, 76(2),* 309-331.

Oct. 5th – Symbolic and Non-symbolic Arirthmetic

Goffin, C., & Ansari, D. (2016). Beyond magnitude: Judging ordinality of symbolic number is unrelated to magnitude comparison and independently relates to individual differences in arithmetic. *Cognition, 150,* 68–76.

Gilmore, C.K., Attridge, N., Clayton, S., Cragg, L., Johnson, S., Marlow, N., Simms, V., & Inglis, M. (2013). Individual Differences in Inhibitory Control, Not Non-Verbal Number Acuity, Correlate with Mathematics Achievement. *PLOS One, 8,* e67374.

Oct. 7th – The Importance of Magnitude

Newcombe, N. S., Levine, S. C., & Mix, K. S. (2015). Thinking about quantity: The intertwined development of spatial and numerical cognition. *Wiley Interdisciplinary Reviews: Cognitive Science, 6(6),* 491–505.

Reinert, R.M., Hartmann, M., Huber, S., & Moeller, K. (2019) Unbounded number line estimation as a measure of numerical estimation. *PLoS ONE 14(3)*: e0213102. doi: 10.1371/journal.pone.0213102

Siegler, R. S. (2016). Magnitude knowledge: The common core of numerical development. *Developmental Science, 19*, 341-361.

Oct. 14th – Conceptual and Procedural Knowledge

Bailey, D. H., Zhou, X., Zhang, Y., Cui, J., Fuchs, L. S., Jordan, N. C., Gersten, R., & Siegler, R. S. (2015). Development of fraction concepts and procedures in U.S. and Chinese children. *Journal of Experimental Child Psychology, 129*, 68-83. doi: 10.1016/j.jecp.2014.08.006

Hallett, D., Nunes, T., Bryant, P., & Thorpe, C. M. (2012). Individual differences in conceptual and procedural fraction understanding: The role of abilities and school experience. *Journal of Experimental Child Psychology,113*, 469-486.

Siegler, R. S. & Lortie-Forgues, H. (2015). Conceptual Knowledge of Fraction Arithmetic. *Journal of Educational Psychology, 107*, 909-918.

Oct. 19th – Embodiment

Andres, M., & Pesenti, M. (2015). Finger-based representation of Mental Arithmetic. In R. Cohen-Kadosh & A. Dowker (Eds.), *The Oxford Handbook of Numerical Cognition* (pp. 67-88). Oxford: Oxford University Press.

Morrissey, K., Liu, M., Kang, J., Hallett, D., & Wang, Q. (2016). Cross-cultural and intra-cultural differences in finger-counting habits and number magnitude processing: Embodied numerosity in Canadian and Chinese university students. *Journal of Numerical Cognition, 2*, 1-19.

Second set of Readings will begin on Oct. 21st, suggested readings are due Oct. 9th.

Class Presentations of Proposals will start on Nov. 18th

Senate Summary Page for Courses
PSYC 4053

COURSE NUMBER AND TITLE
PSYC 4053 Seminar in Childhood Memories and Forensic Implications

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Childhood Memories

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4053 Seminar in Childhood Memories and Forensic Implications

is an overview of issues related to children's memory for, and ability to talk about, real life events that they have experienced. Topics covered include autobiographical memories, children's earliest memories and childhood amnesia, and the implications in forensic psychology.

PR: PSYC 3050 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4053 Seminar in Childhood Memories and Forensic Implications

is an overview of issues related to children's memory for, and ability to talk about, real life events that they have experienced. Topics covered include autobiographical memories, children's earliest memories and childhood amnesia, and the implications in forensic psychology such as children as eyewitnesses.

PR: PSYC 3050 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4053

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	

Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

INSTRUCTOR: Dr. Carole Peterson OFFICE: SN-3100 Telephone: 864-7682

Email: carole@mun.ca. **Office hours:** Mondays & Wednesdays 10:00 – 12:00 a.m

Selected Topics in Developmental Psychology: CHILDHOOD MEMORIES AND FORENSIC IMPLICATIONS

SYLLABUS

Course Overview

This course is an overview of issues related to children's memory for and ability to talk about real life events that they have experienced. It is separated into three major sections: (a) First, we'll look at autobiographical memories, including why it is important to study one's ability to verbally relate one's experiences, and in particular how this forms a fundamental part of identity. And we'll trace children's developing ability to create autobiographical narratives about personal experiences, focusing on various factors that play a role. (b) Next, we'll turn to people's very earliest memories from their lives. The inability to remember one's very early life and the initiation of memory for autobiographical events is called 'childhood amnesia' or 'infantile amnesia.' We'll look at the phenomenon as well as factors that affect it. (c) Finally, we will see how these memories for personal experience play a critical role in the forensic arena, i.e., eyewitness testimony about experiences. Children are currently playing key roles in courts; what do we know about their abilities and vulnerabilities? To study these topics, we will be entirely relying on published research studies and chapters. You will be reading a different one for every class. These are available for download from the library.

Learning goals

Learn about some aspects of child development, and learn how to critically read original research in the area.

Notes Regarding the course

This course is a seminar course; class discussion is important. The class will take place during the assigned timeslot (MWF 9:00 – 9:50 a.m.). The first 10 minutes of the course will involve individual students presenting a summary of the assigned reading, using Powerpoint. At the end of this presentation, a list of 4 or 5 questions will be presented (developed by students). Then the class divides themselves into small groups for discussion of these questions, which will last for approximately 20 minutes. Finally the entire class will come together again for groups to present what they talked about, and further discussion among all students can take place for the remainder of class time. The two exams will be take-home ones, for which you will have approximately 2 weeks to work on.

Method of instructional continuity should course be disrupted due to COVID-19

Should in-class instruction be interrupted, the course will immediately transition to remote delivery through Brightspace. The classes will meet at the assigned time through Brightspace. The daily quizzes will be administered online, the student powerpoint presentations will be done through screen-sharing, and discussion will take place in the online rooms of Brightspace. All information about transitioning to remote delivery as well as course cancellations will be delivered through Brightspace. The take-home midterm and final exam will be submitted through Brightspace as well.

Alternate evaluation for students unable to complete quizzes due to acceptable cause or extended absenteeism

Students should contact me if they have such issues, and remote administration of quizzes through Brightspace can be arranged. However, participation in class discussion is not possible remotely + in person simultaneously. Discussion participation is expected and part of your mark.

EVALUATION:

Quizzes	30%
Presentations & questions	5%
Participation	10%
Midterm	20%
Final exam	35%

EXTRA CREDIT - This course is participating in the PREP program. You can get extra credit that is added to the mark you earn in the course. You can earn up to 2 extra credit marks for participating in two research studies.

Quizzes

Readings will be assigned for every class meeting, and a short quiz will be given at the beginning of every class to ensure that the readings have been done. Years of experience have shown me that even with the best intentions in the world, students often stop doing the readings when they get busy, and having regular quizzes is a good way to make sure that students stay on top of the readings. There are no make-ups for the quizzes. However, at the end of the semester you will be allowed to drop the two lowest quiz marks, which includes missed quizzes which get marked as '0'.

Presentations

For each of the articles that we read, a student will have responsibility for presenting the article by means of a powerpoint presentation. This powerpoint talk should be 10 minutes long. The last slide of the presentation will include all the questions that will be discussed in discussion groups (see below). There will be 34 presentations (35 articles, but I will be presenting one), so each student will be responsible for two powerpoint presentations.

Questions

Two students will be assigned the responsibility of developing discussion questions for each article. There should be 4 or 5 discussion questions for each article. These questions can relate directly to the article itself, problems or concerns about the conclusions of the article, ways to improve the research, or relate the article to others we have read in class or that you have read in other classes, or relate to social issues or government policies, etc. In other words, the discussion can involve not only the article itself but larger issues or connections with other work. The two assigned students need to collaborate in order to develop the discussion questions and they need to be emailed to the article presenter (so he/she can put them on the final slide of the powerpoint presentation) **by 6:00 on the evening prior to class**.

Participation

This is a discussion-oriented course, and in former classes, students have often rated the discussions as the most salient and enjoyable part of the course. Thus, it is expected that students are present for class discussions and that they participate in them. Your participation will be monitored by the instructor, and marks for participation will be awarded.

Exams

There is both a midterm and final exam for this course. These are of course open-book and you will have considerable time in which to complete them. They will be integrative questions about the course

readings. Your midterm will be handed out in early October (**October 3**) and you will have two weeks in which to write it (due **October 17**). The final exam will be handed out 2 weeks before the end of classes (**November 18**), in accordance with university regulations, but it will not be due until **December 12** so that you will have the opportunity to integrate your readings from the last two weeks into your answers, if you wish to. This exam will be cumulative, such that readings from the entire course are potentially relevant.

Late submission policy for exams

Paper copies of the exams should be submitted to me by the posted deadline. Late work will be assessed a penalty of 5% per day, beginning immediately after the deadline. Please contact me in advance if there are extenuating circumstances that will affect your ability to submit your work on time. Of course, there is no late acceptance of quizzes.

Fair warning

It is possible that a few of the readings may be troubling because they deal with serious real-life events that are traumatic for the child (such as sexual abuse, serious injury, or witnessing a murder). These, of course, are part of the reality of some child witnesses. If necessary, alternate readings might be assigned.

Memorial University regulations about additional information

Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

Plagiarism & academic misconduct
Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar. (http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748). A document is available on the Department's web site to inform students about plagiarism (http://www.mun.ca/psychology/undergrad/Plagiarism.pdf). Plagiarism is using someone else's work without giving credit to the original source. If you take a phrase or sentence or paragraph from another source and include it in your own work without citing the original source, then that's plagiarism. If you take an idea from another source and include it in your own work without citing the original source, that's also plagiarism. It doesn't matter if the original source is a book, a journal article, a web site, or another student, you are still presenting someone else's work as your own and therefore you are plagiarizing. Even if you rephrase a sentence, paragraph, or idea, it is still plagiarism if you don't give credit to the original source. As the 6th edition of the APA Publication Manual states, "each time you paraphrase another author (i.e., summarize a passage or rearrange the order of sentences and change some of the words), you need to credit the source" (APA, 2010, p. 15). If you are unsure about whether

something you have included in your own work is possibly plagiarized, ask yourself the following: Is this phrase/sentence/paragraph/idea original to me or did it originate in another source? If it came from another source – even if you've rephrased it – you need to cite the original source to avoid committing plagiarism. Memorial's Writing Centre provides information on plagiarism (http://www.mun.ca/writingcentre/plagiarism/) and the University of Toronto has a web page on how not to plagiarize (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize)

Additional student supports

Academic student supports are available, including: Memorial University Libraries, The Commons (QEII Library), The Glenn Roy Blundon Centre, The Writing Centre, Center for Innovation in Teaching and Learning Support Centre, Information Technology Services, Academic Advising, and specific departmental help centres.

Student life supports are also available, including: Student Wellness and Counselling Centre, Student Support and Crisis Management, MUN Chaplaincy, Sexual Harassment Office, The Circle: First Nations, Inuit & Métis Students Resource Centre, Disability Information Support Centre, International Students Resource Centre, Sexuality and Gender Advocacy, Student Parent Assistance & Resource Centre, Students Older Than Average, Intersections – A Resource Centre for Marginalized Genders, and specific departmental societies.

Equity and learning environment

In line with the Newfoundland and Labrador Human Rights Act, Memorial University is committed to student equity and the provision of a safe learning environment regardless of race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex (including pregnancy), sexual orientation, gender identity, gender expression, marital status, family status, source of income or political opinion.

READINGS (access by going to library website, log in, and go to 'Course Resources')

AUTOBIOGRAPHICAL NARRATIVES

Introduction

Haden, C.A., & Hoffman, P.C. (2013). Cracking the code: Using personal narratives in research. Journal of Cognition and Development, 14(3), 361-375. doi: 10.1080/15248372.2013.805135

Identity and Narratives

Fivush, R. (2020). The emergence of autobiographical consciousness and the construction of an autobiographical self. In In Gülgöz, S. & Sahin-Acar, B. (Eds.), *Autobiographical memory development: Theoretical and methodological approaches* (pp. 6-21). Routledge.

McAdams, D.P., & McLean, K.C. (2013). Narrative identity. *Current Directions in Psychological Science, 22*(3), 233-238. doi: 10.1177/0963721413475622

Influence of Parents

Peterson, C., & McCabe, A. (2004). Echoing our parents: Parental influences on children's narration. In M.W. Pratt & B.H. Fiese (Eds.), *Family stories and the life course: Across time and generations* (pp. 27-54). Mahwah, NJ: Erlbaum.

Leyva, D., Reese, E., Grolnick, W., & Price, C. (2008). Elaboration and autonomy support in low-income mothers' reminiscing: Links to children's autobiographical narratives. *Journal of Cognition and Development, 9*, 363-389. doi: 10.1080/1524370802678158

Marshall, S., & Reese, E. (2022): Growing memories: Coaching mothers in elaborative reminiscing with toddlers benefits adolescents' turning-point narratives and wellbeing. Journal of Research in Personality. Doi: 10.1016/j.jrp.2022.104262

Attachment and Narrative

McCabe, A., Peterson, C., & Connors, D.M. (2006). Attachment security and narrative elaboration. *International Journal of Behavioral Development, 30,* 8-19. doi: 10.1177/0165025406071488

Salmon, K., & Reese, E. (2015). Talking (or not talking) about the past: The influence of parent-child conversation about negative experiences on children's memories. *Applied Cognitive Psychology, 29*, 791-801. doi: 10.1002/acp.3186

Culture and Narrative

Wang, Q. (2004). The cultural context of parent-child reminiscing: A functional analysis. In M.W. Pratt & B.H. Fiese (Eds.), *Family stories and the life course: Across time and generations* (pp. 279-301). Mahwah, NJ: Erlbaum.

Miller, P.G., Wiley, A.R., Fung, H., & Liang, C-H. (1977). Personal storytelling as a medium of socialization in Chinese and American families. *Child Development, 68*, 557-568.

CHILDHOOD AMNESIA

The phenomenon

Peterson, C. (2020). Remembering Earliest Childhood Memories. In Gülgöz, S. & Sahin-Acar, B. (Eds.), *Autobiographical memory development: Theoretical and methodological approaches* (pp. 119-135).

Terr, L. (1988). What happens to early memories of trauma? A study of twenty children under age five at the time of documented traumatic events. *Journal of American Academic Child and Adolescent Psychiatry, 27*, 96-104.

Peterson, C., & Parsons, B. (2005). Interviewing former 1- and 2-year-olds about medical emergencies five years later. *Law & Human Behavior, 29*, 743-754. doi: 10.1007/s10979-005-8378-0

Solter, A. (2008). A 2-year-old child's memory of hospitalization during early infancy. *Infant & Child Development*, 17, 593-605. doi: 10.1002/icd.570

Akhtar, S., Justice, L.V., Morrison, C.M., & Conway, M.A. (2018). Fictional first memories. *Psychological Science*, 1-8. doi 10.1177/0956797618778831 [this one & next presented together]

Bauer, P.J., Baker-Ward, L., Krøjgaard, P., Peterson, C., & Wang, Q. (2019). Evidence against depiction as fiction: A comment on "Fictional First Memories" (Akhar et al., 2018). *Psychological Science, 30(9),* 1397-1399. doi: 10.1177/0956797619834510 [presented same time as above article]

Culture

Peterson, C., Wang, Q., & Hou, Y. (2009). "When I was little": Childhood recollections in Chinese and European Canadian grade-school children. *Child Development, 80,* 506-518. doi: 0009-3920/2009/8002-0015.

Artioli, F., Cicogna, P.C., Occhionero, M., & Reese, E. (2012). "The people I grew up with": The role of sociodemographic factors in early memories in an Italian sample. *Memory, 20(2),* 189-197. doi: 10.1080/09658211.2011.651090

Avieser, O., Sher-Censor, E., & Stein-Lahad, T. (2017). Earliest memories in Israeli kibbutz upbringing: It is parental engagement that makes a difference. *Memory, 25(10),* 1375-1389. doi: 10.1080/09658211.2017.1307991

Longitudinal research

Reese, E., & Robertson, S-J. (2019). Origins of adolescents' earliest memories. *Memory, 27(1),* 79-91. doi: 10.1080/09658211.2018.1512631

Are there earlier & more memories than we think?

Peterson, C. (2021). What is your earliest memory? It depends. *Memory.* Published online 06 May 2021. https://doi.org/10.1080/09658211.2021.1918174

FORENSIC IMPLICATIONS AND AUTOBIOGRAPICAL MEMORY

The long view

Goodman, G.S. (2006). Children's eyewitness memory: A modern history and contemporary commentary. *Journal of Social Issues, 62,* 811-832. doi: 10.1111/j.1540-4560.2006.00488.x

Peterson, C. (2015). A Decade Later: Adolescents' Memory for Medical Emergencies. *Applied Cognitive Psychology, 29,* 826-834. doi: 10.1002/acp.3192

Influences on memory/testimony

McWilliams, K., Narr, R., Goodman, G.S., Ruiz, S., & Mendoza, M. (2013). Children's memory for their mother's murder: Accuracy, suggestibility, and resistance to suggestion. *Memory, 21(5),* 591-598. doi: 10.1080/09658211.2013.763893

Leichtman, M.D., & Ceci, S.J. (1995). The effects of stereotypes and suggestions on preschoolers' reports. *Developmental Psychology, 31,* 568-578

Loftus, E.F. (1997). Creating childhood memories. *Applied Cognitive Psychology, 11,* 75-86

Garven, S., Wood, J.M., & Malpass, R.S. (2000). Allegations of wrongdoing: The effects of reinforcement on children's mundane and fantastic claims. *Journal of Applied Psychology, 85(1*), 38-49. doi: 10.1037/0021-9010.85.1.38

Principe, G.F., & Schindewolf, E. (2012). Natural conversations as a source of false memories in children: Implications for the testimony of young witnesses. *Developmental Review, 32,* 205-223. doi: 10.1016/j.dr.2012.06.003

Children in court

La Rooy, D., et al. (2015). The NICHD protocol: A review of an internationally-used evidence-based tool for training child forensic interviewers. *Journal of Criminological Research, Policy and Practice, 1(2),* 76-89. doi: 10.1108/JCRPP-01-2015-0001

Luther, K., Snook, B., Barron, T., & Lamb, M.E. (2015). Child interviewing practices in Canada: A box score from field observations. *Journal of Police and Criminological Psychology, 30*, 204-212. doi: 10.1007/s11896-014-9149-y

Zajac, R., O'Neill, S., & Hayne, H. (2012). Disorder in the courtroom? Child witnesses under cross-examination. *Developmental Review, 32,* 181-204. doi: 10.1016/j.dr.2012.06.006

Final issues

Warren, K.L., Bakhtiar, A., Mulrooney, B., Raynor, G., Dodd, E., & Peterson, C. (2015). Adults' detection of deception in children: Effect of coaching and age for children's true and fabricated reports of injuries. *Behavioral Sciences and the Law, 33,* 784-800. doi: 10.1002/bsl.2210

Goodman, Ogle, McWilliams, Narr, & Paz-Alonso (2014). Memory development in the forensic context. In P.J. Bauer & R. Fivush (Eds.), *The Wiley Handbook on the Development of Children's Memory, First Edition. Wiley & Sons, 920-941.*

Lyon, T.D., Stolzenberg, S.N., & McWilliams, K. (2017). Wrongful acquittals of sexual abuse. *Journal of Interpersonal Violence, 32(6),* 805-825. https://doi.org/10.1177/0886260516657355

(34 articles)

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Senate Summary Page for Courses
PSYC 4054

COURSE NUMBER AND TITLE
PSYC 4054 Seminar in Media Use Across Development

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Media Inf Accr Develop

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4054 Seminar in Media Use Across Development

examines media's impacts on our social and cognitive development, focusing on how the use of various forms of media impact infants, young children, adolescents, and emerging adults. The aim is to discuss both the positive and negative consequences media has on our development.

PR: two 3000-level majors courses (other than 3900) and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4054 Seminar in Media Use Across Development

examines media's impacts on our social and cognitive development, focusing on how the use of various forms of media impact infants, young children, adolescents, and emerging adults. The aim is to discuss both the positive and negative consequences media has on our development.

PR: two 3000-level majors courses (other than 3900) and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4054

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	

Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT
Pending

RESOURCE IMPLICATIONS
None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Psychology 4500: Selected Topics
Media Use Across Development

Fall 2023

Land Acknowledgement: *We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful partnerships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.*
Instructor & contact: Cheryll Fitzpatrick (she/her), PhD (cheryllf@mun.ca)
Class time/location: M, W, F 10-10:50 am in C2026
Office hours/location: R 10:30am-12:30pm SN2077

COURSE OVERVIEW
Welcome! This is a fourth-year selected topics course examining media's impact on our social and cognitive development, focusing on how the use of various forms of media impact infants, young children, adolescents, and emerging adults. The aim is to discuss both the positive and negative consequences media has on our development. This course will occur as a 50-min class 3x/week. **EVALUATION**

Participation/Quizzes	10%
Article presentation(s)	10%
Individual	15% (80% instructor, 20% peer critique)
Group	
Critique	5%
Discussant Role	10%
Term paper (due Nov. 29)	20%
Proposal (due Sept. 27)	3%

Detailed Outline (due Oct. 25)	7%
Final (due TBD)	20%

*****All late submissions will receive a deduction of 5% for each day past due, except for the final exam, which will not be accepted past the scheduled due date*****

Course Format:

Together, we will discuss the articles from the syllabus reading list giving each topic roughly two days (see timeline). These discussions, in part, will contribute to your participation grade – attendance is not enough; you must be engaged and active in the discussions. Quizzes could be used throughout the semester to ensure the articles are being read. You folks will fill the remaining time with two PowerPoint presentations each (individual and group) on articles of your choosing. Someone other than the presenter will finish each class with a series of discussion questions based on the previously presented article. Groups however, will be responsible for both roles. A critique (evaluation and grade) will be completed for each group which will be averaged with other critiques to count towards the group presentation grade.

Participation/Quizzes

This is a seminar course, which means that the bulk of the class will be spent discussing and analyzing research articles. For this reason, attendance and class participation are important. The goal of these potentially used quizzes would be to ensure that you have done the readings, as reading the articles before class is a necessary part of participating in a seminar course. If, however, there is a lot of discussion in class, with everybody participating, I'll consider that as evidence that people have read the articles, and the quizzes may not be needed.

Article Presentations & Critique

You will be responsible for finding a relevant and **recent** (no older than 2018) article to present. During our first class, I will use random selection to allow you to choose which topic you would like to do your individual presentation. Articles will have to be **pre-approved by me ~48 hours prior to your presentation date**, this is to ensure students do not choose the same articles to present, to allow enough time for me to post the article details in our course shell, and for your classmates to prepare for the new readings. For example, if you are the first to present on Baby Media your article reference will need approval (email me and wait for a response) prior to noon on Sept. 11. Let's try to keep the articles at a moderate page count!

Individual. Your article presentation should span 15-20 mins. Presentations should include a summary of the article, the big picture idea, and some critiques. See the critique template in the course shell for an idea of what you may be evaluated on.

Group. Your article presentation should span 15-20 mins keeping 25 mins for discussion. Groups are based on topic selection (e.g., Baby Media individual presenters will be in a group).

Critique. The critique is a great learning tool: It can be used to promote critical engagement, provide constructive feedback, to evaluate what works and what does not, and lastly as a potential model. You will submit a comprehensive evaluation on a group presentation. The assessment will be a mix of objective and subjective evaluations. You will receive a grading rubric and have an opportunity to justify your grading. Submission dates will be staggered. You will receive an email at roughly 6pm the night before (i.e., Thurs. or Sun.) the group presentation is scheduled to occur.

Discussant Role

You will be assigned one discussant role this semester. The discussant is a person who comes prepared with 4+ questions to promote discussion of the article in class. The discussant will initiate

and lead the discussion portion for each article (25 mins). Your questions are due in Brightspace the night before (i.e., 11:59pm) the article presentation.

Final Exam

Your final exam will be a take home assessment including a series of questions of which you will answer using the course readings (i.e., syllabus readings along with individual and group presentation articles) to support your response. References outside of these options will not be accepted as your final exam reflects your understanding of the course content. This assessment will be due (TBD @ 11:59 pm NT), but you will have access to the final one week prior to the submission deadline. The final exam will be submitted through Brightspace via Assessments→Assignments (editable word documents only). Each response should be written using APA format (7th Ed). Additional instructions will be included with the final exam.

Late submissions will not be accepted and will be subject to receive a zero.

Term Paper

The term paper will be an argumentative essay and is a major component of the course spanning 3 separate submissions. I want you to focus on a specific topic (e.g., the electronic babysitter, educational apps, risky media content, media and the law, etc.) and argue your stance: Does the evidence suggest a positive **or** negative outcome, your job is to argue a single position. All submissions should use the 7th Edition of the APA Manual.

Submission 1: Because I want you thinking about your term paper well before its due date, I want you to submit a 5-min PowerPoint recording. This submission should include a loose outline of your explicitly proposed argument with at least 5 peer-reviewed references to support your position. You will have limited time so it's important to show me that you have found enough broad relevant discussion points (i.e., your evidence) to support your argument. The proposal video assignment is due Wed., Sept. 27 (11:59pm NT) through Brightspace via Content→Video Assignments. You can use the built-in Bongo platform to record your submission, or you can upload a file that has been pre-recorded (I recommend the record slide show feature in PowerPoint). There will be an instructional video available in the course shell.

Submission 2: This submission should be considered as a first draft and is due Wed., Oct. 25 (11:59pm NT). This submission should include a more detailed write-up of your proposed argument and points of discussion; it should also now have a completed title page and page numbers. This submission should include 5 new peer-reviewed references (in addition to those provide in the first submission). In this first draft, you will have more space to 'set- the stage', build your argument, and synthesize evidence. This submission should span between 800-1000 words and submitted as a word doc. **If the first draft topic does not match the content of the previously submitted video proposal, you will receive a 5% deduction.**

Final Submission: In your final submission, you will need to present sound evidence in support of your main argument using peer reviewed empirically derived evidence. The main body of your paper should be 7-8 pages using APA format (APA 7th Ed.), this submission will also include an abstract page. I will stop reading if you submit a paper longer than 8 pages. Your term paper is due on Wed., Nov. 29 (11:59pm NT) through Brightspace via Assessments→Assignments. The final submission should include another 5 new peer-reviewed references in addition to those in the second submission, resulting in a final paper with at least 15 peer-reviewed sources. **I want a word document and a PDF for this submission, failure to submit both will result in a 2% deduction. If the final submission topic does not match the content of the previously submitted first draft, you will receive a deduction of 5%.**

Student Resources

Brightspace: https://blog.citl.mun.ca/resourcesforstudents/online-rooms/
https://blog.citl.mun.ca/resourcesforstudents/desire2learn/discussions/
https://blog.citl.mun.ca/resourcesforstudents/desire2learn/dropbox/ APA 7th Edition:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Tentative Timeline (Subject to Change)

Sept. 6	Intro Presentation Topic Selection
Sept. 8 -11	Topic 1 Syllabus Reading List
Sept. 13-20	*Individual Presentations x 4 (Topic 1)* *Discussant Roles x 4*
Sept. 22	*Group Presentation (Topic 1)* *Peer Critiques*
Sept. 27	**Term Paper: 5-min video proposal due @ 11:59pm in Brightspace**
Sept. 25-27	Topic 2 Syllabus Reading List
Oct. 9-10	***Fall Semester Break***
Sept. 29 – Oct. 11	*Individual Presentations x 4 (Topic 2)* *Discussant Roles x 4*
Oct. 13	*Group Presentation (Topic 2)* *Peer Critiques*
Oct. 16-18	Topic 3 Syllabus Reading List
Oct. 25	**Term Paper: First draft due @ 11:59pm in Brightspace**
Oct. 20-27	*Individual Presentations x 4 (Topic 3)* *Discussant Roles*
Oct. 30	*Group Presentation (Topic 3)* *Peer Critiques*
Nov. 1-3	Topic 4 Syllabus Reading List
Nov. 6-15	*Individual Presentations x 4 (Topic 4)* *Discussant Roles x 4*
Nov. 17	*Group Presentation (Topic 4)* *Peer Critiques*
Nov. 20-22	Topic 5 Syllabus Reading List
Nov. 24 – Dec. 1	*Individual Presentations x 4 (Topic 5)* *Discussant Roles x 4*
Nov. 29	**Term Paper: Final draft due @ 11:59pm in Brightspace**
Dec. 4	*Group Presentation (Topic 5)* *Peer Critiques*
TBD	**Final Exam due @ 11:59 pm in Brightspace**

Reading List

Baby Media

Troseth, G. L. (2003). Getting a clear picture: Young children's understanding of a televised image. *Developmental Science*, *6*(3), 950-965. https://doi.org/10.1111/1467-7687.00280

DeLoache, J. S., & Chiong, C. (2009). Babies and Baby Media. *American Behavioural Scientist, 52*(8), 1115-1135. https://doi.org/10.1177/0002764209331537
Courage, M. L., & Setliff, A. E. (2010). When babies watch television: Attention-getting, attention-holding, and the implications for learning from video material. *Developmental Review*, *30*(2), 220-238. https://doi.org/10.1016/j.dr.2010.03.003

Myers L. J., LeWitt, R. B., Gallo, R. E., & Maselli, N. M. (2017). Baby FaceTime: Can toddlers learn from online video chat? *Developmental Science*, *20*, e12430. https://doi.org/10.1111/desc.12430

Neuman, S. B., Kaefer, T., Pinkham, A., & Strouse, G. (2014). Can babies learn to read? A randomized trial of baby media. *Journal of Educational Psychology, 106*(3), 815-830. https://doi.org/10.1037/a0035937

Educational Media and more: Implication for Youth

Wright, J. C., Huston, A. C., Murphy, K. C., St. Peters, M., Piñon, M., Scantlin, R., & Kotler, J. (2001). The relations of early television viewing to school readiness and vocabulary of children from low-income families: The early window project. *Child Development*, *72*(5), 1347-1366. doi:10.1111/1467-8624.t01-1-00352

Kannass, K. N., & Colombo, J. (2007). The effects of continuous and intermittent distractors on cognitive performance and attention in preschoolers. *Journal of Cognition and Development*, *8*(1), 63-77. https://www.researchgate.net/profile/John-Colombo/publication/228909693_The_Effects_of_Continuous_and_Intermittent_Distractors_on_Cognitive_Performance_and_Attention_in_Preschoolers/links/0fcfd505b516a2e88e000000/The-Effects-of-Continuous-and-Intermittent-Distractors-on-Cognitive-Performance-and-Attention-in-Preschoolers.pdf

Kostyrka-Allchorne, K., Cooper, N. R., & Simpson, A. (2017). The relationship between television exposure and children's cognition and behavior: A systematic review. *Developmental Review*, *44*(1), 19-58. http://dx.doi.org/10.1016/j.dr.2016.12.002

Ferguson, C. J. (2011). The influence of television and video game use on attention and school problems: A multivariate analysis with other risk factors controlled. *Journal of Psychiatric Research, 45*(6), 808-813. https://doi.org/10.1016/j.jpsychires.2010.11.010

Tang, S., & Patrick, M. E. (2018). Technology and interactive social media use among 8th and 10th graders in the U.S. and associations with homework and school grades. *Computers in Human Development, 86*(1), 34-44. https://doi.org/10.1016/j.chb.2018.04.025

Media Multitasking

Lamontagne, S., Singh, R., & Palosky, C. (January, 2010). *Daily media use among children and teens up dramatically from five years ago*. https://www.kff.org/disparities-policy/press-release/daily-media-use-among-children-and-teens-up-dramatically-from-five-years-ago/
Bowman, L. L., Levine, L. E., Waite, B. M., & Gendron, M. (2010). Can students really multitask? An experimental study of instant messaging while reading. *Computers & Education, 54*(4), 927-931. https://doi.org/10.1016/j.compedu.2009.09.024

Ophir, E., Nass, C., & Wagner, A. D. (September, 2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences of the United States of America, 106*(37), 15583-15587. https://doi.org/10.1073/pnas.0903620106

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education, 62*(1), 24-31. http://dx.doi.org/10.1016/j.compedu.2012.10.003

Rosen, L. D., Carrier, M., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers and Human Behavior, 29*(3), 948-958. http://dx.doi.org/10.1016/j.chb.2012.12.001

Aagaard, J. (2019). Multitasking as distraction: A conceptual analysis of media multitasking research. *Theory & Psychology, 29*(1), 87-99. doi:10.1177/0959354318815766

Media and Maladaptive Behaviours

Cupchik, G. C. (2011). The role of feeling in the entertainment=emotion formula. *Journal of Media Psychology*, *23*(1), 6-11. doi:10.1027/1864-1105/a000025

Dalton, M. A., Sargent, J. D., Beach, M. L., Titus-Ernstoff, L., Gibson, J. J., Ahrens, M. B., Tickle, J. J., & Heatherton, T. F. (2003). Effect of viewing smoking in movies on adolescent smoking initiation: A cohort study. *The Lancet*, *362*(9380), 281-285. http://dx.doi.org/10.1016/S0140-6736(03)13970-0

Pokhrel, P., Fagan, P., Herzog, T. A., Laestadius, L., Buente, W., Kawamoto, C. T., Lee, H-R., & Unger, J. (2018). Social media e-cigarette exposure and e-cigarette expectancies and use among young adults. *Addictive Behavior,* 78, 51-58. http://dx.doi.org/10.1016/j.addbeh.2017.10.017

Rivadeneyra, R., & Lebo, M. J. (2008). The association between television-viewing behaviors and adolescent dating role attitudes and behaviors. *Journal of Adolescence*, *31*(3), 291-305. https://doi.org/10.1016/j.adolescence.2007.06.001

Becker, M. W., Alzahabi, R., & Hopwood, C. J. (2013). Media multitasking is associated with symptoms of depression and social anxiety. *Cyberpsychology, Behavior, and Social Networking, 16*(2), 1-5. https://doi.org/10.1089/cyber.2012.0291

Sexualized Imagery in the Media

Chapin, J. R. (2000). Adolescent sex and mass media: A developmental approach. *Adolescence, 35*(140). 799-811.
Agliata, D., & Tantleff-Dunn, S. (2004). The impact of media exposure on males' body image. *Journal of Social and Clinical Psychology, 23*(1), 7-22. https://doi.org/10.1521/jscp.23.1.7.26988

Michaels, M. S., Parent, M. C., & Moradi, B. (2013). Does exposure to muscularity-idealizing images have self-objectification consequences for heterosexual and sexual minatory men? *Psychology of Men & Masculinity, 14*(2), 175-183. doi:10.1037/a0027259

Kim, J. L., Sorsoli, C. L., Collins, K., Zylbergoald, B. A., Schooler, D., & Tolman, D. L. (2007). From sex to sexuality: Exposing the heterosexual script on primetime network television. *Journal of Sex Research, 44*(2), 145-157. https://doi.org/10.1080/00224490701263660

Karsay, K., & Matthes, J. (2020). Sexually objectifying pop music videos, young women's self-objectification, and selective exposure: A moderated mediation model. *Communication Research, 47*(3), 428-450. doi:10.1177/0093650216661434

Senate Summary Page for Courses
PSYC 4152

COURSE NUMBER AND TITLE
PSYC 4152 Seminar in Skeptical Thinking

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Sceptical Thinking

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4152 Seminar in Skeptical Thinking

will teach you how to identify pseudoscientific ideas that appear in the popular media. Among the issues covered will be the cognitive, motivational, and social determinants of questionable beliefs and controversial therapeutic techniques. Students will be armed with a “Baloney Detection Kit” that will help them distinguish between scientific and pseudoscientific claims.

PR: PSYC 3100 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4152 Seminar in Skeptical Thinking

will teach you how to identify pseudoscientific ideas that appear in the popular media. Among the issues covered will be the cognitive, motivational, and social determinants of questionable beliefs and controversial therapeutic techniques. Students will be armed

with a “Baloney Detection Kit” that will help them distinguish between scientific and pseudoscientific claims.

PR: PSYC 3100 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4152

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	

Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
PSYCHOLOGY 4151: Selected Topics
Science and Pseudoscience in Psychology

Winter 2022
Professor Dr. Brent Snook
Location: Webex. https://mun.webex.com/mun/j.php?MTID=m611adac8459e544cc3ad794be0ac77e2
Times: Monday 12:00 – 3:00
Email: bsnook@mun.ca
Office Hours: As Needed Basis & Online Scheduling

Overview: The goal of this course is to provide you with the critical thinking skills that will help you better understand psychology and events in the world in which you live. Specifically, this course will teach you how to identify pseudoscientific
ideas (those that claim to be scientific when they are not) that appear in the popular media. Among the issues covered will be the cognitive, motivational, and social determinants of questionable beliefs such as psychic phenomena, health and nutrition quackery, extrasensory perception (ESP), subliminal perception and persuasion, "recovered memories" of child abuse, hypnosis, multiple personality disorder, graphology (handwriting analysis), palmistry (palm reading), bogus personality assessment, polygraph (lie detection), and controversial therapeutic techniques (e.g., facilitated communication, eye movement desensitization and reprocessing; psychoanalysis). You will be armed with a “Baloney Detection Kit” that will help you distinguish between scientific and pseudoscientific claims.
Camera: Please make sure you turn on your video for the class as it makes for a more realistic class setting.

Course Requirements: You are responsible for all of the readings that will be assigned weekly. Perhaps most importantly, your participation is essential for a successful class for everyone. This is a seminar class that requires discussion of the readings, videos, and engagement in class activities.
Evaluation: Grades will be determined on the basis of 10 quizzes (40%; 4% each), activities (15%), creation of a pseudoscientific event/claim/product (10%), paper presentation (5%) & final paper (30%). Please refer to the tentative schedule below to see the submission dates for course work.

Missed Exams & Late Reports: Failure to submit course work on time will be assigned a grade of 0. Under exceptional circumstances, if you are seriously ill, you must notify me within 24 hours after the scheduled submission date. Percentages will be added to the term paper.

Accommodation. Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

Tentative Schedule

January 10 Surveys; Introduction; Baloney Detection Kit (BDK) - Michael Shermer Video; James Randi Documentary
January 17 Quiz #1; Activity #1 - BDK – 3 articles; Forensic Science Video; Survey Results
January 24 Quiz #2; Activity #2 - Critique of Investigative Technique; Celebrities Endorsing Pseudoscience
January 31 Quiz #3; Activity #3 - Celebrities; Prisoners of Silence (facilitated communication)
February 7 Quiz #4; Activity #4 - Real World Quackery; Divided Memories
February 14 Quiz #5; Activity #5 – Video Report; Merchants of Doubt
February 21 Semester Break
February 28 Quiz #6; Activity #6 - Wikipedia; Pseudoscientific Event/Claim/Product
March 7 Quiz #7; Activity #7 – Rant Like Rick (or John Oliver); Term Paper Topic Presentation
March 14 Quiz #8; Paper Topic Presentations 1 to 5
March 21 Quiz #9; Paper Topic Presentations 6 to 10
March 28 Quiz #10; Paper Topic Presentations 11 to 15
April 4 Pseudoscientific Event/Claim/Product & Finalize Term Paper – **DUE April 8 (5 pm)**

Academic Conduct. Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

Description of Course Work

Quizzes (40%). Each week, you will be required to complete a quiz that tests your knowledge of reading materials that were assigned for that week.

Pseudoscientific Product/Claim (10%). Working in groups of three (or maybe 5), you are required to invent/create a pseudoscientific event/activity and support it as factual. Your work will be shared with the class in a presentation (use your imagination!). The presentation should be as long as necessary to document the activity/event. Credit will be given based on creativity, believability, and dramatic presentation. Everyone in the group must present some component of the event/activity. You can choose to create a video, do a play, present the activity as a game show, etc.

Activities (15%). Throughout the course, you will be required to complete a series of activities. For instance, you will have to critique a media report, analyze a peer-reviewed article that is skeptical of a pseudoscientific claim, and contribute to Wikipedia.

Term RESEARCH Paper (35%). *Paper presentation is worth 5% and term paper is worth 30%.* Take a popular pseudoscience topic ("hot hand" fallacy, ESP, graphology, alternative health practices, phrenology, etc.) and review the empirical literature on the topic. You can also evaluate it using scientific principles we have been discussing in class, in handouts, and your texts. You may also wish to explain why it is pseudoscientific, why the pseudoscience is attractive, why people might believe in it, and why they might ignore or rationalize evidence against it. What is the purveyor's "proof?" that it has utility? How would you then test its validity? The paper should be: approximately 10 to 12 pages in length (not including references), double-spaced, 12 font, Times New Roman, and APA formatted. The grading scheme for the research paper is as follows:

APA Formatting 10%
Grammatical/Typographical Proficiency 5%
Presentation of Main Topic 10%
Review of Empirical Peer-Reviewed Research 40%
Structure/Logical Flow 10%
Critical Appraisal of Topic 25%

Note. The presentation should outline the topic of the final paper for the course, along with a very short review of the available empirical data to support the paper. The presentation should be around 5 to 8 minutes in length, and include definitions, the number and type of studies found, and the general direction of the paper based on the reading of the material to this point in the semester.

READING LIST
Quiz #1 Materials:

Pamphlets "What is a Skeptic?" and "Skeptic Society's Baloney Detection Kit".

Shermer, M. (2002). *Why people believe weird things: Pseudoscience, superstition, and other confusions of our time*. New York: Henry Holt and Company. **Chapter #3**

Sagan, C. (2011). *Demon-haunted world: Science as a candle in the dark*. New York: Ballantine Books. **Chapter #12**

Quiz #2 Materials:

Hines, T. (2003). *Pseudoscience and the paranormal*. New York: Prometheus Books. **Chapter #1**

Vyse, S. A. (1997). *Believing in magic: The psychology of superstition*. Oxford: Oxford University Press. **Chapter #1**

Quiz #3 Materials:

Sagan, C. (2011). *Demon-haunted world: Science as a candle in the dark*. New York. Ballantine Books. **Chapters #1 & #2**

Stanovich, K. E. (2013). *How to think straight about psychology*. Toronto: Pearson. **Chapter #4**

Quiz #4 Materials:

McNally, R. J. (2003). The demise of pseudoscience. *The Scientific Review of Mental Health Practice, 2*, 97-101.

Lilienfeld, S. O., Lynn, S. J., & Lohr, J. M. (2003). Pseudoscience is alive and well. *The Scientific Review of Mental Health Practice*, *2*,
107-110.

Bunge, M. (2003). The pseudoscience concept, dispensable in professional practice, is required to evaluate research projects: A
reply to Richard J. *McNally. The Scientific Review of Mental Health Practice*, *2*, 111-114.

McNally, R. J. (2003). Pseudoscience resurgent? A reply. *The Scientific Review of Mental Health Practice*, *2*, 115-116.

Quiz #5 Materials:
Lilienfeld, S. O. (2002). When worlds collide: Social science, politics, and the Rind et al. (1998) child sexual abuse meta-analysis. *American Psychologist, 57*, 176-188.

Pennycook, G., Cheyne, J. A., Barr, N., Koehler, D. J., & Fugelsang, J. A. (2015). On the reception and detection of pseudoprofound bullshit. *Judgment and Decision Making, 10*, 549-563.

Quiz #6 Materials:

Ferguson, C. J. (2009). Violent video games: Dogma, fear and pseudoscience. *Skeptical Inquirer*, *33*, 38-54.

Stanovich, K. E. (2013). *How to think straight about psychology*. Toronto: Pearson. **Chapter #6**

Quiz #7 Materials:

Lilienfeld, S. O., Fowler, K. A., Lohr, J. M., & Lynn, S. J. (2005). Pseudoscience, nonscience, and nonsense in clinical psychology: Dangers and remedies. In R. H. Wright and N. A. Cummings (Eds.), *Destructive trends in mental health: The well-intentioned path to harm* (pp.187-218). New York: Routledge.
Gilovich, T. (2008). *How we know what isn't so*. New York: Simon and Schuster. **Chapter #8**

Quiz #8 Materials:

Vyse, S. A. (1997). *Believing in magic: The psychology of superstition*. Oxford: Oxford University Press.

Chapters #2 & #3

Lehrer, J. (2010). The truth wears off. *The New Yorker.* December 13, 53-57.

Quiz #9 Materials:

Gilovich, T. (2008). *How we know what isn't so*. New York: Simon and Schuster. **Chapter #2 & #3**

Quiz #10 Materials:

Gilovich, T. (2008). *How we know what isn't so*. New York: Simon and Schuster. **Chapter #9**

Senate Summary Page for Courses
PSYC 4153

COURSE NUMBER AND TITLE
PSYC 4153 Seminar in Romantic Relationships

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Romantic Relationships

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4153 Seminar in Romantic Relationships

will focus on one of the most impactful social experiences humans have: romantic relationships. In doing so, students will be guided through the prevailing empirical results of this diverse and interdisciplinary field. Among the topics covered will be: (a) Introduction to the science of relationships; (b) Theory of relationships research; (c) Methodology of relationships research.

PR: PSYC 3100 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4153 Seminar in Romantic Relationships

will focus on one of the most impactful social experiences humans have: romantic relationships. In doing so, students will be guided through the prevailing empirical results of this diverse and interdisciplinary field. Among the topics covered will be: (a)

Introduction to the science of relationships; (b) Theory of relationships research; (c) Methodology of relationships research.

PR: PSYC 3100 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4153

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	

Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
PSYCHOLOGY 4153
Selected Topics in Social Psychology
Fall 2024

Professor: Dr. Christopher Quinn-Nilas

Topic: Romantic Relationships

Lectures: Room: EN1003; Mondays, Wednesdays, and Fridays: 11:00-11:50AM

Email: cquinnnilas@mun.ca. Every effort will be made to respond to emails within 48h**, with the exceptions of evenings, weekends and holidays.**

Office Hours: The purpose of office hours are to be able to get tailored assistance with the course content. By appointment, and drops-ins on Mondays and Wednesdays 1:00-2:00

Office Location: SN-3096

Overview: This course will focus on one of the most impactful social experiences humans have: romantic relationships. In doing so, I will guide you through the prevailing theoretical, methodological, and empirical perspectives of this diverse and interdisciplinary field. I will also highlight along the way crucial events and discussions that have happened over the last decade in Psychology related to ethics in research, replication, and the "replication crisis" as it relates to

social psychology. Among the topics covered will be: (a) Introduction to the science of relationships and sexuality; (b) Theory and methodology of relationships and sexuality science; (c) Introduction to open science/replication principles.

Learning Goals:

In this course you will have the opportunity to:

- Advance your knowledge about romantic relationships, human sexuality, and open science/reproducibility for social psychology
- Build theoretical and substantive literacy in relationships science
- Develop knowledge translation efforts
- Build writing skills necessary for the dissemination of psychological science
- Develop presentation skills in academic and non-academic settings

Course Requirements. You are responsible for all of the readings that will be assigned. Perhaps most importantly, your participation is essential for a successful class for everyone. This is a small class setting that requires discussion and engagement in class activities.

Evaluation. Grades will be determined based on two major assignments, two presentations, and an outline of your proposal. Each assessment and its grade value can be seen in the below table. Assignment outlines will be made available on the course website. There are no tests and no exams – this is an **extremely writing-heavy course**.

Assessment	**Grade Value**	**Due date**
Blog/advice column assignment	25%	Week 5
Blog/advice column presentation	15%	Begin Week 7
Research proposal outline	5%	Week 9
Research proposal presentation	15%	Begin Week 10
Research proposal	40%	Week 13
Total	100%	

Missed Deadlines. Failure to submit course work on time will be assigned a grade of 0. Under exceptional circumstances, if you are seriously ill, you must notify me within 24 hours after the scheduled submission date.

Accommodation. Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

Tentative Schedule

This is a tentative schedule. I reserve the right to make modifications and will give you notice.

Dates	**Topic/Task**	**Readings**	**Assessments Due**
Week 1 **September** Monday 4 Wednesday 6 Friday 8	NO class Sept 4th Intro to course/syllabus Introduction to Study of Romantic Relationships	Reis, H. T., Aron, A., Clark, M. S., & Finkel, E. J. (2013). Ellen Berscheid, Elaine Hatfield, and the emergence of relationship science. *Perspectives on Psychological Science, 8*(5), 558-572. Click here to access. Campbell, L., & Simpson, J. A. (2013). The blossoming of relationship science. *The Oxford handbook of close relationships,* 3-12. Click here to access. Wingen, T., Berkessel, J. B., & Englich, B. (2020). No replication, no trust? How low replicability influences trust in psychology. *Social Psychological and Personality Science*, *11*(4), 454-463. Click here to access. **Optionally:** Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, *22*(11), 1359-1366. Click here to access.	
Week 2	Theoretical Perspectives for Relationships &	Finkel, E. J., Simpson, J. A., & Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core	

Monday 11 Wednesday 13 Friday 15	Sexuality Research	principles. Annual Review of Psychology, 68, 383-411. Click here to access. Hazan, C., & Shaver, P. (2017). Romantic love conceptualized as an attachment process. In *interpersonal development* (pp. 283-296). Routledge. Click here to access. Rusbult, C. E. (1980). Commitment and satisfaction in romantic associations: A test of the investment model. *Journal of experimental social psychology*, *16*(2), 172-186. Click here to access. Rothbaum, F., Rosen, K., Ujiie, T., & Uchida, N. (2002). Family systems theory, attachment theory, and culture. *Family process*, *41*(3), 328-350. Click here to access.	
Week 3 Monday 18 Wednesday 20 Friday 22	Dating and Courtship Evolution of dating norms Online dating impact	Finkel, E. J., Eastwick, P. W., Karney, B. R., Reis, H. T., & Sprecher, S. (2012). Online dating: A critical analysis from the perspective of psychological science. *Psychological Science in the Public interest*, *13*(1), 3-66. Click here to access. Ellison, N., Heino, R., & Gibbs, J. (2006). Managing impressions online: Self-presentation processes in the online dating environment. *Journal of computer-mediated communication*, *11*(2), 415-441.	
Week 4 Monday 25 Wednesday 27 Friday 29	Love and Intimacy Types of love Role of intimacy in romantic relationships	Butzer, B., & Campbell, L. (2008). Adult attachment, sexual satisfaction, and relationship satisfaction: A study of married couples. *Personal relationships*, *15*(1), 141-154. Click here to access. Edwards, W. M., & Coleman, E. (2004). Defining sexual health: a descriptive overview. *Archives of sexual Behavior*, *33*, 189-195.	

Week 5 **October** Monday 2 Wednesday 4 Friday 6	NO Lecture on Oct 2nd Communication in Romantic Relationships	Holman, T. B., & Jarvis, M. O. (2003). Hostile, volatile, avoiding, and validating couple-conflict types: An investigation of Gottman's couple-conflict types. *Personal Relationships, 10*(2), 267-282. Click here to access. 4 Horsemen of the Apocalypse: https://www.gottman.com/blog/the-four-horsemen-recognizing-criticism-contempt-defensiveness-and-stonewalling/	Blog assignment Due
Week 6 Monday 9 Wednesday 11 Friday 13	NO class NO Lectures this week – 9th is holiday, and Chris is away at conference 11th and 13th.	NO class	
Week 7 Monday 16 Wednesday 18 Friday 20	Blog/advice column presentations	Readings to be assigned.	Blog/advice Presentations (3 days)
Week 8 Monday 23 Wednesday 25 Friday 27	Blog/advice column presentations Relationship Development and Maintenance	Readings to be assigned. Ogolsky, B. G., Monk, J. K., Rice, T. M., Theisen, J. C., & Maniotes, C. R. (2017). Relationship maintenance: A review of research on romantic relationships. *Journal of Family Theory & Review*, *9*(3), 275-306. Click here for access.	Blog/advice Presentations (1 day)

	Factors contributing to satisfaction and longevity	Ogolsky, B. G., & Bowers, J. R. (2013). A meta-analytic review of relationship maintenance and its correlates. *Journal of Social and Personal Relationships*, *30*(3), 343-367. Click here for access.	
Week 9 Monday 30 **November** Wednesday 1 Friday 3	Sexuality in romantic relationships; transitions Substantial Feedback Provided	Kovacevic, K., Tu, E., Rosen, N. O., Raposo, S., & Muise, A. (2023). Is Spontaneous Sex Ideal? Beliefs and Perceptions of Spontaneous and Planned Sex and Sexual Satisfaction in Romantic Relationships. *The Journal of Sex Research*, 1-15.Click here for access. Impett, E. A., Muise, A., & Rosen, N. O. (2015). Is it good to be giving in the bedroom? A prosocial perspective on sexual health and well-being in romantic relationships. *Current Sexual Health Reports*, *7*, 180-190. Click here for access.	Research proposal outline due
Week 10 Monday 6 Wednesday 8 Friday 10	Jealousy and Infidelity Causes and consequences of jealousy Understanding infidelity and impact on relationships	Blow, A. J., & Hartnett, K. (2005). Infidelity in committed relationships ii: A substantive review. *Journal of marital and family therapy*, *31*(2), 217-233. Click here for access. Tsapelas, I., Fisher, H. E., & Aron, A. (2010). Infidelity: When, where, why. *The dark side of close relationships II*, *1*, 195-216. Click here for access.	
Week 11 Monday 13 Wednesday 15 Friday 17	Remembrance day — No Lecture on 13th Proposal presentations	Readings to be assigned.	Research Proposal Presentations (2 days)

Week 12 Monday 20 Wednesday 22 Friday 24	Proposal presentations Therapeutic Approaches to Relationship Issues	Readings to be assigned. Johnson, S. M. (2019). The Practice of Emotionally Focused Couple Therapy: Creating Connection (3rd ed.). Routledge. https://doi.org/10.4324/9781351168366. Chapters 1 and 2.	Research proposal presentations (2 days)
Week 13 Monday 27 Wednesday 29 **December** Friday 1	Therapeutic Approaches to Relationship Issues Questions/help with Final Assignment	Snyder, D. K., & Halford, W. K. (2012). Evidence-based couple therapy: Current status and future directions. *Journal of Family Therapy*, *34*(3), 229-249. Click here for access. Johnson, S. M. (2019). The Practice of Emotionally Focused Couple Therapy: Creating Connection (3rd ed.). Routledge. https://doi.org/10.4324/9781351168366. Chapter 4.	Final Assignment Due

Participation. You are expected to come to almost all lectures and be prepared (i.e., complete all readings or assignments). Much of this course involves in-class activities. It may be very difficult to participate if you have not prepared prior to coming to class.

Academic Conduct. Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

Remain home if unwell. There is nothing more important than your mental and physical health. Doctors' notes are not required for medical absences in this course. You are encouraged to seek appropriate medical attention from the Student Wellness and Counselling Centre. I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to the Blundon Centre as early as possible to discuss any adjustments you think may be necessary in this course. Let's explore the options to help you succeed, no matter what is going on.

To protect yourself and those around you, it is important to stay home if you feel unwell or if you are under quarantine, because you have potentially been exposed to the virus. Please keep me informed so we can work together to allow you to keep up with the course materials should you need to miss classes. You will not be penalized if you need to stay home for quarantine. Memorial University has recognized the importance of academic leniency as we work to keep our campus safe for all.

Transition to remote learning if necessary. If Memorial University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will rapidly move to a fully online delivery format. Should that be necessary, students will need to have access to a networked PC or Mac computer with webcam and microphone, for remote delivery of the class. The university has published minimum computer requirements which you can review.

Should we shift our class to remote lectures, this will likely remain in-place for a minimum of two weeks as a "circuit-breaker" to allow the university and province to evaluate safety requirements.

Remote lectures for our class will include a mixture of synchronous and asynchronous delivery. If this transition occurs, we will update the course syllabus and post to Brightspace to announce the revised lecture schedule.

If revisions to the course evaluation methods need to be done as a result of a transition to remote learning, the instructor or the Head of the department will notify all students registered in the course via the course shell in Brightspace. Any necessary revisions to the evaluation methods will be made in consultation with the students registered in this course. If a student demonstrates that they would be disadvantaged by the change, then, as per 6.7.4 of the University Calendar,accommodations will be made.

See CITL's COVID-19 statements: https://blog.citl.mun.ca/instructionalresources/syllabus-covid-19/

COVID supports. While the COVID-19 pandemic is slowly subsiding in many parts of the world and vaccination rates are increasing, this is still a stressful time for many. It's important that we support each other and keep informed of current information. The Memorial COVID-19 website is an excellent source of information and support, with specific links for students, supports and services, and health and wellness.

Recording of lectures. The lectures and displays (and all material) delivered or provided in this course, including any visual or audio recording thereof, are subject to copyright owned by myself (Chris Quinn-Nilas). It is prohibited to record or copy by any means, in any format, openly or surreptitiously, in whole or in part, in the absence of express written permission from me any of the lectures or materials provided or published in any form during or from the course.

Use of AI software in this class. The use of generative AI and AI-assisted technologies, such as chat GPT, is allowed in this course for writing assignments. However, it is the responsibility of the student to ensure that written work submitted 1) addresses the goals of the writing assignment, 2) contains reliable information with sound sources, and 3) is well written with respect to clarity, format, organization of thoughts and transitions between ideas.

It is also required that should a student use AI and/or AI-assisted technologies that the following declaration be inserted in the document. Failure to do so could result in a reduction of grade (to be determined based on the severity of the case) as a result of academic dishonesty. Please note that this declaration does not excuse the use of inaccurate or false citations/references, or the inclusion of plagiarized materials.

Declaration of generative AI and AI-assisted technologies in the writing process

During the preparation of this work [NAME TOOL / SERVICE] was used in order to [REASON]. After using this tool/service, the content was reviewed and edited as needed and I take full responsibility for the content of the written work.

Senate Summary Page for Courses
PSYC 4154

COURSE NUMBER AND TITLE
PSYC 4154 Seminar in Social Psychology in Everyday Life

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Soc Psy in Everyday Life

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4154 Seminar in Social Psychology in Everyday Life

explores how human lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains – from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories.

PR: PSYC 3100 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4154 Seminar in Social Psychology in Everyday Life

explores how human lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains – from relationships, work, finance, and behavioural and cognitive sciences to education and

hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories.

PR: PSYC 3100 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4154

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	

Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

PSYCHOLOGY 4151
Special Topics in Social Psychology

Fall 2023
Instructor: Stéphane Dandeneau, PhD
Office: SN-2072
Email: sdandeneau@mun.ca
I will normally respond to emails within 2 "business" days. I highly recommend using office hours and class time to ask your questions.
Office Hours: Tuesdays & Thursdays 1:00pm-2:00pm, or by appointment

Land Acknowledgments
I acknowledge the land on which we gather and learn at Memorial University, as the ancestral homelands of the Beothuk, whose culture has now been erased forever. I also acknowledge the island of Ktaqmkuk *[uk-dah-hum-gook]* (Newfoundland) as the unceded, traditional territory of the Beothuk and the Mi'kmaq. And I acknowledge Labrador as the traditional and ancestral homelands of the Innu of Nitassinan *[ne-tass-eh-nen]*, the Inuit of Nunatsiavut and the Inuit of NunatuKavut.

Overview of Course
Social psychology is all around us – from politics to marketing to managing our intimate relationships, we live in a social psychological world. The goal of the course is to explore how our lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains – from relationships, work, finance, and

behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced and expressed in our daily lives.

Course Requirements
You are responsible for all of the readings that will be assigned weekly. Perhaps most importantly, your participation is essential for a successful class for everyone. This is a seminar class that requires discussion of the readings, podcasts, videos, and engagement in class activities.

Instructional Continuity
In the event of any disruptions during this semester, this course will transition to remote delivery through the course shell on Brightspace for the duration of the disruption. In the case of a class disruption or cancellation, and in the case of revisions to evaluation methods, the instructor or the Head of the department will notify all students registered in the course via the course shell in Brightspace. Any necessary revisions to the evaluation methods will be made in consultation with the students registered in this course. If a student demonstrates that they would be disadvantaged by the change, then, as per 6.7.4 of the University Calendar, accommodations will be made.

Accommodation. Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

Academic Conduct. Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

Generative AI and AI-assisted technologies
The use of generative AI and AI-assisted technologies, such as chat GPT, is allowed in this course for writing assignments. However, it is the responsibility of the student to ensure that written work submitted 1) addresses the goals of the writing assignment, 2) contains reliable information with sound sources, and 3) is well written with respect to clarity, format, organization of thoughts and transitions between ideas.
It is also required that should a student use AI and/or AI-assisted technologies that the following declaration be inserted in the document. Failure to do so could result in a reduction

of grade (to be determined based on the severity of the case) as a result of academic dishonesty. Please note that this declaration does not excuse the use of inaccurate or false citations/references, or the inclusion of plagiarized materials.

Declaration of generative AI and AI-assisted technologies in the writing process
During the preparation of this work [NAME TOOL / SERVICE] was used in order to [REASON]. After using this tool/service, the content was reviewed and edited as needed and I take full responsibility for the content of the written work.

Evaluation and Description of Course Work
Evaluation Weight
- Blitz Script Entries (10 entries total) 20 %
- Podcast Script/Episode
  - Draft 10%
  - Final 30%
- Scientific Blog
  - Draft 10%
  - Final 30%

To succeed in this course –
You must listen to AT LEAST 6 podcast episodes per week.

Blitz Script Entries (20%). THE FIRST 10 Thursdays (Starting Sept. 14) – You must send a Blitz Script (2% per script**). Each script consists of writing a short podcast "Blitz" about 4 episodes you listened to during the week.** This is NOT a summary of the episodes, it's a CRITICAL ANALYSIS/SYNTHESIS of the episodes. Each entry should be approximately 400-600 words in length. The goal of these entries is to practice **writing for audio AND making the topics relevant and interesting to a wider audience.**

Podcast script and episode (10% draft and 30% for final - TEAM component). The main term project will consist of a Podcast episode discussing a topic or topics of your choice. THE MAIN objective of this project is to explore, through other audio stories and scientific literature, ***how different psychological theories interconnect.*** The first goal is to create an episode that creates a story about multiple interconnecting psychological stories. Our second goal is to create a podcast mini-series highlighting how different psychological theories relate to one another. Ultimately, your team will put together a script and record a full podcast episode.

Scientific blog (10% draft and 30% for final - TEAM component). Your team will write a blog entry that will accompany your podcast episode. This blog is akin to a scientific magazine article where the key message is supported by various empirical studies and theories. The blog *is in addition* to the podcast episode and allows you to provide additional information that does not lend itself well to the audio story.

Here are the overall steps:
STEP 1: Brainstorm and fill your heads with psych theories (see Sources below)
STEP 2: Link theories and ideas together – identify linkages between theories
STEP 3: Identify your topic and start drafting the episode structure
STEP 4: Separate audio from blog content
STEP 5: Finalize podcast script
STEP 6: Record/produce podcast
STEP 7: Finalize blog text
STEP 8: GLORY and FAME!
Sources:
https://hiddenbrain.org
https://www.pushkin.fm/podcasts/revisionist-history
https://www.pushkin.fm/podcasts/the-happiness-lab-with-dr-laurie-santos

COURSE SCHEDULE
Sept 7 Week 1: Syllabus overview and course presentation
DUE: Make teams and start listening!
Sept. 12, 14 Week 2: Individual and team sharing
DUE: Blitz Script
Sept. 19, 21 Week 3: Individual and team sharing
DUE: Blitz Script
Sept. 26, 28 Week 4: Individual and team sharing
DUE: Blitz Script
Oct. 3, 5 Week 5: TEAM sharing/presentation and feedback on Team project
DUE:
- Blitz Script
- Team topic identified
Oct. 10, 12 Week 6: Individual and team sharing
DUE: Blitz Script
Oct. 17, 19 Week 7: Individual and team sharing
DUE:
- Blitz Script
- **Rough draft podcast script**
Oct. 24, 26 Week 8:
DUE:
- Blitz Script
- **Rough draft of blog text**
Oct 31, Nov 2 Week 9:
DUE: Blitz Script
Nov. 7, 9 Week 10: Team project
DUE: Blitz Script
Nov. 14, 16 Week 11: Team project
DUE:

- Last Blitz Script
- Finalize podcast script

Nov. 21, 23 Week 12: Team project

DUE: EPISODE RECORDING

Nov. 28, 30 Week 13: Team project (Blog text)

Dec. 7 FINAL blog text due DEC. 7th 5PM

*Please note that either the schedule may be adjusted as the term progresses. If changes are made, an announcement will be made, and an updated schedule will be posted on the course website.

Senate Summary Page for Courses
PSYC 4452

COURSE NUMBER AND TITLE
PSYC 4452 Seminar in Metacognition

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Seminar in Metacognition

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4452 Seminar in Metacognition

examines a wide variety of topics in the study of metacognition including judgements of learning, influences on judgements of learning, cognitive offloading, metacognitive illusions, predicting memory effects, multi-tasking, and responsible remembering. The focus of this course is on students' ability to understand and communicate the contents of research articles, as well as how to provide constructive feedback.

PR: PSYC 3450 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4452 Seminar in Metacognition

examines a wide variety of topics in the study of metacognition including judgements of learning, influences on judgements of learning, cognitive offloading, metacognitive

illusions, predicting memory effects, multi-tasking, and responsible remembering. The focus of this course is on students' ability to understand and communicate the contents of research articles, as well as how to provide constructive feedback.

PR: PSYC 3450 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4452

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	

Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

PSYC 4451 -- Selected Topics in Cognition: Metacognition and Reasoning

Classes: Mondays/Wednesdays 10:30am-11:45am
Location: SN 3067
Instructor: Dr. Kathleen Hourihan
Email: khourihan@mun.ca
Office: SN 3080
WebEx Virtual Office: https://mun.webex.com/meet/khourihan
In-person Office Hour: Mondays 9:30am-10:30am
Virtual Office Hour: Wednesdays 1:00pm-2:00pm (email for WebEx meeting)

Course Overview
Prerequisite: *PSYC 3450*
This is a seminar course that is designed to give you an overview of an area of cognition. In this course, we will be examining metacognition. The focus is on your ability to understand and communicate the contents of research articles, as well as how to provide constructive feedback. Each class, we will read a selection of research articles or chapters and discuss them in class. After the first two weeks, students will present articles and lead the discussion. The first presentation will be from a list selected by the instructor; the second presentation is on a topic to be determined in consultation with a group. Readings will all be available for download from the library (or the course's Brightspace site), and students will provide peer feedback on their classmates' presentations. Students will submit two written papers, one related to each of the papers they present.

Course Format

This is a small seminar class, which means that it is very easy to distract others if you are doing something that is not class-related. Please keep cell phones out of sight during class (and certainly keep them silent). If you must take or make an important call (or text), then please leave the room to do so. Laptops are permitted, and are indeed a great way to have the readings readily at hand without having to print all the papers. However, if you feel the need to use your computer for anything unrelated to class (checking email, social networking, etc.), please leave the room to do so.

Remote Contingencies
Due to the ongoing pandemic, we should be prepared for the possibility of small or large disruptions to our ability to hold regular class in person. In the event of large disruptions (e.g., campus closure), then the course will switch to remote, asynchronous format. More details will be provided in the course Brightspace page should this occur.
If you are unable to attend class on a particular day due to experiencing cold/flu symptoms, being advised to self-isolate, needing to care for others who are ill/isolating, etc., then please contact the course instructor as soon as possible (especially if you are scheduled to present). There will be equipment available to facilitate a hybrid class, in which most students are in the classroom, and one or more students attend or present remotely via WebEx.

Evaluation
- Presentation 1 15%
- Presentation 2 (symposium) 20%
- Paper 1 (due October 31) 15%
- Paper 2 (due December 5) 20%
- Quizzes on initial readings 8%
- Peer feedback 16%
- Symposium questions 6%

Presentation 1
Present a critical summary and analysis of the selected paper. The first presentation will be on a pre-selected topic (see below). The date varies depending on the topics, but there will be 3-4 presentations per week (1-2 per class). These presentations are expected to be relatively in-depth, and should be approximately 20-25 minutes in duration. Presentations will take place in class, ideally in-person (but potentially with the presenter joining via WebEx). The first presentation is worth 15% of your grade. Further details can be found on the course BrightSpace site.
Please submit your list of presentation preferences for your first presentations by midnight, Monday, September 13 (preferences can be submitted via a Survey on Brightspace).

Presentation 2 (symposium)
A symposium is a group of related presentations. You will work in groups of 3-4 to run a mini-symposium on a topic of your choosing (within the general category of metacognition). Students will work with their group to select one primary research article per student that is of an appropriate length and difficulty for the class. Groups must be formed by Sunday, September 26 and symposium topics selected by Sunday, October 3. Paper selections must be provided by Sunday, October 17. You may choose your own groups, but if you do not know anyone in the class and would like to be assigned to a group, please email the course instructor.
Students are expected to use their peer feedback from Presentation 1 to improve on their second presentation, worth 20% of your grade. In addition, you will be asked to address at least one of your

peer-submitted questions at some point during your presentation, and encourage discussion of the question(s) with the other students in the class.

Papers
There are two papers due during the semester. Each paper will be 4-5 pages (double-spaced, 12 pt. font, 2.54cm margins) in length. The paper topics will be based on your presentation papers; you must find an older paper cited by the authors of the paper you presented. Describe the older paper's research, and discuss how the newer paper builds on the original research; you should also assess how accurately the newer paper has cited the older paper's contents. Your first paper is due Oct. 31 (worth 15%) You will receive feedback on this paper, and will be expected to use this feedback to improve on your second paper, due Dec. 5 (worth 20%).

Quizzes
The initial readings will be presented by the course instructor in class. There will be simple comprehension quizzes on each topic to ensure that all students have sufficient background to facilitate understanding of the later papers. Quizzes are due 11:59pm the night before the relevant class. In total, the quizzes are worth 8% of your grade (2% per quiz).

Peer Feedback
Students will provide constructive feedback on their peers' presentations. I have implemented peer feedback requirements for several reasons: 1) to help students to understand how their presentations are actually perceived by the audience (which is often quite different from how we perceive them ourselves); 2) to encourage students to use specific feedback to improve how they communicate, and; 3) to help students to develop their ability to provide feedback that is constructive, kind, and useful. The goal is to highlight the best parts of the presentation while making constructive suggestions on how to improve weaker aspects. You will be assigned to provide feedback to one or two presentations each week (depending on when your own presentation is due). Feedback will be submitted to the course instructor and anonymized before being provided to your peers. Guidelines for providing effective feedback are available on Brightspace. Providing peer feedback is worth 16% of your grade. Feedback should be typed into a document, and then submitted in the assignment folder on Brightspace. **Feedback is due by noon each Friday for the presentations from that week's classes.**

Symposium Questions
For each symposium other than your own, students will be assigned to read one of the presentation papers and to submit at least two possible questions or discussion topics for the presenters. Symposia discussion questions/topics will be due by noon the Friday before a symposium to allow your classmates who are presenting to have some time to consider and address questions in their presentation. Providing symposia questions/discussion topics for the other groups is worth 6% of your final grade.

Class Conduct
Students are expected to adhere to principles of academic integrity. Please see the University Calendar Section 6.12 regarding policies related to academic misconduct.
Plagiarism, even when it occurs unintentionally, is a serious academic offense. Plagiarism is an academic offense at MUN. According to the University Calendar (Section 4.12.4)**:**
Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all material such as theses, essays, laboratory reports, work term reports, design projects, seminar

presentations, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment, however, is contrary to accepted norms of academic behaviour.
There are a large number of excellent online tutorials on various university websites on how to identify various forms of plagiarism. If you would like to learn more about plagiarism to avoid it in your own writing, simply search for "plagiarism tutorial". Please also feel free to come to me at any time with questions about plagiarism and how to identify it. If you are unsure of whether you have properly used citations in your paper, please come see me before submitting your assignment. You may also contact the Writing Centre for assistance.

Memorial University of Newfoundland is committed to accommodating students with disabilities. Please contact the Blundon Centre (UC 4007) and contact the professor privately to discuss any academic accommodations.

Late Assignment Policy
Assignments should be submitted by the posted deadline in the appropriate Brightspace assignment submission folder. I will also accept emailed assignments if there are technical issues, but the same time deadline applies. Late assignments will be assessed a penalty of 5 points per day they are late, beginning immediately after the deadline. That is, if the deadline is 11:59pm on Tuesday and the assignment is submitted anytime from 12:00am to 11:59pm on Wednesday, 5 marks will be deducted from the grade (i.e., if the assignment earns a grade of 80, the final grade will be 75). Please contact the instructor in advance of a deadline if you are experiencing conditions that will affect your ability to submit an assignment on time.

Class Topics and Readings
All papers are readily available online from the library. On the main library website (www.library.mun.ca) simply paste in the title of the article you need, and you should be able to find the full text online with a few clicks. Exceptions (chapters marked with*) are available for download on the course Brightspace website.

Week 1

Wednesday, September 8: *Course Overview*

Week 2

Presentation preferences due September 13 11:59pm
Monday, September 13: *Introduction and Methods in Metacognition* (**quiz due Sept. 12 11:59pm**)

- Favell, J.H. (1979). Metacognition and cognitive monitoring: a new area of cognitive-developmental inquiry. *American Psychologist, 34*, 906-911.
- Dunlosky, J., & Metcalfe, J. (2009). Chapter 3: Methods and Analyses. In J. Dunlosky & J. Metcalfe, *Metacognition* (pp. 37-59). Thousand Oaks, CA: Sage Publications, Inc.*

Wednesday, September 15: *The Delayed Judgment of Learning (JOL) Effect* (**quiz due Sept. 14 11:59pm**)

- Nelson, T.O., & Dunlosky, J. (1991). When people's judgments of learning (JOLs) are extremely accurate at predicting subsequent recall: The "delayed-JOL" effect. *Psychological Science, 2,* 267-270.
- Spellman, B. A., & Bjork, R.A. (1992). When predictions create reality: Judgments of learning may alter what they are intended to assess. *Psychological Science, 3*, 315-316.

- Nelson, T.O., & Dunlosky, J. (1992). How shall we explain the "delayed-judgment-of-learning" effect? *Psychological Science, 3,* 317-318.
- Dunlosky, J., & Nelson, T.O. (1992). Importance of the kind of cue for judgments of learning (JOL) and the delayed-JOL effect. *Memory & Cognition, 20,* 374-380.

Week 3

Monday, September 20: *Influences on JOLs* (**quiz due Sept. 19 11:59pm**)

- Benjamin, A. S., Bjork, R. A., & Schwartz, B. L. (1998). The mismeasure of memory: When retrieval fluency is misleading as a metamnemonic index. *Journal of Experimental Psychology: General, 127,* 55-68.
- Tauber, S.K., & Rhodes, M.G. (2010). Does the amount of material to be remembered influence judgements of learning (JOLs)? *Memory, 18,* 351-362.

Wednesday, September 22: *Metacognitive Illusions* (**quiz due Sept. 21 11:59pm**)

- Rhodes, M.G., & Castel, A.D. (2009). Metacognitive illusions for auditory information: Effects on monitoring and control. *Psychonomic Bulletin & Review, 16,* 550-554.
- Kornell, N., Rhodes, M.G., Castel, A.D., & Tauber, S.K. (2011). The ease of processing heuristic and the stability bias: Dissociating memory, memory beliefs, and memory judgments. *Psychological Science, 22,* 787-794.

Week 4

Symposium Groups formed by Sept. 26

Monday, September 27: *Cognitive Offloading* (**Student Presentations)**

- Risko, E.F., & Dunn, T.L. (2015). Storing information in-the-world: Metacognition and cognitive offloading in a short-term memory task. *Consciousness and Cognition, 36,* 61-74. doi: 10.1016/j.concog.2015.05.014
- Gilbert, S.J. (2015). Strategic use of reminders: Influence of both domain-general and task-specific metacognitive confidence, independent of objective memory ability. *Consciousness and Cognition, 33,* 245-260. doi: 10.1016/j.concog.2015.01.006

Wednesday, September 29: *The Internet and Smartphones* **(Student Presentations)**

- Ferguson, A.M., McLean, D., & Risko, E.F. (2015). Answers at your fingertips: Access to the Internet influences willingness to answer questions. *Consciousness and Cognition, 37,* 91-102. doi: 10.1016/j.concog.2015.08.008
- Barr, N. Pennycook, G., Stolz, J.A., & Fugelsang, J.A. (2015). The brain in your pocket: Evidence that Smartphones are used to supplant thinking. *Computers in Human Behavior, 48,* 473-480. doi: 10.1016/j.chb.2015.02.029

Week 5

Symposium topics due Oct. 3

Monday, October 4: *Predicting the Memory Effect* **(Student Presentations)**

- Li, P., Jia, X., Li, X. & Li, W. (2016).The effect of animacy on metamemory. *Memory & Cognition, 44,* 696–705. https://doi.org/10.3758/s13421-016-0598-7
- Castel, A.D., Rhodes, M.G. & Friedman, M.C. (2013). Predicting memory benefits in the production effect: The use and misuse of self-generated distinctive cues when making judgments of learning. *Memory & Cognition 41,* 28–35. https://doi.org/10.3758/s13421-012-0249-6

Wednesday, October 6: *Predicting the Memory Effect* **(Student Presentations)**

- Hourihan, K.L., Benjamin, A.S., & Liu, X. (2012). A cross-race effect in metamemory: Predictions of face recognition are more accurate for members of our own race. *Journal of Applied Research in Memory and Cognition, 1*, 158-162. doi: 10.1016/j.jarmac.2012.06.004
- Palmore, C.C., Garcia, A.D., Bacon, L.P., Johnson, C.A., & Kelemen, W.L. (2012). Congruity influences memory and judgments of learning during survival processing. *Psychonomic Bulletin & Review, 19,* 119-125. https://doi.org/10.3758/s13423-011-0186-6

Week 6

Monday, October 11: No class (**Thanksgiving Holiday)**
Wednesday, October 13: *Multi-tasking* **(Student Presentations)**

- Sanbonmatsu, D.M., Strayer, D.L., Mederios-Ward, N., Watson, J.M., (2013). Who multi-tasks and why? Multi-tasking ability, perceived multi-tasking ability, impulsivitiy, and sensation seeking. *PLoS ONE, 8*, e54402. doi: 10.1371/journal.pone.0054402
- Finley, J.R., Benjamin, A.S., & McCarley, J.S. (2014). Metacognition of multitasking: How well do we predict the costs of divided attention? *Journal of Experimental Psychology: Applied, 20*, 185-165. doi: 10.1037/xap0000010

Week 7

Symposium papers due Oct. 17
Monday, October 18: *Bullsh*t* **(Student Presentations)**

- Pennycook, G. Cheyne, J.A., Barr, N., Koehler, D.J., & Fugelsang, J.A. (2015). On the reception and detection of pseudo-profound bullshit. *Judgment and Decision Making, 10,* 549-563.
- Sterling, J, Jost, J.T., & Pennycook, G. (2016). Are neoliberals more susceptible to bullshit? *Judgment and Decision Making, 11,* 352-360.

Wednesday, October 20: *Bullsh*t* **(Student Presentations)**

- Walker, A., Turpin, M. H., Stolz, J.A., Fugelsang, J. & Koehler, D. (2019). Finding meaning in the clouds: Illusory pattern perception predicts receptivity to pseudo-profound bullshit. *Judgment and Decision Making, 14*. 109–119, https://ssrn.com/abstract=3363913
- Iacobucci, S., De Cicco, R., Michetti, F., Palumbo, R. & Pagliaro, S. Deepfakes unmasked: The effects of information priming and bullshit receptivity on deepfake recognition and sharing intention. (2021). *Cyberpsychology , Behavior, and Social Networking, 24*,194-202. http://doi.org/10.1089/cyber.2020.0149

Week 8

Paper 1 due 11:59pm Oct. 31

Monday, October 25: *Responsible Remembering* **(Student Presentations)**

- McGillivray, S., & Castel, A. D. (2011). Betting on memory leads to metacognitive improvement by younger and older adults. *Psychology and Aging*, *26*, 137–142. https://doi.org/10.1037/a0022681
- Murphy, D.H. & Castel, A.D. (2021) Metamemory that matters: Judgments of importance can engage responsible remembering, *Memory*, *29*, 271-283, doi:10.1080/09658211.2021.1887895

Wednesday, October 27*: (no class—preparation for symposia)*

Week 9

Monday, November 1 (Symposium 1)
Wednesday, November 3 (Symposium 1)

Week 10

Monday, November 8 (Symposium 2)
Wednesday, November 10 (Symposium 2)

Week 11

Monday, November 15 (Symposium 3)
Wednesday, November 17 (Symposium 3)

Week 12

Monday, November 22 (Symposium 4)
Wednesday, November 24 (Symposium 4)

Week 13

Monday, November 29: (open if needed for make-up presentations)
Wednesday, December 1: Summary and final discussion

Paper 2 due 11:59pm Dec. 5

Senate Summary Page for Courses
PSYC 4453

COURSE NUMBER AND TITLE
PSYC 4453 Seminar in Embodied Cognition

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Embodied Cognition

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4453 Seminar in Embodied Cognition

builds on an understanding of fundamental cognitive mechanisms, this course provides further exploration of the mechanisms of cognition. Examples of topics to be studied include: What is cognition? What does the brain tell us about cognition? How do scientists study cognition? What is the role of the body in cognition?

PR: PSYC 3450 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4453 Seminar in Embodied Cognition

builds on an understanding of fundamental cognitive mechanisms, this course provides further exploration of the mechanisms of cognition. Examples of topics to be studied include: What is cognition? What does the brain tell us about cognition? How do scientists study cognition? What is the role of the body in cognition?

PR: PSYC 3450 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4453

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	

Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

MEMORIAL UNIVERSITY

Faculty of Science

Psychology 4450

Selected Topics in Cognition

Fall 2023

Title: Selected Topics in Cognition

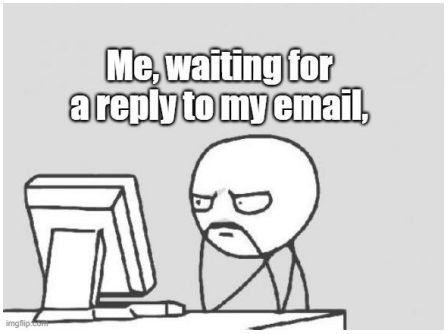
Course and Semester: PSYC 4450 FALL 2023

Instructor: Dr. Heath Matheson

Office: SN 3094

Email: hmatheson@mun.ca. Every effort will be made to respond to *most* emails within the week, with

the exceptions of evenings, weekends and holidays, and questions regarding issues covered in class. If needed, please see me after class!



Office Hours: By appointment or 1h after M and W class

Class Time: 14:00 – 15:15, M W

Class location and delivery mode: C 2033, in-person

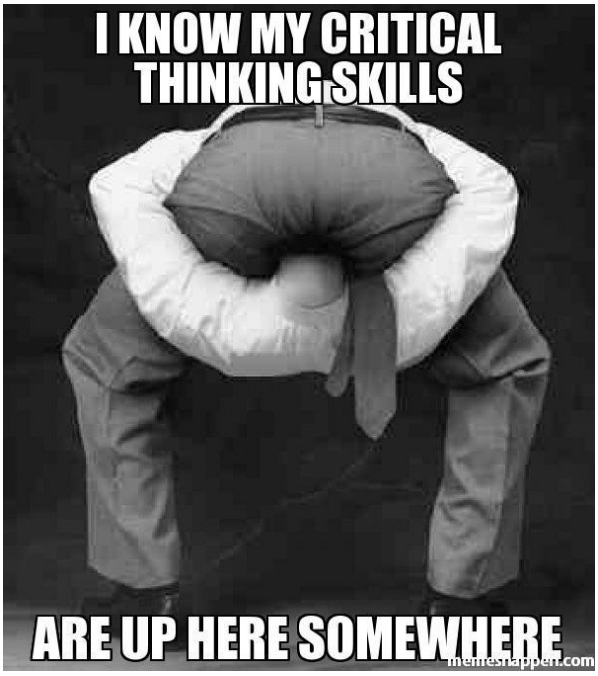
PR: PSYC 3450 and admission to a Major in Psychology or Behavioural Neuroscience

TEACHING PHILOSOPHY

Education empowers and protects us. By exposing you to a diversity of ideas and helping you enhance your intellectual skills, education brings opportunity and helps you become a flexible, reflective, and engaged citizen. My overreaching goal is to use the discipline of psychology to promote this.

Equipping you with broad knowledge and helping you to learn to use it creatively is the way I will achieve this goal. In my class I won't simply teach you facts (indeed, the internet can do this if used properly); rather, the main goal is to teach you *skills*—to get you *thinking like a psychologist*. To do so, we will take an approach that mixes both fundamentals and application, encountering history, philosophy, theory, and cutting-edge scientific research from the field; in addition, I will give you opportunities to apply ideas to your personal life and the problems of today's world.

Research psychologists use a wide range of skills, including identifying and reasoning through problems, designing effective experiments and critically evaluating research, ethically interacting with people, performing complex data analysis and interpreting the results, and disseminating and communicating complex ideas. These skills are valuable no matter what you do in your life! Of course, my courses will help you if you pursue further studies in psychology. However, they will do more. Because you cannot predict what skills will be useful or when you might need them, my courses will help you whether you go into law, medicine, public health, education, policy, politics, public service, or private industry. Obtaining broad, generalizable skills is the essence of a liberal arts education and the essence of my teaching philosophy.



COURSE DESCRIPTION AND LEARNING OBJECTIVES

This seminar course is an intensive examination of a specific topic in cognition. Building on an understanding of fundamental cognitive mechanisms, this course provides further exploration of the mechanisms of cognition. These are taught within the context of a 'classic' seminar with group readings, discussions, and presentations.

Examples of topics to be studied include:

- What is cognition?
- What does the brain tell us about cognition?
- How do scientists study cognition?
- What is the role of the body in cognition?

Aligning with my teaching philosophy, the learning objectives are:

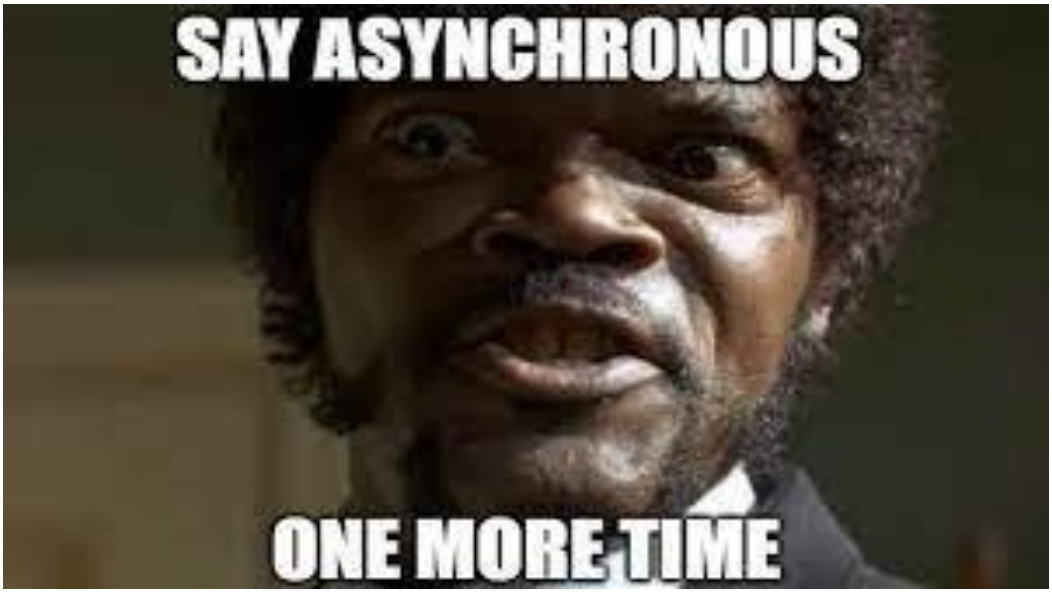
- To help you read deeply to obtain baseline factual knowledge from primary sources
    - Weekly readings, reflection documents, and exams will help with this
- To give you practice analyzing and critiquing science
    - Seminar discussions will help with this
- To help you develop organizational, creativity, integration, and communication skills
    - Applying cognitive principles to your presentations will help with this

- To help you develop independence and critical skills as a burgeoning researcher or research consumer
    - Your paper, presentations, and discussions will help with this
- To get you thinking like a psychologist!

BACKGROUND AND FORMAT

This course is designed to meet your learning needs regarding background knowledge and preparation needed to pursue further studies in psychology. It will serve as an introduction to advanced issues and methods used to study psychological phenomena.

Synchronous, in-person attendance in this seminar is necessary. This will be especially important for your final assignment and to build your skills in thinking like a psychologist. There are a number of activities I will focus on, including discussing the details of the methods of a particular study in that week's topic, methods for finding and using scientific literature, examining and understanding research methods in cognition, looking at and understanding data, and helping you prepare your final paper.

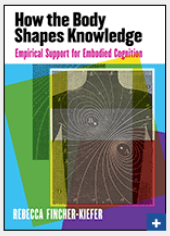


REQUIRED TEXTBOOK

Note that, in designing your learning experience I worked hard to find a technology that a person can use that is relatively inexpensive and therefore accessible and inclusive, useable in diverse environments, allows you to go through the material in a self-paced manner, has opportunities for intermittent assessments, provides a medium for showing complex information (i.e. figures of data), and that can readily be updated or augmented with cutting edge knowledge from the field.

Thus, you NEED this book:

How the Body Shapes Knowledge:
Empirical Support for Embodied Cognition



By Rebecca Fincher-Kiefer
Pages: 195
Item #: 4318159
ISBN: 978-1-4338-2960-4
Copyright: 2019
Format: Paperback
Availability: In Stock
Also available on: Amazon Kindle, RedShelf, VitalSource
Examine or adopt this book for teaching a course
View sample pages from this book (PDF, 71KB)

WARNING ***By taking this class you consent to the need to read.* WARNING**

The following is also needed, available electronically through the MUN library: Kosslyn, S. M. (2007). Clear and to the point: 8 psychological principles for compelling PowerPoint presentations. Oxford University Press.

TENATIVE SCHEDULE

Date	Topic	Reading/Assignment
September		
6	Introduction to advanced cognition	Syllabus
11	Review of fundamentals of cognition and cognitive neuroscience	PDF (Anti brain flush)
13	How to read / present for this course	PDF / Syllabus (Appendices)
18	How to write for this course	Syllabus (Appendices)
20	Introduction to embodied cognition	Chapter 1 / PDF / MC exam
25	Embodied perception	Chapter 2 / MC exam
27	Social embodiment	Chapter 3 / MC exam
October		
4	Presentations	Reflection paper
11	Embodiment and higher order cognition	Chapter 4/MC exam
16	Presentations	Reflection paper + peer review
18	Embodied language	Chapter 5/MC exam

23	Presentations	Reflection paper + peer review
25	Embodied decision making	Chapter 6/MC exam
30	Presentations	Reflection paper + peer review
November		
1*	Embodied emotion	Chapter 7 / MC exam
6	Presentations	Reflection paper + peer review
8	Embodied metaphor	Chapter 8/MC exam/First draft
15	Presentations	Reflection paper + peer review
17	Embodiment and psychopathology	PDF/MC exam
20	Presentations	Reflection paper + peer review
22	Embodiment and music	PDF/MC exam
27	Presentations	Reflection paper + peer review
29	How to write for this course *précis*	
December		
4	Wild Card	Final draft

*>20% of grade available from MC exams and discussion.

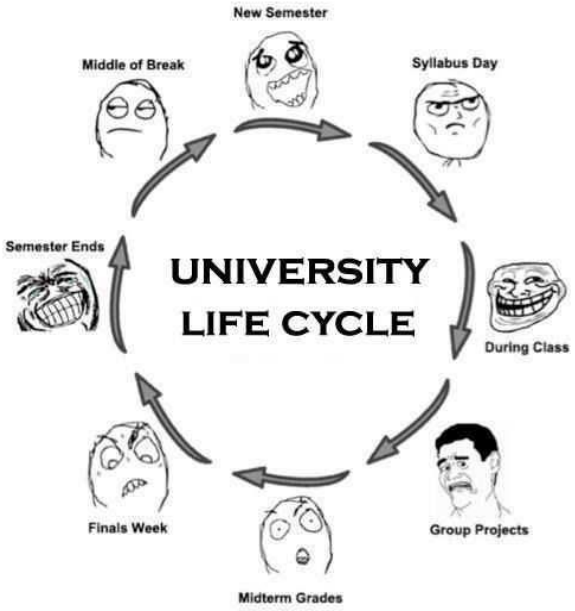
METHOD OF EVALUATION

Evaluation will be based on both your mastery of course content and your engagement with the process of your learning. Content evaluation will consider the quality of the content of written work, for example the thoroughness and accuracy of the analysis in the manuscript. Process evaluation will consider the quality of the processes engaged to complete the work, for example the timeliness and nature of your involvement in discussions and input on reflection documents.

Your grade will be based on the following:

Presentation: cognition content	20%
Presentation: application	20%
Weekly 3 question MC exams	25%

Discussion Questions Asked	5%
Reflection documents and peer review	5%
First draft	5%
Final draft	20%



ASSIGNMENTS

I will assign readings from a small library and/or chapters of texts centred around issues in 'embodied cognition' as it relates to significant domains of cognition. You will read these review/theory papers. Once a week we will discuss the review/theory paper as a group and elaborate on that week's multiple choice test questions. Your understanding of the readings will be assessed through your discussions, incorporation of material into your presentations, performance on the exams, and final paper.

Presentation. Individually, there will be presentations surveying findings in the study of cognition. After having identified an interesting empirical study discussed in the week's review paper/chapter, you will

present on it. The goals of the presentations are two-fold. First, you will review and critique the study. Second, you will apply lessons of cognition to the presentation itself using the lessons from *Clear and to the point: 8 psychological principles for compelling PowerPoint presentations*. I will evaluate the presentation for the depth and clarity of the communication of the study and its critique (i.e. cognition content). Second, I will evaluate the presentation for the quality of your application of cognitive science (i.e. application). See Appendix A.

Note, you will present (i.e. communicate and critique) *empirical* papers in cognition. You will choose your empirical paper from the reference list of the review paper assigned for the week of your presentation. You will notify me and receive approval for your choice *before* your presentation; not doing so may result in failure of the assignment. Presentation weeks will be decided on a first come first serve basis. (Note there is a 1% bonus for signing up for slots on October 4 and 16). Choose a topic that looks interesting to you/your collaborators and plan to present on the corresponding week.

Weekly exams. There will be weekly short (~3 questions) multiple choice exams on the reading each week. You will complete these online *before* class. Final grade will be proportion of items answered correctly over the term.

Discussion. You will discuss the theories and the empirical findings deeply in weekly discussions. To do so, you will publicly ask or submit one question for the speaker. Evaluation of discussion questions will be based on the total number of contributions. You will get one point for asking a question each class and the final grade will be based on the proportion of contributions you make to all classes over the term.

Reflection documents and peer review. Every week, you will prepare short reflection documents (~400 words) which will further elaborate on the concepts and the importance of them to your personal experiences with cognition (which is all of your experiences). Additionally, you will evaluate a peer's reflection from the previous week (make 3 bullet points and give a grade out of 5). Grades will be based on the average grade of your peer reviews *and* the quality and quantity of your own reviews assessed by me/graduate students.

First and final drafts: You will complete an APA manuscript in small groups (of at least 2 but larger groups are welcome). You can choose to do an empirical project proposal or review paper (see guidelines in Appendix B and rubric). There are two components to this assignment. First, you will submit a first draft and receive detailed feedback from me/graduate students. Then you will submit a final version that incorporates feedback and includes further concepts from the course. To have the grade for the final paper added to your grade, the first draft must achieve a minimum of a C- evaluation, otherwise it will be ignored (no grade added for first draft) and you cannot hand in a final draft. *Note*

you can choose to not hand in a first draft and be excused from the final paper; if you favor this approach the highest grade possible in the course is 80%.

Finally, further bonus points are available! You can earn up to 2% bonus by participating in psychology experiments hosted on PREP. Please do this; it helps science and is a fun experience!

Note, late assignments and missed MC exams and reflection documents will be given a 0. Only PROACTIVE accommodations will be made under exceptional circumstances (e.g. Covid illness). For purposes of equity, no retroactive accommodations will be made.

Please compare the definitions of rubric and instructions. You will find instructions for assignments in class and in the appendices to this syllabus. The rubric is below.

1. ru-bric (n): a guide listing criteria for grading or scoring academic papers, projects, or tests

2. in-struc-tions (n): an outline or manual of technical procedure

RUBRIC FOR COURSE ASSIGNMENTS

GRADE RANGE	VERBAL DESCRIPTION	GUIDELINES	CORRESPONDING VISUAL METAPHOR IN TERMS OF SPONGEBOB CAKES
A	Excellent	• comprehensive knowledge of the subject matter and principles treated in the course, • a high degree of originality and independence of thought, • a superior ability to organize and analyse ideas, and • an outstanding ability to communicate.	 "Professional. Outstanding.'
B	Good	• substantial knowledge of the subject matter, • a moderate degree of originality and independence of thought, • a good ability to organize and analyse ideas, and • an ability to communicate clearly and fluently.	 "A very lovely amateur's cake. You could open a shop, someday."
C	Satisfactory	• an acceptable grasp of the subject matter, • some ability to organize and analyse ideas, and • an ability to communicate adequately.	 "A cake that looks yummy. I see you made it look like Spongebob."
D	Marginal pass	• rudimentary knowledge of the subject matter, • some evidence that organizational and analytical skills have been developed, but with significant weaknesses in some areas, and • a significant weakness in the ability to communicate.	 "I suppose I would eat this but would rather not to be honest"

F	Inadequate	• an inadequate knowledge of the subject matter, • failure to successfully complete required work, • an inability to organize and analyse ideas, and • an inability to communicate.	 "Ew, no. Sorry. Is it even safe?"

This rubric will be used to evaluate the communication assignments and to develop the multiple choice exams. (See https://www.mun.ca/university-calendar/university-regulations-undergraduate/6/9/)

Academic Support

Memorial University of Newfoundland is committed to fostering equitable and accessible learning environments for all students. Accommodations for students with disabilities are provided in accordance with Accommodations for Students with Disabilities Policy (www.mun.ca/policy/site/policy.php?id=239) and its related procedures. Students who feel that they may require formal academic accommodations to address barriers or challenges they are experiencing related to their learning are encouraged to contact Accessibility Services (the Blundon Centre) at the earliest opportunity to ensure any required academic accommodations are provided in a timely manner. You can contact Accessibility Services (Blundon Centre) by emailing blundon@mun.ca.

Academic Offenses

a. Plagiarism: Plagiarism occurs when a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior written and signed approval of the current course instructor.
Paraphrasing is plagiarism! (Almost certainly, at least). See the writing center and our discussion in class for more information about how to avoid accidental and structural plagiarism.

b. Cheating: Cheating takes numerous forms and includes, but is not limited to, the following: copying from another student's work or allowing another student to copy from one's own work; obtaining a copy of an examination before it is officially available; misrepresenting or falsifying references, citations, or sources of information; knowingly recording or reporting false or invented empirical or statistical data; and possession of notes, books, diagrams or other aids during examinations that are not authorized by the examiner (See Regulation 39(a)).
Ultimately, it is more valuable to communicate your own ideas poorly than to communicate ideas that aren't yours well!

Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more

information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

Harassment, Discrimination and Diversity

I am committed to providing a working and learning environment in which all students, staff and faculty are treated with respect and dignity. I acknowledge the right of all individuals in the University community to work or learn without discrimination or harassment because of race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual orientation, political beliefs or criminal or summary conviction offense unrelated to their employment.

Appendix A. Using cognition to communicate about cognition

Successfully orally communicating and critiquing complex scientific information as a producer or consumer is one of the main learning outcomes of this course. In class, you will review a scientific study and provide a critique of it in presentation a discussion with your peers.

Cognition content: guidelines

In communicating science for this course it is essential to address at least three main questions:

Why? Why was this study done? What is the theoretical idea and/or previous empirical observation that motivates why these researchers got out of bed one morning and designed this study? Convey this to your audience by summarizing the necessary background and the author's reasoning.

How? How did they do the study? You must convey the methodology. What kind of experiment did they perform? What were the dependent and independent variables and how where they measured? What was the hypothesis and why did the researchers hypothesize the specific pattern of results they did?

What? What did they show? That is, what were the results and how do they relate to the hypothesis? What is the scientific, clinical, or technical implication of the result?

Your audience should be able to answer these questions to themselves as your presentation and discussion moves along.

For our purposes, 'good' science is science that uses sound reasoning and appropriate methodology in a way that allows the researchers to address the question they set out to answer. Are the concepts sound? Are the hypotheses reasonable? Does the methodology relate to the hypothesis? Do the statistics support the conclusion? Are there confounds or other flaws?

Note that, by your fourth year, suggesting that using homogenous, small samples weakens a study in experimental psychology/neuroscience is not an insightful critique. DO NOT SUGGEST THIS as this almost always 'goes without saying' and there are efforts being made to combat this historical trend.

Instead, address the questions above and look for potential confounds and alternate explanations that should be taken into consideration.

Applied cognition: guidelines

One of the best parts of studying psychology is applying what we learn about psychology to the practice of psychology itself. Whether you carry on in psychology or not, the application of psychological principles in your presentations will be beneficial. You will use the following textbook to build your presentation slides and oral presentation, allowing you to overcome the most common mistakes in communication:

Kosslyn, S. M. (2007). Clear and to the point: 8 psychological principles for compelling PowerPoint presentations. Oxford University Press. (This textbook is available as an ebook at the MUN library).

This book gives a list of do's and don'ts in presentations that you will want to follow: *this information is the basis of your evaluation by me* (page 18, specifically). In this class you DO NOT want to simply 'walk' the audience through the paper, with a slide or two for introduction/background, methods, results, and discussion, and a bunch of text that is taken more-or-less directly from the paper you are critiquing, using copy-and-pasted tables and figures, with no attention to the organization or layout of the information given in the slides. I will evaluate the use of such an approach *very* harshly. Instead, approach your academic presentation following the guidelines given and you may be delighted at how fun and engaging presentations can be.

Here are some additional tips for the course:

a) If it is on your slide (word, picture, etc), talk about it. If you are presenting something on the slide, draw the audience's attention to it. *Do not put things on slides that are irrelevant*. The temptation to put a cute puppy is high, I know. But just don't. This is especially the case when showing data. Simply taking a figure from a paper can be useful, but often the figure will have much more information on it that is not central to your purpose and therefore you might need to make your own versions of figures (e.g. in excel). The slides are here to augment your communication, so use them as you would any augmentation tool, especially when conveying complex patterns of data.

b) Use the why, how, what guidelines above to help construct your narrative. You do not have to convey every agonizing detail from the paper. If people need/want the agonizing detail, they can read the paper. Your communication is a narrative, not a rehashing of information that already exists. For instance, in most cases the fact that the study ran exactly 45 people with an average age of 23.67 and was conducted in the basement at Princeton University in the fall of 2010 is irrelevant and doesn't need to be shared; however, the fact that the researchers used, say, a common paradigm in psychology is relevant and needs adequate description for your audience to know why, how, and what this study is all about, so make sure you explain it well.

c) Practice. And get feedback. An oral presentation is a type of performance and you want to feel comfortable and have a sense of what you are saying. If you need to read off cue cards, that

is fine if you have a good conversational style in the way you have written them; if you are going to riff it, that is fine if you know in advance what you are trying to say. Riffing it when you don't know what you want to say or simply reading from a rough draft of a short essay from cue cards that you are passing off as a 'presentation' will not lead to successful oral communication.

d) Check in with the audience here and there. Make sure they understand concepts or the things that you are talking about. *Assume nothing of their background knowledge*. An audience should know the why, how, and what of the study and they should be able to convey this back to you; if they can't, you have lost them and failed. There is nothing more horrifying than sitting through a presentation where the audience is being talked AT and not TO/WITH because the presenter failed to make sure they were being clear on slide 2 and 40 minutes later everyone is on their phones or asleep. *I may terminate a presentation early if this occurs to save everyone, including the presenter, pain*. *Your grade will reflect such a termination.* To avoid this unfortunate outcome, use the advantages of the presentation format. For instance, if the researcher used a computer based paradigm, use your slides to make a mock animation of what the participant's experienced; if the researchers invoke a specialist concept (e.g. a neural net!? What is that?! fMRI? Huh?), make sure you do your homework and can convey what that concept means to the audience and use images, metaphor, video, gesture, etc if you have to; if the researchers use a questionnaire, give us examples of the types of questions.

Appendix B: You wanted the best, you got the best, the one, the only, the APA manuscript!

Psychology keeps a scientific record in the form of journal articles (aka primary sources). Understanding how to read and write a primary source in psychology is another major learning outcome this course. In this class you have the option of completing one of two types of APA manuscript, either an empirical project proposal or an integrative review paper. In all cases, this assignment will be especially useful if you are planning/doing an honours thesis and are pursing graduate studies in psychology. It is also a great assignment if you find an area fascinating, want to learn more about it, and seek to identify themes and gaps that could help direct future thinking on the topic—including your own.

For instructions, please see A Brief Guide to Writing the Psychology Paper: (https://hwpi.harvard.edu/files/hwp/files/bg_psychology.pdf).

If you want elaborations and prompts to help you find inspiration, please see the Writing for Psychology: (https://writingproject.fas.harvard.edu/files/hwp/files/writing_for_psych_final_from_printer.pdf)

In either case, I want you to run your general idea by me and not do this alone. Note that there is a difference between a topic and a thesis/hypothesis. Start with a topic but seek to build a thesis/hypothesis that I might help you flesh out.

Example of topic area: I am interested in emotion and psychpathology

Example of thesis/hypothesis: People diagnosed with autism struggle to identify emotions from faces because they do not mimic the muscle movements needed to understand emotions.

Deciding that you want to write a paper on emotion perception and psychopathology is a good first step. Do some reading in the topic area. Find a knowledge gap or theme. Then let's build a thesis!

Option 1: Empirical project proposal

You can write an APA style empirical article about a study you would like to do. This will include all the relevant sections (Introduction, Methods, Results, Discussion) but will be done based on what you expect to find (rather than what you do find; that is, you will include 'hypothesized/hypothetical' results). This is a good option if you like one of the empirical papers we encounter and you want to elaborate on it, or if you find a knowledge gap that you would like filled.

Option 2: Integrative review

Psychology has generated lots of data. Your job will be to collate, summarize, and integrate a body of literature, supporting a thesis. A review paper helps a reader grasp what has been studied on a given topic, and will synthesize previous results into a new hypothesis/theory/model/explanation of some phenomenon. Such papers serve to 'move the field forward'.

A note on collaborations

Collaborations are an integral part of psychological science, and science is a social process. There are immense benefits to collaboration, including potentially more creative and integrative ideas. In this course, the paper will be completed as a collaboration of at least 2 authors (though larger author groups are welcome).

However, under some circumstances, there can be disadvantages to collaboration, too. *Note that managing the collaboration is up to you and all authors receive the same grade.* I am not policing groups nor am I breaking grades down by contribution. This, of course, opens the door to social loafing. The solution I recommend is this: if you find yourself with a loafer, take the 'lead' on the paper (i.e. be the lead author) and reserve the right to finesse and finalize the project before submission. What that means is that you can take any of the 'less than ideal work' of a group member and either remove it if it unsuitable or edit and improve it before submission. DO NOT simply hand in a project where each of you took a piece and no one edited it in its entirety.

What does this mean? It means that social loafers will benefit from your hard work. I know this is not 'fair', but it does ensure that you are not punished for the loafing and secures your good grade. Know that this assignment is designed to be completed alone, so it is certainly manageable as a single person (e.g. if all group members but one contract severe Covid). I know that social loafing is a destructive thing, but it is a real thing and something that hard workers have to manage in group work.

Obviously if any group members are violating principles of academic conduct (academic dishonesty-- e.g. submitting things that don't belong to them-- or harassment as defined by the university) let me know, since this is something that is not tolerated. But unfortunately, there are no policies that protect us from social loafing.

In contrast, if you and your group are having *intellectual disagreement* or reach an intellectual impasse, this is another thing entirely. Come see me and we can work it out in office hours; we will turn those divergent views into something beautiful!

Note, authors can choose to add a 2% bonus point to their collaborator's grade at the end of term, submitted anonymously to me. In groups of more than 2, the proportion of collaborators giving a bonus grade will be used (e.g. in a group of 3, if one person is endorsed by only one of their two collaborators, they will receive 1%; in a group of 10, if one person is endorsed by only one of their collaborators, they will receive .2%, etc). Partial endorsement is not possible.

Senate Summary Page for Courses
PSYC 4454

COURSE NUMBER AND TITLE
PSYC 4454 Seminar in Applied Cognition

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Applied Cognition

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4454 Seminar in Applied Cognition

explores how cognitive processes contribute to real-world activities such as driving, music, eyewitness memory or reading. The focus throughout this course is on how to consume and present these topics to a research audience.

PR: PSYC 3450 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4454 Seminar in Applied Cognition

explores how cognitive processes contribute to real-world activities such as driving, music, eyewitness memory or reading. The focus throughout this course is on how to consume and present these topics to a research audience.

PR: PSYC 3450 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4454

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	

Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

PSYC 4450 – Selected Topics in Cognition

Mondays 2:30 PM – 5:00 PM in Chemistry – 4002

*(**Note:** Due to COVID-19, this course is to be conducted online until **at least** January 31st)*

Instructor: Dr. Jonathan Fawcett **Teaching Assistant:** Rebecca Rideout
Email: jfawcett@mun.ca **Email:** rmerideout@mun.ca
Phone: 864-8020
Office: SN 3073
Office Hours: By Appointment
Office Hours: By Appointment

Course Overview

This seminar course will provide an in-depth introduction to a specialist topic in Human Cognition. This term we will focus on the field of Applied Cognition. As a seminar, this course will involve presentations and discussion rather than lectures. Each week, we will read a selection of research articles or a chapter from the course textbook (*The Handbook of Attention*). All articles will be provided online via D2L. Assigned chapters are accessible by either purchasing the book from the bookstore – or searching for it via the MUN Library Website (search for *Handbook of Attention*). You will be required to engage in discussion of the readings each week (once student presentations begin), and to evaluate student presentations made based on those readings. Throughout the term you will give one presentation on a paper of your choosing and another as part of a group symposium. You will also submit a creative communication assignment of your choosing (see below) communicating your knowledge of cognition via a non-traditional medium. There are no exams or term papers in this course.

IMPORTANT NOTE: *Due to recent restrictions arising from COVID-19, this course will be offered online until at least January 31st, with future course material offered in accordance with guidelines at that time. To keep everything fair, because some students will be required to present online for the first presentation, ALL students will be given this option, meaning that we may remain online until February 14th. An announcement will be made clarifying this issue early*

in the term. Further, pending future public health announcements, it is possible all course content may be online. I will provide frequent updates.

Textbook
The textbook required for this course is **The Handbook of Attention** edited by Jonathan Fawcett, Evan Risko and Alan Kingstone. The book is available in hard copy at the bookstore, or you can access it online via the library webpage.

Participation
As a seminar course, participation and student engagement is of central importance. To reflect this, your participation grade is made up of two distinct components. Because this course is being taught as a hybrid model, some participation may be asynchronous.

Discussion: First, a portion of your grade will be determined by your participation in class discussion throughout the term. Everyone is expected to participate in class discussions, meaning that it is crucial for you to read any assigned articles and watch the class presentations prepared to share your thoughts. Online discussion will take place asynchronously, via the discussion board for online presentations, unless otherwise specified on D2L. After that, discussion will take place in-person. These are easy points, and if you are reluctant to take part because you are nervous, let me know so that we can work together on a plan (I hated public speaking when I was younger, too, so I understand). You will receive a grade from 0 – 3 for each graded session (starting with the student presentations and including the creative communication assignments). Your lowest 4 weeks will be dropped (which should account for all weeks you present, as well as an extra week).

Peer Feedback: Second, a portion of your grade will be determined based on peer feedback you provide throughout the term. For ***every*** Presentation I and II submission (besides your own and members of your group during the symposia), you are required to offer ~1-3 sentences of feedback evaluating the student and offering helpful insights. Please be critical, but supportive; few people are comfortable speaking in front of large groups. For each class, your feedback will be read by the TA and scored based on its quality as per the table below (with partial marks possible):

Score	Quality Description	Example
0 (Poor)	The feedback was either inappropriate, superficial, repetitive with past feedback, or absent. (If you provide near identical feedback often, you may receive this grade)	1. "Good presentation, but too many words on slides." 2. "Results were confusing, and you need to speak clearer."
1 (Good)	The feedback was appropriate and specific to the presenter (referring to their content). Not only did they point out things done well, but specific alterations for improvement. They are not simply restating the same advice week after week. In rare cases, if no changes are required, that is fine.	1. "Good presentation! I think you should try to reduce the number of words on your slides. For example, your explanation of cognitive load theory was good but would benefit from a graphical demonstration." 2. "Great presentation! I found your results hard to follow. When discussing future results, it may be best to use figures, and arrows to guide user attention."
2 (Excellent)	The feedback was appropriate and specific to the presenter (referring to their content). Not only did they point out things done well, but specific alterations for improvement. Further, they explained how their specific feedback might be implemented to improve future presentations. In rare cases, if no changes are required, that is fine.	1. "Good presentation! I think you should try to reduce the number of words on your slide. For example, your explanation of cognitive load theory was good but would benefit from a graphical demonstration. Specifically, you could…" 2. "Great presentation! I found your results hard to follow. When discussing future results, it may be best to use figures, and to use arrows to guide user attention. Likewise, when presenting the accuracy and RT data, I suggest even revealing each figure one at a time or placing them on separate slides with titles summarizing the main finding (e.g., 'Cognitive Load Slows Complex Responses')."

Your lowest week will be dropped (as will the week your symposium group presents). Peer feedback is due by **11:59 PM the day after the relevant presentation has been made available.** To keep things simple on our end, you should submit a single DOCX each week containing feedback for ALL presenters from that session (indicating which feedback pertains to which presenter); the file name should use the format LASTNAME_DATE (e.g., FAWCETT_January_18.docx) and be uploaded to the appropriate peer feedback drop box. A summary of the student feedback will be provided (anonymously) to the student when they receive their grade.

Presentation I

The first presentation will involve discussing and critically evaluating a paper in the realm of human cognition. Students are responsible for selecting their own papers, which must be submitted (with presentation dates ranked by preference) to me no later than the start of the second week of classes. Selections must be published, scholarly articles reporting one or more experiments in the realm of **human cognition**: *Review articles, meta-analyses, animal studies, case studies or studies that are primarily clinical in nature will be penalized*. It is important I

receive the articles as early as possible so that I can post them. It is strongly recommended that students seek out brief articles (e.g., look at journals like Psychological Science). Further, you are *not* to use assigned readings from other courses or previous coursework. Each presentation is expected to last approximately 10 minutes and must be pre-recorded in a manner (for online presentations) that includes both your slides and a real-time voice-over narrative. Videos should be uploaded to the appropriate assignment drop box no later than Monday at 12:00 PM the week of your presentation. I will then make those videos visible to the class and create a space for discussion. Once visible, discussion questions may be posted, and it is the responsibility of the presenter to engage with those questions (this will be factored into your grade). To facilitate this, speakers should include questions at the end of their presentation and/or post questions to the discussion board once the video has been posted. Note that it is possible that some of the later presentations may be in-person, in which case discussion will also be in-person.

Group Symposia
One of the major assignments in this course will involve a symposium organized on a topic selected from the course textbook and made up of 3-4 student presentations followed by a group discussion. I will announce group assignments the second week of classes, and I will ask each group to provide a ranked list of chapter preferences (from the course textbook) no later than the third week; I will then assign topics based on those preferences. You will work in your groups to select pertinent articles for presentation in your symposium, submitting them to me no later than one week prior to the **first** scheduled symposium. For each symposium, assigned readings will include the chapter itself as well as each of the chosen articles, so it is recommended that articles be brief or at least that any given symposium not include many "long" articles.

Symposia will be made up of presentations of ~20 minutes each, during which the relevant group member will present on their chosen article. The group must then manage the discussion as a team. Grades will be broken down into (a) the overall organization of the symposium – including the appropriateness, selection and progression of articles; (b) individual participation in – and contributions to – the symposium, including participation in the online group discussion; and, (c) the individual presentation. Each student in a given group will receive the same grade for the first component but individual grades will be provided for the remaining components.

Individual symposium presentations are expected to provide an overview of the article – including a summary of pertinent methodological details – its findings and a critical evaluation of both its scientific quality and real-world applications. Presenters are expected to each play an active role in leading the discussion. For that reason, groups are strongly encouraged to generate questions that might stimulate discussion in advance. *Review or meta-analysis articles are not generally appropriate and should be used only with my prior approval.*

Creative Communication Assignment *or* Poster Presentation
The final graded component of the course is meant to invite a creative approach to the communication of cognitive science. Whereas much of the course will focus on how to present and discuss in an effective manner based on a traditional research talk, science is also often communicated outside of such formal channels. The purpose of this assignment is for you to select a topic within the realm of applied cognition, and to propose a non-traditional means of communicating that topic. If you are artistic, perhaps you could write a children's book, comic,

spoken poem or song/rap communicating cognitive concepts; perhaps you could record a podcast in which you interview someone (not me!) with relevant knowledge or stage a discussion between yourself and someone from a related field (e.g., someone in law-enforcement or education); perhaps you could create a Wikipedia page for a neglected phenomenon. The sky is the limit, with only a few requirements:

1. Whatever you create must be made available for evaluation and discussion by myself and the remainder of the class (I may in rare cases allow evaluation by me alone, but this would require exceptional circumstances). In most cases, you will be expected to present your work either in-person (usually) or as a video or recording (with my permission). This could include a reading of a children's book, performance of a poem, etc.
2. Whatever you create for this assignment must be based on one of the chapters in the course text but cannot be related to any topic you have already presented on in the course;
3. Prior to beginning the work, you are required to email me (rather than the TA) with an informal proposal. The proposal will not be graded but should contain an indication of (a) the chapter on which you will base the assignment; (b) the general topic or content you intend to cover; and, (c) what precisely you propose to do. I will reply with some general constraints based on what you are proposing, and some feedback or suggestions.

No matter how you choose to communicate your topic, you will be evaluated based on the "quality" of your submission (precisely what this means will vary a great deal based on what you are doing; but as an example, don't propose a musical performance if you do not have any musical abilities), how effectively you have communicated your chosen topic and your mastery of the content matter. This last component is important: Whatever you submit must communicate a deep understanding of your chosen topic. Group assignments (e.g., a rap battle, digital play, or animation where one student animates and the other voice acts) may be considered on a case-because basis, so long as you explain each student's intended contributions, and the project is larger than would be expected of a project completed by a single student. This assignment is meant to be a fun and light-hearted way of showcasing your talents, all while exploring non-traditional forms of engagement, so have fun with it. Examples will be provided from past years.

If you are uncomfortable doing something creative, you are also permitted to present a traditional **research poster** proposing a research study related to your chosen chapter (which would then be given in-person, along with questions, during the creative communication assignment lectures). Posters must include 'simulated' data and should be presented as though you conducted the study and are presenting real results. Examples will also be provided of the poster format.

Plagiarism

Plagiarism, even when it occurs unintentionally, is a serious academic offense. According to the University Calendar (Section 2.4.12.2):

> *Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all material such as theses, essays, laboratory reports, work term reports, design projects, seminar presentations, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment, however, is contrary to accepted norms of academic behaviour.*

See also: http://www.mun.ca/psychology/undergrad/Plagiarism.pdf. There are a large number of

excellent online tutorials on various university websites on how to identify various forms of plagiarism. If you would like to learn more about plagiarism to avoid it in your own writing, simply search for "plagiarism tutorial". Please also feel free to come to me at any time with questions about plagiarism and how to identify it. If you are unsure of whether you have properly used citations in your paper, please come see me before submitting your assignment.

Psychology Research Experience Pool (PREP) Information for Students

As a student in the Psychology Research Experience Pool (PREP), you may choose to participate in psychology experiments for bonus credit points. You may earn up to 2% bonus marks via PREP. You may view a list of available research experiences at http://mun.sona-systems.com. You will see a link to create a new account. You must use your @mun.ca email address for your PREP account. When you login to the system the first time, you will be provided with some background information on your rights and responsibilities as a student in PREP. Please make sure you read this information (it is available to review at any time in the FAQ section of the website).

It is your choice whether or not to participate in any study. If you do not wish to participate in any studies, then you have the option of completing an alternative written assignment to earn the bonus credit points. Each assignment is worth one credit point, and you may choose to do as many assignments as you wish, up to the maximum credit point value for your course. You may also choose to earn your bonus credit points with a combination of study participation and alternative written assignment(s)- the choice is yours. Please contact the PREP administrator (psych@mun.ca) for more information on the alternative assignment—do not ask your course instructor.

For the Winter 2022 semester, please know that mostly remote research experiences will be available. This will mostly consist of online studies (i.e., tasks that are completed in a web browser and can be completed at any time of your choosing, up until the specified deadline). However, other remote studies may be available, including those conducted via secure webcam sessions at specific times, or those that require you to download and run a program on your own computer (and may have specific computer requirements). Sometimes, studies may have multiple parts that must be done at specific times. Please be sure to read the study details before you sign up, and always feel free to ask the researcher(s) for more information.

Finally, you should know that your course instructor has very limited access to PREP records. The only information your course instructor will be able to access is the total number of credit points earned by students in his or her course. Instructors do not have access to which studies students have participated in and will not be able to tell whether you have earned credit points from Research Participation, Research Observation, or from completing the alternative assignment.

If you have any questions about PREP, please email psych@mun.ca.

Senate Summary Page for Courses
PSYC 4652

COURSE NUMBER AND TITLE
PSYC 4652 Seminar in Substance Use and Behavioural Addiction in Youth

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Substance use & addiction

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4652 Seminar in Substance Use and Behavioural Addiction in Youth

will focus on the development of substance use and behavioural addictions in young people. Emphasis will be placed on substances and behaviours that are currently at the forefront of much societal debate and have recently generated increased academic research and discussion. Topics reviewed may include opioids, cannabis, internet gambling, video gaming, mobile technology, and social media. These topics will be reviewed primarily within the context of adolescent and young adult development.

PR: PSYC 3650 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4652 Seminar in Substance Use and Behavioural Addiction in Youth

will focus on the development of substance use and behavioural addictions in young people. Emphasis will be placed on substances and behaviours that are currently at the forefront of much societal debate and have recently generated increased academic

research and discussion. Topics reviewed may include opioids, cannabis, internet gambling, video gaming, mobile technology, and social media. These topics will be reviewed primarily within the context of adolescent and young adult development.

PR: PSYC 3650 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4652

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	

Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Psychology 4650: Selected Topics in Abnormal Behaviour I
Fall 2022

Instructor: Nick Harris, Ph.D., R. Psych.
Office: SN3087
Phone: 709-864-7676
Email: nharris@mun.ca
Office hours: 1:00 – 2:00PM Tuesdays or by appointment.
Class location: SN2067
Class time: Tuesdays, 7:00 – 9:30PM
Please note: *Every effort will be made to respond to emails within 24 hours, with the exceptions of evenings, weekends and holidays. Please limit email questions to ones that can be answered briefly. For more complex questions, please make an appointment.*

Course description: Psychology 4650 Selected Topics in Abnormal Behaviour I is an examination of an area within abnormal behaviour. In this course, the focus will be on the development of substance use and behavioural addictions in young people. Emphasis will be placed on substances and behaviours that are currently at the forefront of much societal debate and have recently generated increased academic research and discussion. Topics reviewed include opioids, cannabis, internet gambling, video gaming, mobile technology, and social media. These topics will be reviewed primarily within the context of adolescent and young adult development.

Course structure: This course is designed to stimulate student participation and active class discussion. Classes will include lectures, student presentations, and videos in an effort to promote student learning and to encourage meaningful and in depth class discussion pertaining to course

material. Because a significant proportion of class time will be dedicated to discussion, active class participation is a very important component of this course.

Desire2Learn site: This class will have a D2L site where you will find course materials, course syllabus, grades, and announcements. D2L will also be used to upload all class assignments.

Course objectives: Students completing this course will practice and further develop their abilities in

- Critical thinking
- Summarizing and reviewing research articles
- Providing presentations
- Participating in discussion during live classes
- Writing their ideas in a clear, concise manner consistent with APA format

Evaluation

Original Article Presentations (20%)

Students will be assigned an article to present to the class. Students will give a PowerPoint presentation (12-15 minutes) that summarizes the assigned article. Students will need to figure out how to present the article in a clear and concise manner. It is also expected that students will be able to comment on any problems with the article and integrate the article with major themes discussed in the class. It is expected that students prepare at least 3 questions for the class to help facilitate meaningful class discussion and questions should be posted on the final slide of the presentation. **Prior to presenting students are to submit their PowerPoint presentation through Brightspace (D2L) via Assessment→Assessments.**

Article Summary (5%)

Students will be assigned one article over the course of the semester to write a summary of. Summaries should be approximately 500 words in length. At the end of the summary, students should also include 1 question that can be presented to the class during discussion of the article. Part of this grade will come from the student's contributions to class discussion about the article. **Summaries are due at 1:00PM the day the article will be presented in class and will be submitted through Brightspace (D2L) via Assessment→Assessments. Please submit a word document.**

Term Paper (25%)

Papers are to be 5 to 7 pages in length (excluding title page and references), double-spaced, one-inch margins, 12-point Times New Roman Font. Papers are to be in written format that is in accordance with the *Publication Manual of the American Psychological Association, 7th edition*. For their paper, students will utilize research articles and other existing peer-reviewed literature to address a specific topic/question related to substance use in adolescents and/or young adults. Students may develop their own question/topic or alternatively choose to consult with the course instructor who can provide some options for a paper topic. Prior to students making a final decision on their paper topic it should be approved by the course instructor. The primary reasons that paper topics should be approved by the course instructor are to ensure that students do not choose a topic that is too broad or too narrow in scope and to ensure that the paper is clearly focused on a specific question related to substance use in young people. Papers should be written as clearly and concisely as possible with an introduction that states the proposed topic/question and a concluding section that ties all relevant ideas together and provides a concluding statement that directly

pertains to the proposed paper topic/question. Examples of paper topics may include answering one of the following questions: (1) What are the possible developmental pathways for the development of substance use disorders in youth?, (2) How does ADHD put youth at risk of developing a substance use disorder?, (3) What is cannabis hyperemesis syndrome and what do we know about it based on the science?, (4) What social factors may put youth at risk for developing a substance use disorder? (5) How do experiences of trauma put youth at risk for developing a substance use disorder? (6) What does the literature say about evidence-based treatments for substance use issues in youth? **Term papers are due on November 17th (11:59pm) and will be submitted through Brightspace (D2L) via Assessment→Assessments. Please submit a word document.**

Mid-Term (20%) and Final Assignment (20%) Evaluations

Your mid-term and final evaluations will be take home assessments. For each assignment, you will be asked to complete 2 of 3 essay questions. These exam questions will be directly related to class readings, class videos, class presentations and class discussion and you will be required to utilize information reviewed in this course to support your responses. However, you are also encouraged to utilize additional peer reviewed literature citing these sources when appropriate. Each assignment is to be a maximum of 6 pages in length. Pages are to be double-spaced, one-inch margins, 12-point Times New Roman Font. Assignments are to be in written format that is in accordance with the *Publication Manual of the American Psychological Association, sixth edition*. **The mid-term assignment will be issued to you on October 22nd and will be due on October 31st (11:59pm). The final assignment will be issued to you on November 22nd and will be due on December 4th (11:59pm). Both assignments will be submitted through Brightspace (D2L) via Assessment→Assessments. Please submit a word document.**

Class Participation (10%)

You are strongly encouraged to attend every class. The success of this course depends on active class participation. Expectations are that students arrive on time, having completed reading assignments, and are prepared to actively participate in class discussions. Class will include a range of exercises and activities to help students engage in, and apply, course material. Preparation and engagement will help facilitate learning.

Grading Scale:

Students will be graded according to the grading scheme outlined in the University Calendar.

Students with Disabilities:

It would be appreciated if students requesting accommodations in this course would contact the instructor at the beginning of the course. This will ensure enough time to make appropriate arrangements.

Plagiarism:

Plagiarism is a serious offence and jeopardizes the academic integrity of all involved. Memorial University of Newfoundland and the Faculty of Science view plagiarism as unacceptable. Any student who submits a piece of work (e.g., assignment) in which there is evidence of plagiarism will automatically receive a mark of zero for that piece of work. The faculty and/or the university may also take further action depending on the situation. Guidelines for plagiarism are available from the

Faculty of Science or the Faculty of Graduate Studies. If you are unsure of what constitutes plagiarism please feel free to ask.

Tentative Class Schedule

WEEK 1 (Sept 6) Introduction to the Course

WEEK 2 (Sept 13) Evaluating Substance Use Disorders and Substance Use Risks
Assigned Readings:

1. Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). Chapter 2: What is addiction? In W. W Miller et al. *Treating Addiction: A Guide for Professionals* (2nd ed; pp. 12-30). Guilford Press New York.
2. Kelly, J. F., & Westerhoff, C. M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. *International Journal of Drug Policy*, *21*(3), 202-207.

(1) *Winters, E., & Harris, N. (2020). The impact of Indigenous identity and treatment seeking intention on the stigmatization of substance use. *International Journal of Mental Health and Addiction, 18,* 1403-1415. doi:10.1007/s11469-019-00162-6.

WEEK 3 (Sept 20) Developmental Pathways to Substance Use and Behavioural Addictions
Assigned Readings:

(1) Balogh, K. N., Mayes, L. C., & Potenza, M. N. (2013). Risk-taking and decision-making in youth: Relationships to addiction vulnerability. *Journal of behavioral addictions*, *2*(1), 1-9.
(2) *Zuckermann, A. M., Williams, G. C., Battista, K., Jiang, Y., de Groh, M., & Leatherdale, S. T. (2020). Prevalence and correlates of youth poly-substance use in the COMPASS study. *Addiction behaviours, 107*. doi:10.1016/j.addbeh.2020.106400

Assigned Video:

(1) Nature of Things: Surviving the Teenage Brain.

WEEK 4 (Sept 27) Opioid Use Disorder and the Opioid Epidemic
Assigned Readings:

(1) Hawk, K. F., Vaca, F. E., & D'Onofrio, G. (2015). Reducing fatal opioid overdose: Prevention, treatment and harm reduction strategies. *The Yale journal of biology and medicine*, *88*(3), 235-245.
(2) Strike, C., & Watson, T. M. (2019). Losing the uphill battle? Emergent harm reduction interventions and barriers during the opioid overdose crisis in Canada. *International Journal of Drug Policy*.
(3) *Boyd, S., Ivsins, A., & Murray, D. (2020). Problematizing the DSM-5 criteria for opioid use disorder: A qualitative analysis. *International Journal of Drug Policy, 78*, 102690.

Assigned Video:

- CBC Radio Canada: Controversial Clinic Gives Heroin to Addicts

WEEK 6 (Oct 4) The Cycle of Addiction, Opioid Use Disorder, and the Opioid Epidemic Continued
Assigned Readings:

(1) *Sverdlichenko, I., Hawke, L. D., & Henderson, J. (2022). Understanding the service needs of youth with opioid use: A descriptive study of demographics and co-occurring substance use and mental health concerns. *Journal of Substance Abuse Treatment*, *132*, 108592.

(2) *Hadland et al. (2021). Opioid use disorder and overdose among youth following an initial opioid prescription. *Addiction.* doi: 10.1111/add.15487
(3) *Ludwig et al. (2021). Until there's nothing left: Caregiver resource provision to youth with opioid use disorders. *Substance abuse*. doi: 10.1080/08897077.2021.1901178

Assigned Video:
(1) Intervention: Kevin's Story (watch the first 25 minutes of the video)

WEEK 6 (Oct 11) No Class: Fall Semester Break

WEEK 7 (Oct 18) Cannabis Use and Legalization

Assigned Readings:
(1) Hall, W., Leung, J., & Lynskey, M. (2020). The effects of cannabis use on the development of adolescents and young adults. *Annual Review of Developmental Psychology, 2*, 461-483.
(2) Williams, R. (2020). Cannabis as a gateway drug for opioid use disorder. *Journal of Low, Medicine & Ethics, 48*, 268-274.
(3) (7) * Case, K. R., Clendennen, S. L., Shah, J., Tsevat, J., & Harrell, M. B. (2022). Changes in Marijuana and Nicotine Vaping Perceptions and Use Behaviors among Young Adults since the COVID-19 Pandemic: A Qualitative Study. *Addictive Behaviors Reports*, 100408.

WEEK 8 (Oct 25) Cannabis Use and Legalization Continued

Assigned Readings:
(1) Harris-Lane, L., Winters, E., & Harris, N. (2020). Young adult perceptions of cannabis use based on age and sex of user. *Emerging Adulthood.* doi: 10.1177/2167696820930862
(2) (8) *James, P. D., Comiskey, C., & Smyth, B. P. (2019). "Debt on me head". A qualitative study of the experience of teenage cannabis users in treatment. *Journal of addictions nursing, 30*(3), 211-218.
(3) (9) *Paul, B., Thulien, M., Knight, R. Milloy, M.J., Howard, B., Nelson, S., & Fast, D. (2020). "Something that actually works": Cannabis use among young people in the context of street entrenchment. *PLOS ONE 15*(1), 1-15.

(Monday, October 31) *Mid-Term Evaluation Due*

WEEK 9 (Nov 1) Behavioural Addictions and Internet Gaming Disorder

Assigned Readings:
(1) Anthony, W., Mills, D., & Nower, L. (2020). Chapter 9: Internet Gaming Disorder and problematic technology use. In Begun, A. L., & Murray, M. M. *The Routledge Handbook of Social Work and Addictive Behaviors* (pp. 142-155). Routledge.
(2) Kardefelt-Winther, D., Heeren, A., Schimmenti, A., van Rooij, A., Maurage, P., Carras, M., … & Billieux, J. (2017). How can we conceptualize behavioural addiction without pathologizing common behaviours? *Addiction, 112*, 1709-1715.
(3) Faust, K. A., & Prochaska, J. J. (2018). Internet gaming disorder: A sign of the times, or time for our attention? *Addictive Behaviours 77*, 272-274.
(4) (10) *King, D. L., & Delfabbro, P. H. (2016). The cognitive psychopathology of internet gaming disorder in adolescence. *Journal of abnormal child psychology, 44*(8), 1635-1645.

WEEK 10 (Nov 8) Internet Gaming continued and Video Game Streaming

Assigned Readings:

1. (11) *Teng et al. (2020). Internet gaming disorder and psychosocial well-being: A longitudinal study of older-aged adolescents and emerging adults. *Addictive Behaviours, 110*. doi:10.1016/j.addbeh.2020.106530
2. (12) *Teng et al. (2021). Depression and anxiety symptoms associated with internet gaming disorder before and during the COVID-19 pandemic: A longitudinal study. *Journal of Behavioural Addictions, 1*, 169-180.
3. (13) *Cabeza-Ramirex, L. J., Munoz-Fernandez, G. A., & Santos-Roldan (2021). Video game streaming in young people and teenagers: Uptake, user groups, dangers, and opportunities. *Healthcare, 9*, doi:10.3390/healthcare9020192

WEEK 11 (Nov 15) Gambling Disorder and Monetised Gaming Activities
Assigned Readings:

1. Emond, A. M., & Griffiths, M. D. (2020). Gambling in children and adolescents. *British Medical Bulletin, 136*, 21-29.
2. King, D. L., & Delfabbro, P. H. (2020). The convergence of gambling and monetized gaming activities. *Current Opinion in Behavioral Sciences, 31*, 32-36.
3. (14) *Zendle, D., Meyer, R., & Over, H. (2019). Adolescents and loot boxes: Links with problem gambling and motivations for purchase. *Royal Society Open Science, 6.* doi:10.1098/rsos.190049

(Thursday, November 17) *Term Paper Due*

WEEK 12 (Nov 22) Issues associated with Smartphone Use
Assigned Readings:

1. Panova T., & Carbonell X. (2018). Is smartphone addiction really an addiction? *Journal of Behavioral Addictions, 7,* 252-259.
2. (15) *Squires, L. R., Hollett, K. B., Hesson, J., & Harris, N. (2020). Psychological distress, emotion dysregulation, and coping behaviour: A theoretical perspective of problematic smartphone use. *International Journal* of *Mental Health and Addiction.* doi:10.1007/s11469-020-00224-0
3. (16) *Wolniewicz C. A., Rozgonjuk, D., & Elhai, J. D. (2020). Boredom proneness and fear of missing out mediate relations between depression and anxiety with problematic smartphone use. *Human Behaviour and Emerging Technology, 2,* 61-70.
4. (17) *Yang, Z., Asbury, K., & Griffiths, M. D. (2019). "A cancer in the minds of youth": A qualitative study of problematic smartphone use among university students. *International Journal of Mental Health and Addiction.* doi:10.1007/s11469-019-00204-z

WEEK 13 (Nov 29) *Make-up class if needed*

(Sunday, December 4) *Final Evaluation Due*

Senate Summary Page for Courses
PSYC 4653

COURSE NUMBER AND TITLE
PSYC 4653 Seminar in Health Psychology

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Health Psychology

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4653 Seminar in Health Psychology

will focus on various areas of health psychology and behavioural medicine. Topics may include eating disorders; psychological factors affecting medical conditions; chronic disease management; health behaviour changes; chronic pain; substance use and addictive disorders; sleep and health; psycho-oncology; and health promotion.

PR: PSYC 3650 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4653 Seminar in Health Psychology

will focus on various areas of health psychology and behavioural medicine. Topics may include eating disorders; psychological factors affecting medical conditions; chronic disease management; health behaviour changes; chronic pain; substance use and addictive disorders; sleep and health; psycho-oncology; and health promotion.

PR: PSYC 3650 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4653

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes
Grenfell - Arts and Social Science	

Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT
Pending

RESOURCE IMPLICATIONS
None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Psychology 4651: Selected Topics in Abnormal Behaviour

Winter 2023

Instructors: Dr. Jacqueline Carter-Major, R.Psych.
Dr. Sheila Garland, R.Psych.
Dr. Josh Rash, R.Psych.,

Office hours: by appointment
Email: jacquelinec@mun.ca, sheila.garland@mun.ca, jarash@mun.ca

Please note: *Every effort will be made to respond to emails within 24 hours, with the exceptions of evenings, weekends and holidays. Please limit email questions to simple ones that can be answered briefly. For more complex questions, please make an appointment.*

Class location: 3rd floor, Science Building, Room SN3067

Class time: Mondays, 2-5 pm

This course is offered in conjunction with PSYC6120: Special Topics in Health Psychology.

Land Acknowledgement:
We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Course description: This is a senior undergraduate student **seminar** that will focus on various areas of abnormal psychology, health psychology, and behavioral medicine. Topics may include: eating disorders; psychological factors affecting medical conditions; chronic disease management; health behaviour change; chronic pain; sleep and health; psycho-oncology; and health promotion.

Brightspace site: This class will have a Brightspace site where you will find course materials, course readings, course syllabus, grades, and announcements.

Course objectives: Students completing this course will practice and further develop their abilities in:

- Critical thinking skills
- Critical analysis of research articles
- Participating in group discussion
- Writing ideas in a clear and concise manner that is consistent with APA format

Evaluation

Journal Article Critiques (30%)

Students will write a critical analysis of THREE journal articles chosen by the instructors (refer to required readings denoted by an *). Each review will be worth 10% of your final grade. Article reviews should be a **maximum of 750 words** in length. Reviews should not just be a summary of the article. We are looking for your thoughts, reflections and opinions on the article/study.

Note: Reviews of *experimental research papers* should include: 1) what was the rationale for this study? 2) what were the primary research questions or hypotheses? 3) *briefly* describe the research design and methodology; 4) what were the study limitations or methodological shortcomings? 5) what were the main results? 6) do you agree with the author's interpretations of the results? Why or why not? 7) do you agree with the conclusions? Why or why not?

Note: Reviews of *review papers* should include: 1) what is the purpose of the review? 2) what were the key messages of the review? 3) was the review complete, balanced, and fair? If not, why not? 4) what was the most interesting thing you learned from the review? 5) what questions did you have after reading the review?

The journal article critique are due on the day they are discussed in the outline.

Article critiques should be submitted through Brightspace (D2L) via Assessment→Assessments. Please submit a word document.

3) Three Take home Quizzes (60%)

There will be 3 take-home quizzes each worth 20% of your grade. The questions will cover material covered during the previous 4 weeks of the course.

Note: As per section 6.8.2 of the MUN Calendar, a student who is prevented from writing an exam by acceptable cause may apply, with supporting documents, to write an alternate exam at a deferred time.

4) Class Discussion (10%)

Students are expected to bring at least one discussion question related to each reading to class every week. Active participation in discussion is required.

Grading Scale

Students will be graded according to the grading scheme outlined in the University Calendar.

Please note: In the case of a class disruption or cancellation, and in the case of revisions to evaluation methods, the instructor or the Head of the department will notify all students registered in the course via the course shell in Brightspace. Any necessary revisions to the evaluation methods will be made in consultation with the students registered in this course. If a student demonstrates that they would be disadvantaged by the change, then, as per 6.7.4 of the University Calendar, accommodations will be made.

Students with Disabilities:

Memorial University of Newfoundland is committed to fostering equitable and accessible learning environments for all students. Accommodations for students with disabilities are provided in accordance with Accommodations for Students with Disabilities Policy (www.mun.ca/policy/site/policy.php?id=239) and its related procedures. Students who feel that they may require formal academic accommodations to address barriers or challenges they are experiencing related to their learning are encouraged to contact Accessibility Services (the Blundon Centre) at the earliest opportunity to ensure any required academic accommodations are provided in a timely manner. You can contact Accessibility Services (Blundon Centre) by emailing blundon@mun.ca.

It would be appreciated if students who *receive accommodations via the Blundon Centre* would inform the instructor at the beginning of the course. This will ensure enough time to make appropriate arrangements.

Academic Integrity:

Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

Plagiarism:

Plagiarism is a serious offence and jeopardizes the academic integrity of all involved. Memorial University of Newfoundland and the Faculty of Science view plagiarism as unacceptable. Any student who submits a piece of work (e.g., assignment) in which there is evidence of plagiarism will automatically receive a mark of zero for that piece of work. The faculty and/or the university may also take further action depending on the situation. Guidelines for plagiarism are available from the Faculty of Science or the Faculty of Graduate Studies. If you are unsure of what constitutes plagiarism, please feel free to ask the instructor.

Equity, Diversity and Inclusivity:
Memorial University of Newfoundland is committed to the provision of a safe learning environment regardless of race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex (including pregnancy), sexual orientation, gender identity, gender expression, marital status, family status, source of income or political opinion.

COVID-19/On-campus: *All information pertaining to Memorial University's response to the COVID-19 pandemic can be found here: https://www.mun.ca/covid19/*

Contingencies for Strike Action or Lockout: After December 29, 2022 a strike or a lockout became possible. The Memorial University Faculty Association (MUNFA) created a FAQ for students about what this situation means and it is available here: https://munfa.ca/agreements_type/students-questions-answered/

In this course, due dates listed in the course evaluation section below will take into account the possibility of a strike or a lockout. In the event of either, due dates will be adjusted to the extent possible to accommodate student needs, their well-being, and their learning. Should adjustments to due dates become necessary, they will be announced via the BrightSpace shell for this course."

Additional Supports: Memorial University offers a broad range of supports, many of which are listed at http://www.mun.ca/currentstudents/student/ and https://munsu.ca/resource-centres/. In particular, you might want to make use of:

- The Commons (QEII library) provides access to print, electronic and technology resources. *NOTE that practices have changed due to COVID-19 restrictions, so please check https://www.library.mun.ca*
- The Student Counselling Centre (UC-5000) helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
- Student Life (ASK, UC-3005) answers questions about such things as courses, housing, books, financial matters and health.
- The Writing Centre (SN-2053, now online, https://www.mun.ca/writingcentre/) is a free facility for students and helps them become better writers and critical thinkers.

Tentative Class Schedule and Course Readings

Note: additional readings may be assigned.

January 9 – Dr. Sheila Garland – Introduction to the Course

January 16 – Dr. Sheila Garland – Sleep Disorders

Required readings:

1. Khoury, J. & Doghramji, K. (2015) Primary Sleep Disorders. Psychiatric Clinics of North America, 38(4), 683-704.
2. Bootzin, R. R. & Epstein, D. R. (2011). Understanding and treating insomnia. Annual Review of Clinical Psychology, 7, 43, 435-458.
3. Ophoff, D., Slaats, M. A., Boudewyns, A., Glazemakers, I., Van Hoorenbeeck, K., Verhulst. S. L. (2018). Sleep disorders during childhood: a practical review. European Journal of Pediatrics 177:641–648

January 23 – Dr. Sheila Garland – Psycho-Oncology

Required readings:

1. Holland JC. History of psycho-oncology: overcoming attitudinal and conceptual barriers. Psychosom Med. 2002 Mar-Apr;64(2):206-21.
2. Sansom-Daly, U. M. & Wakefield, C. E. (2013). Distress and adjustment among adolescents and young adults with cancer: an empirical and conceptual review. Translational Pediatrics, 2(4):167-19
3. *Zhang, A., Wang, K., Blumenstein, K., Brose, A., Kemp, C., Meister, D., & Solomon, P. (2022). For whom and what outcomes does cognitive behavioral therapy work among cancer survivors: A systematic review and meta-analysis. Supportive Care in Cancer, 30(11), p.8625-8636

January 30 – Dr. Sheila Garland – 2 graduate student lectures

Required readings: To be assigned by graduate student

****TAKE HOME QUIZ #1 – DUE February 3 by 11:59 PM via Brightspace**

February 6 – Dr. Rash – Psychological Factors Affecting Health

Required readings:

1. Rash, J. A., Prkachin, K. M., Prkachin, G. C. & Campbell, T. S. (2018). Chapter 7: Psychological factors affecting medical conditions. In D. J. A. Dozois (6th Ed.). *Abnormal Psychology: Perspectives*. Pearson Canada.Bush, S. S., & Rush, B. K. (2019). Ch4: Assessment. In *Handbook of*

rehabilitation psychology., 3rd ed. (pp. 53-66). Washington, DC: American Psychological Association.
2. Porcelli, P., & Rafanelli, C. (2010). Criteria for psychosomatic research (DCPR) in the medical setting. *Current psychiatry reports*, *12*(3), 246-254.

February 13 – Dr. Rash – Health Behaviour Change

Required readings:

1. Munro, S., Lewin, S., Swart, T., & Volmink, J. (2007). A review of health behaviour theories: how useful are these for developing interventions to promote long-term medication adherence for TB and HIV/AIDS?. *BMC public health*, *7*(1), 104.
2. West, R., Michie, S., Rubin, G. J., & Amlôt, R. (2020). Applying principles of behaviour change to reduce SARS-CoV-2 transmission. *Nature human behaviour*, *4*(5), 451-459.
3. Lavoie, K. L., Rash, J. A., & Campbell, T. S. (2017). Changing provider behavior in the context of chronic disease management: focus on clinical inertia. *Annual review of pharmacology and toxicology*, *57*, 263-283

February 20-24 – MID-TERM BREAK

February 27 – Dr. Josh Rash – Chronic Pain Management

Required readings:

1. *Cherkin, D. C., Sherman, K. J., Balderson, B. H., Cook, A. J., Anderson, M. L., Hawkes, R. J., ... & Turner, J. A. (2016). Effect of mindfulness-based stress reduction vs cognitive behavioral therapy or usual care on back pain and functional limitations in adults with chronic low back pain: a randomized clinical trial. *Jama*, *315*(12), 1240-1249.
2. Cohen, S. P., Vase, L., & Hooten, W. M. (2021). Chronic pain: an update on burden, best practices, and new advances. *The Lancet*, *397*(10289), 2082-2097.
3. Hossain, M. A., Asamoah-Boaheng, M., Badejo, O. A., Bell, L. V., Buckley, N., Busse, J. W., ... & Rash, J. A. (2020). Prescriber adherence to guidelines for chronic noncancer pain management with opioids: Systematic review and meta-analysis. *Health Psychology*, *39*(5), 430-451.

March 6 – Dr. Josh Rash - 2 graduate student lectures

Required readings: To be assigned by graduate student

****TAKE HOME QUIZ #2 - due March 10 by 11:59 PM via Brightspace**

March 13 – Dr. J. Carter-Major – Understanding Eating Disorders

Required readings:

1. MacDonald, D., McFarlane, T. & Trottier, K. (2020). Chapter 22: Eating Disorders. In *Psychopathology: Foundations for a Contemporary Understanding* (5th edition). Edited by J.E. Maddox & B.A. Winstead (2020). New York: Routledge.
2. Culbert, K.M., Racine, S.E. & Klump, K.L. (2015). What we have learned about the causes of eating disorders – a synthesis of sociocultural, psychological and biological research. *Journal of Child Psychology and Psychiatry*, 56:11, 1141-1164.

March 20 – Dr. J. Carter-Major – Understanding Eating Disorders

Required readings:

1. Trottier, K, Monson, C. Wonderlich, S. et al. (2016). Investigating posttraumatic stress disorder as a psychological maintaining factor of eating disorders. *International Journal of Eating Disorders*, *49*, 455-457.
2. Monell, E., Clinton, D. & Birgegard, A. (2017). Emotion dysregulation and eating disorders – Associations with diagnostic presentation and key symptoms. *International Journal of Eating Disorders*, 1-10, DOI: 10.1002/eat.22925
3. Kober & Boswell, R.G. (2018). Potential psychological & neural mechanisms in binge eating disorder: Implications for treatment. *Clinical Psychology Review*, *60*, 32-44

March 27 – Dr. J. Carter-Major – Treatment of Eating Disorders

Required readings:

1. Safer, D. (2017). Dialectical behavior therapy for eating disorders. In T. Wade and G. Waller (eds.). *Encyclopedia of Feeding and Eating Disorders*. New York: Springer-Meteor.
2. Atwood, M.E. & Friedman, A (2020). A systematic review of enhanced cognitive behavior therapy for eating disorders. *International Journal of Eating Disorders*, 53, 311-330.
3. *Peterson, C.B., Engel, S.G., Crosby, R.D. et al. (2020). Comparing integrative cognitive-affective therapy and guided self-help cognitive-behavioral therapy to treat binge-eating disorder using standard and naturalistic momentary outcome measures: A randomized controlled trial. *International Journal of Eating Disorders*, *53*, 1418-1427.

April 3 – Dr. J. Carter-Major - 2 graduate student lectures

Required readings: To be assigned by graduate student

****TAKE HOME QUIZ #3 – DUE April 7 by 11:59 PM via Brightspace**

Senate Summary Page for Courses
PSYC 4654

COURSE NUMBER AND TITLE
PSYC 4654 Seminar in Obsessive-Compulsive and Related Disorders

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem OC & Related Disorders

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4654 Seminar in Obsessive-Compulsive and Related Disorders

will review the epidemiology, onset, course, symptom presentations, comorbidity, risk factors, screening/diagnosis, and treatment of obsessive-compulsive disorder. These topics will be reviewed within the context of adult rather than childhood and adolescent psychopathology.

PR: PSYC 3650 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4654 Seminar in Obsessive-Compulsive and Related Disorders

will review the epidemiology, onset, course, symptom presentations, comorbidity, risk factors, screening/diagnosis, and treatment of obsessive-compulsive disorder. These topics will be reviewed within the context of adult rather than childhood and adolescent psychopathology.

PR: PSYC 3650 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4654

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	Response Received
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	yes

Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT

Pending

RESOURCE IMPLICATIONS

None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Psychology 4651: Selected Topics in Abnormal Behaviour II
Fall 2023

Instructor: Emily Fawcett, Ph.D., R. Psych.
Associate Professor of Psychology.
Pronouns: she/her
Office: SN1071
Phone: 709-864-7693
Email: efawcett@mun.ca
Office hours: 3:00 – 4:00PM Tuesdays or by appointment
Mode of Delivery: In-person
Class location: C 2026
Class time: Tuesdays and Thursdays, 10:30- 11:45AM

Please note: Every effort will be made to respond to emails within 24 hours, with the exceptions of evenings, weekends, and holidays. Please limit email questions to ones that can be answered briefly. For more complex questions, please make an appointment.

Course description: Psychology 4651 Selected Topics in Abnormal Behaviour II is an examination of an area within abnormal behaviour. In this course, the focus will be on Obsessive-Compulsive and Related Disorders. Topics reviewed include the epidemiology, onset, course, symptom presentations, comorbidity, risk factors, screening/diagnosis, and treatment of obsessive-compulsive disorder. These topics will be reviewed within the context of adult rather than childhood and adolescent psychopathology.

Grading system: Students will be graded according to the grading scheme outlined in the University Calendar. Specifically, a numeric grading system will be used in this course (i.e., a value between 0% and 100% will be submitted to the Registrar).

Course structure: As a seminar, this course is designed to stimulate student participation and active class discussion. Thus, although there will be lectures and videos, the majority of classes will involve student presentations and in-class discussion in an effort to promote student learning and to encourage meaningful and in depth class discussion pertaining to course material. Because a significant proportion of class time will be dedicated to discussion, active class participation is a very important component of this course. **There is no mid-term or final exam in this course.**

Textbook: There is no textbook for this course. Journal articles that are accessible online will be utilized.

Desire2Learn site: This class will have a D2L site where you will find course materials, course syllabus, grades, and announcements. D2L will also be used to upload all class assignments.

Course objectives: Students completing this course will practice and further develop their abilities in

- Critical thinking
- Summarizing and reviewing research articles
- Providing presentations
- Participating in discussion during live classes
- Writing their ideas in a clear, concise manner consistent with APA format

Grading Scheme
Evaluation
Stigma Assignment (10%)
Original Article Presentation (15%)
Group Symposium (25%)
Organization (5%)
Individual Presentation (10%)
Class Discussion (10%)
Term Paper (25%)
Term Paper Presentation (15%)
Class Participation (10%)

Evaluation
Stigma Assignment (10%)
The aim of this assignment is to find a traditional media or social media example of a reference to OCD (or portrayal of OCD) that is stigmatizing or trivializing (e.g., news story, TV character portrayal of OCD, meme, social media post, ad, commercial, etc.). You are expected to highlight in one page (double spaced, size 12 font), why the example you provided stigmatizes the disorder or perpetuates stigmatizing perceptions of individuals who live with OCD. You should include at least three academic references, which can be broad ranging, but used to explain either why the information provided in the example is inaccurate or dismissive, or explore literature related to mental health stigma. Please ensure that you also include an image or link to the media you have chosen so it can be properly viewed when grading. The title page, references, and media link/image should be included on separate pages.

Assignments are due on September 26th (11:59pm) and will be submitted through Brightspace (D2L) via Assessment→Assignments. Please submit a word document.

Original Article Presentations (15%)
The first in-class presentation will involve discussing and critically evaluating an article relevant to Obsessive-Compulsive Disorder. Students are responsible for selecting their own papers, which must be submitted (with presentation dates ranked by preference) to me no later than the **start of the third class (Sept. 14th).** Selections must be published, scholarly articles reporting on research with participants who have received OCD diagnoses or with clinically significant obsessive-compulsive symptoms. Review articles, meta-analyses, animal studies, case studies or studies that are not clinical in nature will be penalized. If you are unsure, you can send the article to me via email and I will let you know if it is suitable. It is important I receive the articles as early as possible so that I can update the syllabus with the required readings. It is strongly recommended that students seek out brief articles (i.e., less than 15 pages). Further, you are not to use assigned readings from other courses or previous coursework.
Students will give a PowerPoint presentation (10 minutes) that summarizes and critically evaluates the assigned article (articles must be relatively recent; e.g., no older than 2010). Students will need to present the article in a clear and concise manner. It is also expected that students will lead a 5-minute discussion following their presentation, and have at least 3 questions prepared for the class and included on the final slide to help facilitate meaningful class discussion. **The day prior to presenting, students are to submit their PowerPoint presentation through Brightspace (D2L) via Assessment→ Assignments.**

Group Symposium (25%)
One of the major assignments in this course will involve a group symposium, which will provide exposure to the Obsessive-Compulsive and Related Disorders. Students will be assigned to one of five groups: body dysmorphic disorder, hoarding disorder, trichotillomania (hair-pulling disorder), excoriation (skin-picking) disorder, or Other Specified Obsessive-Compulsive and Related Disorder (e.g., obsessional jealousy, body-focused repetitive behavior disorder). Each group will be composed of approximately 4 students. Students can submit their ranked preferences for the five possible groups (e.g., #1: Hoarding disorder, #2: BDD, etc.) by **September 21st**, or if no preference, will be assigned to a group.

Each symposium will involve individual student article presentations (10%), as well as the group members leading class discussion (10%; with an additional 5% for organization). Each student will give an individual 10-minute PowerPoint presentation, and then pose one question to the class for discussion (not exceeding 5 minutes). There should be approximately 10 minutes remaining at the end of the individual presentations, with this time used for group members to lead a larger class discussion about overarching questions related to the theme of the articles. Alternatively, a group may decide to structure the symposium differently, by each presenter giving their 10-minute presentation and holding all questions and group discussion to the end of the presentations. While students are free to avail of this option, please ensure that all students are active in leading the group discussion, as grades will be individually assigned. Presenters are expected to each play an active role in leading the class discussion, thus groups are strongly encouraged to meet preceding the class itself to generate questions that might stimulate discussion.
You should work with your group to select articles related to the disorder(s) you have been assigned, and ensure there is cohesiveness or a common theme woven between the articles presented during the symposium (for instance: Challenges in the treatment of hoarding disorder). Individual symposium

presentations are expected to provide an overview of the article – including a summary of pertinent methodological details – its findings and a critical evaluation of both its scientific quality and real-world applications. Articles must be relatively recent (e.g., no older than 2010), brief (e.g., approximately 10 pages or less) and include an original study (please do not include review articles, meta-analyses, animal studies, case studies, etc.). Further, since the primary focus of the course is OCD, students should ensure there is a brief description of the specific obsessive-compulsive and related disorder provided.

Please note that it is the responsibility of the group to lead the class discussion, and grades will take into account participation in and management of the class discussion. Each student in a given group will receive individual grades for their individual presentations and for leading of the class discussion, whereas marks for organization will be more dependent on the entire group. Please note that it is also the responsibility of the group to come to class early on the day of their presentation to load their slides on the computer, similar to a conference.

The theme of each group symposium and associated articles that will be presented should be submitted to me no later than Oct. 12th (one week prior to the first symposium). **The day prior to presenting, students are to submit their PowerPoint presentation through Brightspace (D2L) via Assessment→ Assignments.**

Term Paper (25%)
Papers are to be 7-10 pages in length (excluding title page and references), double-spaced, one-inch margins, 12-point Times New Roman Font. Papers are to be in written format that is in accordance with the Publication Manual of the American Psychological Association, 7th edition. For their paper, students will utilize research articles and other existing peer-reviewed literature to address a specific question related to obsessive-compulsive and related disorders. Students may develop their own question/topic or alternatively choose one of the options provided below. Prior to students making a final decision on their paper topic it should be approved by the course instructor. The primary reasons that paper topics should be approved by the course instructor are to ensure that students do not choose a topic that is too broad or too narrow in scope and to ensure that the paper is clearly focused on a specific question related to obsessive-compulsive and related disorders. Further, as students will be giving a presentation to summarize their term paper research and the answer to their question, it is important to minimize overlap in topics across students.

Papers should be written as clearly and concisely as possible with an introduction that states the proposed topic/question and a concluding section that ties all relevant ideas together and provides a concluding statement that directly pertains to the proposed paper topic/question.

Term paper topics will be decided on a first come, first served basis (please email the instructor). Thus, if you are choosing from the 20 example paper topics, please rank at least 3 topics of interest in your email. Students wishing to choose their own topic must still have it approved by the instructor. Term paper topics should be approved by no later than **Oct. 17th.**

Term papers are due on November 16th (11:59pm) and will be submitted through Brightspace (D2L) via Assessment→ Assignments. Please submit a word document.

Examples of paper topics may include answering one of the following questions:

1) Treatment-resistant OCD: Is neurosurgery the future?

2) "Posttraumatic OCD": A distinct subtype of OCD?
3) What is the most important mechanism of action behind exposure and response prevention for the treatment of OCD?
4) Should guilt sensitivity receive more attention in the treatment of OCD?
5) How does family accommodation affect the course and prognosis of OCD?
6) Early onset (versus adult onset) OCD: A unique developmental subtype of the disorder?
7) How good are we at predicting who will develop OCD? (What are the relevant mechanisms/risk factors underlying OCD?)
8) Does gender play a role in the presentation, course, or treatment of OCD symptoms?
9) What factors contribute to the gap between onset of obsessive-compulsive symptoms and effective treatment, and what can be done to close this gap?
10) Is there a shared etiology between OCD and anorexia nervosa? Are there implications for diagnosis and treatment if these conditions co-occur?
11) Is disgust a neglected emotion in OCD?
12) Is reassurance seeking specific to OCD?
13) What is the role of reproductive hormones in the onset and nature of OCD symptoms?
14) "Tourettic OCD": Is comorbid OCD with tic disorders an independent diagnostic entity?
15) Can OCD be adaptive? An Evolutionary Perspective
16) What is the comparative effectiveness of different psychotherapy approaches for OCD (e.g., CBT, ACT, interpersonal/psychodynamic, client centered)
17) Teletherapy for OCD: What are the benefits and risks and is it comparable to in-person treatment?
18) OCD with comorbid Autism Spectrum Disorder (ASD): a valid OCD subtype?
19) OCD and OCPD: Are they distinct entities? What are the implications for diagnosis and treatment when they co-occur?
20) Low insight in OCD: Predictive factors and clinical implications?

Term Paper Presentation (15%)
The purpose of this presentation is for classmates to benefit from the in-depth research you have done on your specific term paper topic. Please ensure that similar to your term paper that you pose your research question, summarize the relevant literature, and end with a conclusion that answers your question. Each student will have 20 minutes in total to present their research findings, including time to answer questions from the class. PowerPoint presentations will be 10-15 minutes, with the remaining time for questions and discussion. Fellow students are expected to ask questions and engage in the material provided. Three students will be assigned per lecture to present on their findings. Please note, that some students will be scheduled to present before the term paper is due and should adjust their research timelines accordingly.

Students should submit their top 3 preferences for presentation dates (by October 17th), and will be assigned to one of seven different lecture dates. **The day prior to presenting, students are to submit their PowerPoint presentation through Brightspace (D2L) via Assessment→ Assignments.**

Class Participation (10%)

As a seminar course, participation and student engagement is of central importance. Thus, a portion of your grade will be determined by your participation in class discussion throughout the term. The success of this course depends on active class participation. As a result, everyone is expected to participate in class discussions, meaning that it is crucial that you read any assigned articles before class begins and come prepared ready to share your thoughts. Class will include a range of exercises and activities to help students engage in, and apply, course material. Preparation and engagement will help facilitate learning.

Accessibility Services:
Memorial University of Newfoundland is committed to fostering equitable and accessible learning environments for all students. Accommodations for students with disabilities are provided in accordance with Accommodations for Students with Disabilities Policy (www.mun.ca/policy/site/policy.php?id=239) and its related procedures. Students who feel that they may require formal academic accommodations to address barriers or challenges they are experiencing related to their learning are encouraged to contact Accessibility Services (the Blundon Centre) at the earliest opportunity to ensure any required academic accommodations are provided in a timely manner. You can contact Accessibility Services (Blundon Centre) by emailing blundon@mun.ca.

It would be appreciated if students requesting accommodations in this course would contact the instructor at the beginning of the course. This will ensure enough time to make appropriate arrangements.

Land Acknowledgement:
We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Class Conduct:
Particularly given the small class size, it is very easy to distract others if you are doing something that is not class-related. Please refrain from using cell phones during class (and keep them silent). If you must take or make an important call (or text), then please leave the room to do so.
Laptops/tablets are permitted, but if you feel the need to use your computer for anything unrelated to class (checking e-mail, social networking, etc.), please leave the room to do so.
Visual or audio recordings of class lectures are prohibited, excluding any provisions made for students with special needs. Lectures and provided course materials are prohibited from being copied in the absence of express written permission from Dr. Fawcett.

Artificial Intelligence:
Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

Academic integrity:
Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more

information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

Plagiarism:
Plagiarism, even when it occurs unintentionally, is a serious academic offence and jeopardizes the academic integrity of all involved. According to University Regulations (Section 6.12.4):

> *"Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all material such as essays, laboratory assignments, laboratory reports, work term reports, design projects, seminar presentations, statistical data, computer programs, research results and theses. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment is contrary to accepted norms of academic behaviour. Information regarding acceptable writing practices is available through the Writing Centre at www.mun.ca/writingcentre."*

Memorial University of Newfoundland and the Faculty of Science view plagiarism as unacceptable. Any student who submits a piece of work (e.g., assignment) in which there is evidence of plagiarism will automatically receive a mark of zero for that piece of work. The faculty and/or the university may also take further action depending on the situation. Guidelines for plagiarism are available from the Faculty of Science or the Faculty of Graduate Studies.

Examples of plagiarism, including inappropriate paraphrasing is available on MUN's Writing Centre webpage: https://www.mun.ca/writingcentre/understanding-plagiarism/examples-of-plagiarism/. There are also a large number of excellent online tutorials on various university websites on how to identify various forms of plagiarism. If you would like to learn more about plagiarism to avoid it in your own writing, simply search for "plagiarism tutorial". If you are unsure of what constitutes plagiarism or if you are unsure of whether you have properly used citations in your paper, please come see me before submitting your assignment.

Tentative Class Schedule

Week	Date	Topic	Readings, Timelines, and Deadlines
1	Sept. 7th	Introduction/ Syllabus review	Note: Term paper topics first-come, first-served
2	Sept. 12th	Lecture (Dr. Fawcett)	Vignette Quiz: https://mun.az1.qualtrics.com/jfe/form/SV_a61XijhbO029kh0
	Sept. 14th	Guest lecture	Assigned Reading: Senter, M. S., Patel, S. R., Dixon, L. B., Myers, R. W., & Simpson, H. B. (2021). Defining and addressing gaps in care for obsessive-compulsive disorder in the United States. *Psychiatric Services, 72*(7), 784-793. **Timeline**: Send article for Individual Presentation along with presentation dates ranked by preference
3	Sept. 19th	Guest lecture	Assigned Video: https://www.youtube.com/watch?v=UZjYY4pzy9o
	Sept. 21st	Lecture (Dr. Fawcett)	Assigned Reading: Stein, D. J., Costa, D. L., Lochner, C., Miguel, E. C., Reddy, Y. J., Shavitt, R. G., van den Heuvel, O. A., & Simpson, H. B. (2019). Obsessive–compulsive disorder. *Nature Reviews Disease Primers, 5*(1), 52. https://doi.org/10.1038/s41572-019-0102-3 **Timeline:** Submit preferences for group symposium by today (#1 BDD, … #5 Hoarding)
4	Sept. 26th	Lecture (Dr. Fawcett)	Assigned Reading: Gillihan, S. J., Williams, M. T., Malcoun, E., Yadin, E., & Foa, E. B. (2012). Common pitfalls in exposure and response prevention (EX/RP) for OCD. *Journal of Obsessive-Compulsive and Related Disorders, 1*(4), 251-257. Assigned Video: https://www.mcleanhospital.org/video/helping-your-patients-face-their-fears-exposure-therapy **Deadline: Stigma assignment due today (D2L)**
	Sept. 28th	Article Presentations X1	Assigned Readings: TBD Choose any 2/4
5	Oct. 3rd	Article Presentations X2	Assigned Readings: TBD Choose any 2/4
	Oct. 5th	Article Presentations X3	Assigned Readings: TBD

			Choose any 2/4
6	**Oct. 10th- Fall Semester Break , No class**	**NO CLASS**	**NO CLASS**
	Oct. 12th	Article Presentations X4	Assigned Readings: TBD Choose any 2/4 **Timeline:** Submit theme of group symposium and associated articles
7	**Oct. 17th**	Article Presentations X5	Assigned Readings: TBD Choose any 2/4 **Timeline:** Term paper topic approved by today; Submit top 3 preferences for term paper presentation dates
	Oct. 19th	Group Symposium Presentations X1	Assigned Readings: TBD Choose any 2/4
8	**Oct. 24th**	Group Symposium Presentations X2	Assigned Readings: TBD Choose any 2/4
	Oct. 26th	Group Symposium Presentations X3	Assigned Readings: TBD Choose any 2/4
9	**Oct. 31st**	Group Symposium Presentations X4	Assigned Readings: TBD Choose any 2/4
	Nov. 2nd	Group Symposium Presentations X5	Assigned Readings: TBD Choose any 2/4
10	**Nov. 7th**	Term Paper Presentations X1	
	Nov. 9th	Term Paper Presentations X2	
11	**Nov. 14th**	Term Paper Presentations X3	
	Nov. 16th	Term Paper Presentations X4	**Deadline: Term paper due (D2L)**
12	**Nov. 21st**	Term Paper Presentations X5	
	Nov. 23rd	Term Paper Presentations X6	
13	**Nov. 28th**	Term Paper Presentations X7	
	Nov. 30th	Make up class	

Senate Summary Page for Courses
PSYC 4752

COURSE NUMBER AND TITLE
PSYC 4752 Seminar in Domestic Animal Behaviour and Interactions with Humans

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Domestic Anim & HAI

‘RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4752 Seminar in Domestic Animal Behaviour and Interactions with Humans

examines the mechanism, development, function, and evolution of behaviour in domestic animals, with an emphasis on dogs (*Canis familiaris)*. Topics include, but are not limited to, applied animal behaviour, domestic animal cognition, social behaviour and organization, human-animal interactions, and behaviour as a welfare indicator.

PR: PSYC 3750 or BIOL 3750 and either admission to a Major in Psychology or Behavioural Neuroscience or permission of the instructor

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4752 Seminar in Domestic Animal Behaviour and Interactions with Humans

examines the mechanism, development, function, and evolution of behaviour in domestic animals, with an emphasis on dogs (*Canis familiaris*). Topics include, but are not limited to, applied animal behaviour, domestic animal cognition, social behaviour and organization, human-animal interactions, and behaviour as a welfare indicator.

PR: PSYC 3750 or BIOL 3750 and either admission to a Major in Psychology or Behavioural Neuroscience or permission of the instructor

Appendix Page for PSYC 4752

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	

Social Work	
Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT
Pending

RESOURCE IMPLICATIONS
None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

MEMORIAL UNIVERSITY

Faculty of Science

PSYC 4752- Selected Topics in Animal Behaviour: Domestic Animal Behaviour and Interactions with Humans

Land Acknowledgement: ***We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.***

Instructor: Carolyn Walsh, PhD **Contact: carolynw@mun.ca**

Other information to be provided as required by Syllabus Guidelines.

Course Description

This course is a senior undergraduate student **seminar** that examines animal behaviour from both proximate and ultimate perspectives in domestic animals, with an emphasis on dogs (*Canis familiaris*). As well, applied animal behaviour science will be discussed. Topics include (but are not limited to): domestic animal cognition, social behaviour and organization, human-animal interactions, and behaviour as a welfare indicator. Prerequisites include Biol/Psyc 3750, which can be waived with instructor permission.

Text and Course Materials

Selected chapters of the **required** text – available as an e-text on Course Reserves (MUN Library website)- will be covered as background: **Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15**.

Serpell, J. (2017). **The Domestic Dog: Its Evolution, Behavior, and Interactions with People** (2nd edition). New York: Cambridge University Press. ISBN: 978-1-107-69934-2

The Course Reserves will also provide access to the required readings (journal articles). The required readings (journal articles) are listed below.

Materials (e.g., syllabus, assignment templates and/or information) will be archived on our "Brightspace (D2L)" site.

Learning Objectives

When this course is completed, each student will be able to:

- think critically about the behaviour of domestic animals, including the ability to evaluate, from an empirical perspective, popular claims made about domestic animal behaviour and practices used to manage behaviour;
- explain why critical thinking and basic empirical evidence is important for understanding domestic animal behaviour and human-animal interactions;

Evaluation	Percentage of total mark
Information List	3%
Journal Case Study	10%
Presentation - Chapters	15%
Discussion (2 online topics)	8%
Peer Feedback	10%
Quizzes	(9) 7 best X 2% = 14%

Journal Article Critique-2 parts	15%
Book Review: oral	15%
Book Review: written	10%
Total	100%

- describe the challenges to rigorous and objective study of domesticated animal behaviour.

Details

1. **Information List (3%)**: You are required to pass in an "Information List" which provides sources you would use to find out information on the topic of EITHER domestic cat behavior/behaviour or domestic dog behavior/behaviour (or, if you have a passion for another domestic species, choose that one). The sources are to be completed on the template provided on Brightspace.

2. Journal Case Study (10%). This case study of a journal article will consist of worksheets that will become part of our on-line Discussion on Emotions, followed by an individually written report (10%). More details will be provided on Brightspace.

3. Presentations (Chapter,15%). Each student will create an individual presentation on a portion of a chapter in the Serpell book. You will be *randomly assigned* to a Chapter/section (pages) in the book.

4. *On-line* Class Discussion (8%): We will have 2 on-line Discussion topics in the course. Discussions will occur via Brightspace. The topics are: 1. Emotions in Animals, and 2. Dominance. The start and end dates for each discussion are listed in the Schedule.

5. Peer Feedback- Review & Q&A (Live) Session (10%):

Peer Reviews (5%): You will be assigned to provide feedback to 3 of your peers on their class presentations. Your feedback will be anonymous. More details to come.

Q&A Live Sessions (5%): Our last 3 classes will be Q&A sessions based on the Book Review presentations. Each of you will be assigned 4 book review presentations to provide feedback on.

6. Quizzes (14%): Nine short-answer quizzes will be given, **as per the class Schedule.** The best 7 scores (worth 2 **marks each**) will be used to calculate your final quiz mark. Quizzes will be timed and made

available for the dates specified in the Schedule. You are responsible for completing the quizzes during the availability period! Quizzes will not be reset if they are missed. *(Note that you could miss 2 quizzes without necessarily impacting your overall quiz grade.)*

7. Journal Article Critique (15%): A handout with instructions for this written critique will be provided later in the course. Part 1 feedback will be given to you before you are required to submit Part 2.

8. **Book Review (oral, 15%; written 10%):** More details will follow in a separate handout. In brief, you will be asked to read and review a book of your choice on a topic related to the course. Books must be approved by the instructor. You will create an oral presentation on the book, which will be the basis of our Q&A Sessions (last 3 classes). On the last day of classes, your written book review is due.

Assigned Journal Articles (*from Fall 2020 offering- will be updated each offering*):

JA1. Pedersen, N., Liu, H., Theilen, G., & Sacks, B. (2013). The effect of dog breed development on genetic diversity and the relative influences of performance and conformation breeding. *Journal of Animal Breeding and Genetics 130*: 236-248.

JA2. Horowitz, A. (2009). Disambiguating the "guilty look": salient prompts to a familiar dog behaviour. *Behavioural Processes 81*: 447-452.

JA3. Cook, P., Pritchard, A., Spivak, M., & Berns, G.S.(2018). Jealousy in dogs? Evidence from brain imaging. *Animal Sentience 22*(1).

Available at: https://animalstudiesrepository.org/animsent/vol3/iss22/1/

For access to Commentaries, see "Article Thread" on the page link.

JA4. Bray, E.E., Sammel, M.D., Cheney, D.L., Serpell, J.A., & Seyfarth, R.M. (2017). Effects of maternal investment, temperament, and cognition on guide dog success. *Proceedings of the National Academy of Science 114*: 9128-9133.

JA5. Schilder, M.B.H., Vinke, C.M., & van der Borg, J.A.M. (2014). Dominance in domestic dogs revisited: Useful habit and useful construct? *Journal of Veterinary Behavior 9*:184-191.

JA6. Bradshaw, J.W.S., Blackwell, E-J., & Casey, R.A. (2016). Dominance in domestic dogs- A response to Schilder et al. (2014). *Journal of Veterinary Behavior 11*: 102-108.

JA7. Fugazza, C., Pogány, Á., & Miklósi, A. (2016). Do as I... Did! Long-term memory of imitative actions in dogs (*Canis familiaris*). *Animal Cognition 19*:263-295.

JA8. Mills, D.S. (2017). Perspectives on assessing the emotional behavior of animals with behavior problems. *Current Opinion in Behavioral Sciences 16*:66-72.

JA9. Fernandes, J.H., Olsson, I.A.S., & de Castro, A.C.V. (2017). Do aversive-based training methods actually compromise dog welfare?: A literature review. *Applied Animal Behaviour Science*: http://dx.doi.org/10.1016/j.applanim.2017.07.001

JA10. Constable, S., Dixon, R., & Dixon, R. (2010). For the love of dogs: The human-dog bond in rural and remote Australian indigenous communities. *Anthrozöös 23*: 337-349.

Senate Summary Page for Courses
PSYC 4753

COURSE NUMBER AND TITLE
PSYC 4753 Seminar in Visual Ecology

REVISED COURSE NUMBER AND TITLE
N/A

ABBREVIATED COURSE TITLE
Sem Visual Ecology

RATIONALE
The addition of this course is part of a larger effort to regularize selected topics courses that have been taught consistently over the past 10 years. This will allow students to better prepare their schedules, and be a better representation of the content and material covered in the course on their transcript. Note: this will not result in an increase of course offerings per semester for the Department of Psychology.

ANTICIPATED EFFECTIVE DATE
Fall 2024

CALENDAR CHANGES
13.12.2 Majors Courses

PSYC 4753 Seminar in Visual Ecology

will examine the properties of light relevant to understanding animal communication, the origin and evolution of animal vision, the role of vision in communication, how visual systems and animal colouration coevolve with light environments, the detection of motion and polarization, visual modelling and more.

PR: PSYC 3750 and admission to a Major in Psychology or Behavioural Neuroscience

CALENDAR ENTRY AFTER CHANGES
13.12.2 Majors Courses

PSYC 4753 Seminar in Visual Ecology

will examine the properties of light relevant to understanding animal communication, the origin and evolution of animal vision, the role of vision in communication, how visual systems and animal colouration coevolve with light environments, the detection of motion and polarization, visual modelling and more.

PR: PSYC 3650 and admission to a Major in Psychology or Behavioural Neuroscience

Appendix Page for PSYC 4753

CONSULTATIONS SOUGHT *See end of document for feedback from consultations as of November 29, 2023

Academic Unit	**Response Received**
Humanities and Social Sciences	yes
Business Administration	
Education	
Engineering and Applied Science	yes
Human Kinetics and Recreation	yes
Marine Institute	
Medicine	yes
Music	
Nursing	
Pharmacy	yes
Science	
Biochemistry	yes
Biology	
Computer Science	
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	yes
Office of the Dean	
Physics and Physical Oceanography	
Psychology	
Social Work	

Library	yes
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	

LIBRARY REPORT
Pending

RESOURCE IMPLICATIONS
None. Teaching resources already exist in the department. Regularized selected topics courses will be offered in place of PSYC 4X50/4X51 and will not result in an increase of course offerings per semester for the Department of Psychology.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Visual Ecology – PSYC 4750
Winter 2022

Instructor	Dr. Pierre-Paul Bitton	Office: SN-3091
	Phone: 864-7665	E-mail: pbitton@mun.ca
	Office hours: Mondays 11:00 to 13:00, or by appointment	
Lectures	Tuesdays and Thursdays 15:30 to 16:45	
	Live lectures are recorded and available for later viewing while remote	
Prerequisite	PSYC/BIOL 3750, or permission of the instructor	

Course summary: In this Selected Topics in Animal Behaviour course, we will learn about the properties of light relevant to understanding animal communication, the origin and evolution of animal vision, the role of vision in communication, how visual systems and animal colouration coevolves with light environment, the detection of motion and polarization, visual modelling and more. In addition to traditional lectures, we will be discussing scientific papers from the primary literature, and develop a research proposal related to visual ecology.

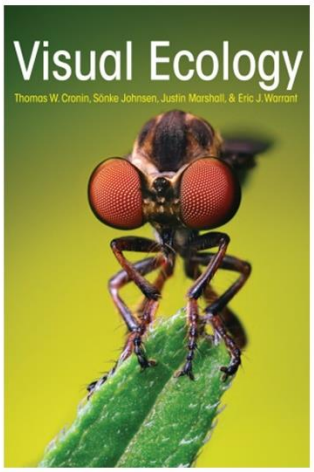
Winter 2022 – Special information
Memorial University announced on Dec 22nd that teaching and learning will be performed remotely at least until January 31st and that the semester would start on the 10th of January instead of the

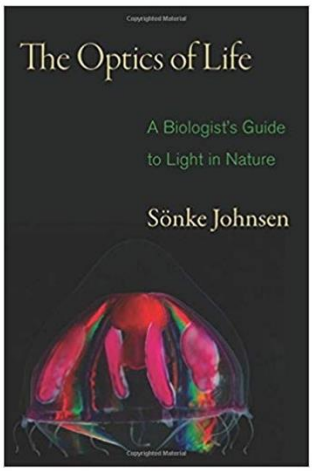
anticipated 6th. This means that all classes for the month of January will be conducted online. I will provide live (i.e., synchronous) sessions which will be recorded for future viewing (i.e., asynchronous option). If we return to in-person lectures this semester, sessions will no longer be recorded.

The material for this course is not optimal for remote delivery because I promote discussions and group participation. I will do my best to make this engaging; all comments/suggestions on how this can be improved will be welcomed and considered.

Course Materials: There are no required textbooks for this course… I do not believe in having you buying textbooks that you may not keep. The course material makes use of content from three textbooks, all of which are available online through the library (https://www.library.mun.ca/).

1. *Visual Ecology*, by Cronin et al., Princeton University Press
2. *Animal Eyes* 2nd edition, by Land and Nilsson, Oxford University Press
3. *The Optics of Life*, by Johnsen, Princeton University Press





General topics

- Introduction to light and light environments
- Colours in nature
- What is an eye?! - Origin and evolution of vision
- What makes a good eye – Spatial Resolution and Contrast sensitivity
- Visual Pigments and Photoreceptors
- Eyes in water and on land
- Compound eyes
- Detection of motion and Polarization
- Functions of animal colouration
- Visual modelling - Applied visual ecology

D2L resources: Online information for this course will be shared through the website Desire2Learn (D2L) Brightspace. When you log in to D2L (https://online.mun.ca/) with your MUN log-in username and password you should see an icon for this course. The course website will contain material that I will upload throughout the semester. Specifically, look for the "Course Content" tab on the main page. There, you will see several folders including 'Lectures'. I will always post these before class meetings. There is also an announcement section on the main page of the course website. This will be used to make any necessary announcements such as class cancellations or changes to test dates, etc. Lecture slides are uploaded as a courtesy to assist your note taking, and have been edited to contain most but not all information presented in class. Therefore, they are not a substitute for attending class. You are responsible for taking your own notes in class. I would suggest downloading and printing the lecture slides prior to class so you can take your own notes.

Course evaluation

Grades will be determined as follows.

Assessment type	Proportion of final grade
1) Midterm Exam	15%
2) Mock study proposal and presentation	20%
3) Scientific paper discussion	25%
4) Assignments	15%
5) Final Exam	25%

1) *Exams*: We have two exam during the semester, a midterm before the final drop date, and a final exam (see schedule below). The midterm will consist mostly of short answer (a few words) and long answer (2-5 sentences) questions. The final exam will be essay type, an opportunity for you to demonstrate your understanding of the material (no memorization required!). It will be inclusive of the material covered on the midterm.
2) *Mock study proposal*: So, you want to become a visual ecologist? First, you have to design an interesting and innovative study, and get funding for it! At the end of the semester, participants will deliver a presentation to the group outlining a study of the student's design. This should be a fun and creative way to put what you have learned during the semester to work and to think about your research interests. Start thinking early about questions that interest you; I can assist you with this. A written proposal and budget will also have to be produced (Presentation 8%, Hand-in document 12%).
3) *Scientific paper discussion*: In groups of 2, students will pick a recent paper (published 2010+) from the primary scientific literature to discuss with the class. Discussions will take place first thing on designated Tuesdays. Students will deliver a short presentation (~10 min) about their paper the preceding Thursday. The short presentation should include a summary of the paper's premise and research question, and provide information to the class on challenging concepts that will help understand the paper. Everyone is expected to participate actively in discussions.
4) *Assignments*: We will have three small assignments throughout the course, these are based on some of my favourite papers in behavioural visual ecology.

Other important dates: First Lecture Jan 11th, Last day to drop with 100% refund Jan 20th, Last day to drop with 50% refund Jan 27th , Last day to drop with 25% refund Feb 3rd , Winter Break Feb 21-25th, Last day to drop without academic prejudice March 3rd, Last lecture April 8th

SCHEDULE (subject to change!)

Date	Notes/Assignments/Discussions	Other relevant info
11 Jan		
13 Jan	Intro discussion #1 (Bennett et al. 1994)	
18 Jan	Discussion Bennett et al. 1994	
20 Jan		Last day to drop with 100% refund
25 Jan	ASSIGNMENT #1 DUE	
27 Jan	Intro to discussion #2	Last day to drop with 50% refund
1 Feb	Discussion #2	
3 Feb		Last day to drop with 25% refund
8 Feb		
10 Feb	Intro to discussion #3	
15 Feb	Discussion #3	
17 Feb	MIDTERM EXAM	
22 Feb	READING WEEK – NO CLASS	
24 Feb	READING WEEK – NO CLASS	
1 March	ASSIGNMENT #2 DUE	
3 March	Intro to discussion #4	Last day to drop without academic prejudice
8 March	Discussion #4	
10 March		
15 March	ASSIGNMENT #3 DUE	
17 March	Intro to discussion #5	
22 March	Discussion#5	
24 March		
29 March		
31 March	Intro to discussion #6	
5 April	Discussion #6	
7 April	Mock-proposal presentations	3 Groups X 20 minutes each
8+ April	FINAL EXAM	Date and Location TBD

Policy regarding missed tests

A missed midterm exam will not be re-scheduled. If an acceptable excuse is provided within 48 hours of the scheduled exam, the mark from the missed test will be added to the final exam.

Only valid reasons for missing a test:

1) A medical condition*.
2) Death of a family member*
3) A special circumstance discussed with and approved by the Instructor prior to the test or exam (e.g. representing the university at a sporting event).

If you miss a test or the final exam for a non-valid reason (e.g., sleeping in, forgetting the exam time, etc.) you will receive a grade of zero for that test or exam.

*Note: You must provide written documentation for a missed test by email to the instructor within 48 hours of a missed test.

For a missed final exam, you will have to contact the Department of Psychology immediately and comply with university and departmental regulations concerning a missed final exam.

General Policies

All students are encouraged to consult the current MUN calendar concerning drop and add dates, general undergraduate regulations, and academic offenses. The University diary can be found at: https://www.mun.ca/regoff/calendar/sectionNo=GENINFO-0086. Please note that any violation of "proper conduct" (e.g. cheating, etc.) will result in your removal from the course and possible additional academic penalties (see following section).

Code of conduct

Memorial University of Newfoundland expects that students will conduct themselves in compliance with University Regulations and Policies, Departmental Policies, and Federal, Provincial and Municipal laws, as well as codes of ethics that govern students who are members of regulated professions. The *Student Code of Conduct* outlines the behaviors which the University considers to be non-academic misconduct offences, and the range of remedies and/or penalties which may be imposed. Academic misconduct is outlined in ***UNIVERSITY REGULATIONS* - Academic Misconduct** in the University Calendar.

For more information about the *Student Code of Conduct*, see www.mun.ca/student. Also, a document is available on the Department's web site to inform students about plagiarism (http://www.mun.ca/psychology/undergrad/Plagiarism.pdf).

Accommodation of students with disabilities

Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation should identify themselves to the instructor as soon as possible so that provisions can be made to help facilitate the learning experience, and are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

Email policy

To contact me by e-mail, use pbitton@mun.ca, not the internal email in Brightspace. Every effort will be made to respond within 24h, with the exceptions of weekends and holidays. When emailing me you must use your MUN assigned email address. Also, please include in your email the course (PSYC 4750) preferably in the subject line. Also, check D2L and this syllabus for general information about the course (test dates, etc.) before emailing me.

Attendance – A big part of your grade will be based on participation in discussion and your own presentations to class. While I will not take attendance, I strongly advise to attend every meeting. The material on which you will be tested may not all appear in written form in the lecture slides and may be based on discussions held in class.

Assignments – Written assignments must be submitted via the D2L Dropbox by 17:00 on their respective due dates. Late assignments will receive a penalty of 10% per day, including weekends. Information about each small assignment will be posted on D2L one week before it is due. Information for the mock study proposal and paper discussions will be posted early in the semester along with a grading rubric.

FEEDBACK FROM CONSULTATIONS AS OF NOVEMBER 29, 2023

From: HKR Dean <hkrdean@mun.ca>
Sent: November 9, 2023 10:25 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review. HKR has no concerns or questions.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS

Interim Dean, School of Human Kinetics and Recreation

Office: PE 2026

Phone: 709.864.8129

Email: asulliva@mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Hi Kathleen,
In the interest of helping things run as smoothly as possible at tomorrow's FoSCUgS meeting, I thought I'd forward my comments to you ahead of time.
Amendment to Calendar Section 11.12.2: I find the wording here a bit awkward, and it overlooks the possibility that non-numeric grades could be obtained in Memorial courses as well

as via transfer credit. Furthermore, Calendar style would dictate that "MATH" and "PSYC" should be spelled out, and I think the use of "prerequisite" may seem a bit confusing in this context.
With all of that in mind, how about the following instead?
"A student must have obtained at least three numeric grades in Memorial University courses in order to be considered for admission. In the event that a student has a non-numeric grade in each of the Psychology, CRW and Mathematics requirements listed above, selection will instead be determined by 9 credit hours of electives in which a numeric grade appears on the student's transcript."
Amendment to Calendar Section 11.12.3: "CH" should be replaced by "credit hours". There should be strikethrough/underline versions of the secondary Calendar changes, in addition to the "clean" versions. Finally, the "Note:" added to PSYC 3900 should instead use the "OR:" designation.
Amendment to Calendar Section 11.12.5: I think the rationale for removing the PWD grading option should be expanded -- there really isn't a rationale given at all! In particular, this option was only added in the 2020-2021 Calendar, and took a *lot* of work to get through Senate. I certainly would like to know why it's being abandoned after just four years.
PSYC 4052: Here and throughout the rest of the document, the proposal omits adhering to proper Calendar style in the format of the course descriptions. The first sentence of the course description always takes the course number/title as its opening. In this instance, the course description should begin "4052 Seminar in Mathematical Cognition examines the latest research...". Also, "number" in the first sentence should be "numbers".
PSYC 4053: The course description should begin "4053 Seminar in Childhood Memories and Forensic Implications is an overview...". Also, there are missing commas later in the first sentence: "... for, and ability to talk about, real...".
PSYC 4054: The course description should begin "4054 Seminar in Media Use Across Development examines media's...". Also, later in the first sentence, "impact" should be "impacts".
PSYC 4152: The course description should begin "4152 Seminar in Skeptical Thinking will teach...". Also, the use of "you" is against Calendar style. So the first sentence should continue "... will teach students how to identify...". The third sentence should begin "Students will be armed..." and later be amended to "... will help them distinguish...". The phrase "Baloney Detection Kit" also strikes me as awfully colloquial for a Calendar description, but I wouldn't necessarily object to it!
PSYC 4153: The course description should begin "4153 Seminar in Romantic Relationships will focus on...". Also, the second sentence should be amended to begin "In doing so, students will be guided...".
PSYC 4154: The course description here needs a major overhaul. In addition to the stylistic issue, it's also way too long (the maximum is 75 words). And I really don't think that the Department wants the use of a blog and podcast as an evaluative tool to be hard-coded into the Calendar! Here's my crack at revising it, but I'm sure you can come up with a better version:
"4154 Seminar in Social Psychology in Everyday Life explores how our lives intersect with social psychological theories and ideas. The course will explore social psychological theories across many life domains -- from relationships, work, finance, and behavioural and cognitive sciences to education and hobbies. Emphasis will be put on how current theories are experienced

and expressed in our daily lives. Through project-based learning where science meets creativity, students will explore a variety of social psychological theories."
PSYC 4452: The course description should begin "4452 Seminar in Metacognition examines a wide...".
PSYC 4453: The course description should begin "4453 Seminar in Embodied Cognition builds on an understanding of fundamental cognitive mechanisms to provide further exploration...".
PSYC 4454: This is another course description that needs a major overhaul, because there's no easy way to incorporate the first two sentences into the Calendar style. You could skip right to the third sentence: "4454 Seminar in Applied Cognition explores how cognitive..." but I'll leave it to you whether this is the best approach.
PSYC 4652: The course description should begin "4652 Seminar in Substance Use and Behavioural Addiction in Youth will focus on..."
PSYC 4653: The course description should begin "4653 Seminar in Health Psychology will focus on...".
PSYC 4654: The first sentence just recapitulates the course title, so it should be omitted. Instead, the course description should begin "4654 Seminar in Obsessive-Compulsive and Related Disorders reviews the epidemiology, onset, ...".
PSYC 4752: The course description should begin "4752 Seminar in Domestic Animal Behaviour and Interactions with Humans examines the mechanism, ...". Also, the prerequisite should be revised to read "PR: PSYC 3750 or Biology 3750 and either admission...".
PSYC 4753: The course description should begin "4753 Seminar in Visual Ecology will examine the...".
And I think that's everything! If you have any questions, feel free to ask.
Cheers,
Shannon
--
Dr. S.P. Sullivan
Teaching Associate Professor, Dept. of Mathematics & Statistics
Senior Faculty Advisor, Faculty of Science
Memorial University of Newfoundland
St. John's · NL · Canada
shannon@mun.ca · www.math.mun.ca/~shannon

From: Davis,Erin <emdavis@mun.ca>
Sent: October 30, 2023 10:57 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to review the proposed changes. These changes to psychology should not affect pharmacy students or programs and we have no concerns.

Erin

--

Dr. Erin Davis BSc (Pharm), PharmD

Associate Dean Undergraduate Studies

Associate Professor

Memorial University School of Pharmacy

T 709 864 8815

E emdavis@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Sent: November 15, 2023 2:31 PM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. In previous e-mails I conveyed some individual comments.

At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies found that these changes will have no impact on our programs.

-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 30, 2023 8:17 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Adding to my e-mail of Oct. 27, I also notice that you have two courses numbered 4453.
The second one, "Seminar in Applied Cognition", should be 4454 (as in the header).

And the header for PSYC 4753 "Seminar in Visual Ecology" has the wrong number.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
-----Original Message-----
From: Engineering Consult <engrconsult@mun.ca>
Sent: October 27, 2023 11:13 AM
To: Psychology Deputy Head <psychdeputyhead@mun.ca>
Cc: Glyn George <glyn@mun.ca>; Jayde Edmunds <edmundsj@mun.ca>; Wei Qiu <qiuw@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Thank you for the opportunity to comment on the various Calendar changes proposed for the Department of Psychology. At its meeting on Nov. 15, Engineering's Committee on Undergraduate Studies will consider these changes. In the interim, I have these comments:

For the new text in regulation 11.12.2, what happens if six or seven of the eight courses are satisfied by Transfer Credits? Will the eligibility be based on the remaining two or one MUN courses (not three)? Also, the abbreviation "MATH" should be replaced by the full text "Mathematics".

You have two courses with the same number 4153:
"Seminar in Romantic Relationships"
and
"Seminar in Social Psychology in Everyday Life"
Should the latter be PSYC 4154 (as in the header)?

The proposed Calendar entry for PSYC 4154 "Seminar in Social Psychology in Everyday Life" contains 110 words, exceeding the limit of 75 words.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science Memorial University of Newfoundland
St. John's NL A1B 3X5
From: Janet Brunton <jbrunton@mun.ca>
Sent: October 27, 2023 10:04 AM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

I have reviewed the proposed calendar changes from Psychology (on behalf of Biochemistry), and I have no concerns; I also appreciate the organized summary that made the review much easier.
I do have one question - for the changes related to the admission to the majors (Calendar Section 11.12.2 Admission to Major Programs), you are adding a requirement for three numerical grades from MUN courses - can these be courses from any discipline or level?

Thanks,
Janet

……
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)

Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

From: Rose, Kathryn <kathrynr@mun.ca>
Sent: October 25, 2023 2:23 PM
To: psychdeputyhead@mun.ca
Subject: FW: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

The changes 1, 2, and 4, as listed in the summary below, will have no impact on the library.

For the new proposed courses listed in number 3, these will require full library reports. Or at least a closer look – as you mention, they have been offered as special topics for the past 10 years. I would still like to take a closer look at our holdings and the course objectives.

As you can imagine, there are a number of proposals being pushed through to SCUgS. What are your timelines and when would you like these reports for their inclusion in the larger package to SCUgS?

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head (Interim), Collection Strategies

Humanities Research Liaison Librarian – History

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

From: Dold, Patricia <pdold@mun.ca>
Sent: Sunday, October 22, 2023 4:28 PM
To: Deputy Head, Department of Psychology <psychdeputyhead@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hello,

Thank you for the opportunity to review these proposals. These changes do not present any concerns for HSS.

P Dold

Patricia Dold (she/her)

Associate Professor, Religious Studies

Associate Dean, Curriculum and Programs

Humanities and Social Sciences

-----Original Message-----
From: medvicedean <medvicedean@mun.ca>
Sent: Saturday, October 21, 2023 7:01 AM
To: psychdeputyhead@mun.ca
Cc: Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Re: Department of Psychology Calendar Change Proposals for consultation

Hi Kathleen,

Many thanks for the opportunity to review the number of proposed changes for the Department of Psychology. On behalf of the Faculty of Medicine, there are no concerns.

All the best,

Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine

Memorial University of Newfoundland|

Faculty of Medicine Building | Room M2M311

300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

-----Original Message-----
From: Iain J Mcgaw <ijmcgaw@mun.ca>
Sent: Saturday, October 21, 2023 2:34 PM
To: psychdeputyhead@mun.ca
Subject: Re: FW: Department of Psychology Calendar Change Proposals for consunltation

No problems with these. All the courses look like they have PYSCH pre-reqs so should not impact Ocean Sciences

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Cover Page

LIST OF CHANGES

Indicate the Calendar change(s) being proposed by checking and completing as appropriate:

- X New course(s): Data Science
- ☐ Amended or deleted course(s):
- ☐ New program(s):
- ☐ Amended or deleted program(s):
- ☐ New, amended or deleted Glossary of Terms Used in the Calendar entries
- ☐ New, amended or deleted Admission/Readmission to the University (Undergraduate) regulations
- ☐ New, amended or deleted General Academic Regulations (Undergraduate)
- ☐ New, amended or deleted Faculty, School or Departmental regulations
- ☐ Other:

ADMINISTRATIVE AUTHORIZATION

By signing below, you are confirming that the attached Calendar changes have obtained all necessary Faculty/School approvals, and that the costs, if any, associated with these changes can be met from within the existing budget allocation or authorized new funding for the appropriate academic unit.

Signature of Dean/Vice-President: _____

Date: _____

Date of approval by Faculty/Academic Council: _____

Memorial University of Newfoundland
Undergraduate Calendar Change Proposal Form
Senate Summary Page for Programs

PROGRAM TITLE
Major in Data Science

RATIONALE
Department of Mathematics and Statistics proposes to establish a Bachelor of Arts/Bachelor of Science degree major in Data Science.

There is a high demand in studying Data Science courses and Data Science program. At Memorial University we observe high demand in studying the newly offered STAT 1500 – Introduction to Data Science course although it is not a required course for any program yet. The proposed program will help meet the interest and train the students in the field of Data Science at Memorial University.

Harvard Business Review in 2022 reported that "By 2019, postings for data scientists on Indeed had risen by 256%, and the U.S. Bureau of Labor Statistics, predicts data science will see more growth than almost any other field between now and 2029. The sought-after job is generally paid quite well; the median salary for an experienced data scientist in California is approaching $200,000." Data scientists are also in high demand in Canada. Department of Mathematics and Statistics expect to see high student enrollment numbers in their Data Science program and courses.

The course requirements in the proposed major in Data Science program follow the curriculum guidelines for undergraduate programs in Data Science by Veaux et al. (2017) given in https://www.amstat.org/asa/files/pdfs/EDU-DataScienceGuidelines.pdf. The aim of the program is to teach statistical and computational thinking, mathematical and statistical foundations, model building and assessment, algorithms and software foundation, data curation and knowledge transference. Graduates will be equipped to think critically about data, sampling and study designs, to employ statistical and computational methods to manage, process, and model data, to gain meaning and knowledge from data, and to use data in responsible and ethical ways.

Existing courses in Mathematics, Math 1000 – Calculus I, Math 1001 – Calculus II, Math 2000 – Calculus III, Math 2050 – Linear Algebra I, Math 2320 – Discrete Mathematics, and the existing course in Statistics, Stat 2410 – Introduction to Probability Theory, are going to provide the mathematical foundation.

Existing courses in Computer Science, Comp 1001 – Introduction to Programming, Comp 1003 – Foundations of Computing Systems, Comp 2002 – Data Structures and Algorithms, Comp 3202 – Introduction to Machine Learning, are going to teach

computational thinking, algorithms (including machine learning algorithms) and software foundation.

Existing courses in Statistics, Stat 1500 – Introduction to Data Science, the introductory level Statistics courses Stat 2500/2550 and Stat 2560, Stat 3411 – Statistical Inference I, Stat 3421 – Regression, Stat 3585 – Computational Statistics are going to help giving the statistical thinking, teaching data curation, regression modeling and statistical theory and computing.

We propose additional courses for the Data Science program to teach statistical software R, sampling and study designs, analysis of experimental and observational data, Bayesian data analysis, generalized regression modeling, predictive analytics, statistical and deep learning, stochastic processes and generation of stochastic process realizations. The proposed Data Science courses will focus on understanding the data, data curation, data modeling and analysis. The statistical software R will be frequently used to illustrate the analysis approaches for data.

Stat 2485 – R for Data Science will introduce the programming language R and will focus on the foundations of coding, and development of basic programming skills for the effective handling of data structures and processes oriented towards the analysis of data.

Stat 2530 – Statistical Data Analytics will present a second-year level linear and non-linear regression modeling, generalized regression modeling and statistical learning algorithms.

Stat 3486 – Statistical Learning will include linear regression, classification, resampling and cross validation, linear model selection, nonlinear models, tree-based models and unsupervised learning.

Stat 3530 – Analysis of Observational Data Analysis will introduce important sampling designs and study designs, difference between observational and experimental data and their analysis, measures of association, confounding and logistic regression modeling.

Stat 4411 – Bayesian Data Analysis will discuss Bayesian modeling and inference which are foundation of some statistical and machine learning algorithms. It will also include Bayesian computation and data analysis. This course will allow students to understand the methodology behind some important statistical, machine, deep and reinforcement learning algorithms.

Stat 4486 – Neural Networks and Deep Learning will discuss the theoretical foundation of neural networks and deep learning. Deep learning refers to the use of artificial neural networks to recognize patterns and relationships within complex data sets, such as image and speech recognition, natural language processing, and predictive analytics. Because of its power and versatility, deep learning is at the forefront of advancements

in artificial intelligence and is employed in a wide range of applications such as intelligent assistance, self-driving cars, video games, celestial discovery, and disease detection.

Stat 4502 – Applied Stochastic Processes will introduce some well-known stochastic processes to show stochastic data generating processes. It will focus on modeling and computational aspects of stochastic processes.

An ethics course including data ethics is going to be proposed for the whole Faculty of Science programs. It will also be a part of this proposed program if it is approved.

There are 16 compulsory Mathematics and Statistics courses in the program to provide adequate level of training in Data Science which requires the mastery of a variety of skills and concepts in Statistics, Mathematics and Computer Science.

This program has been in development for almost two years and the first consultation with other Science departments was in April 2022. At several points in this process (June 2022, November 2022, August 2023 and November 2023) Computer Science has indicated that they may not have the teaching capacity to accommodate Data Science students in their upper year COMP courses. As such, the current version of the program includes two possible streams: one if COMP courses are available (as we hope that they will be) and a second if no COMP courses beyond first year are available to Data Science students.

ANTICIPATED EFFECTIVE DATE
September 1, 2024

CALENDAR CHANGES under Section 11.9

Major in Data Science
As a component of the **Degree Regulations** for the General Degree of Bachelor of Science or the **Degree Regulations** for the General Degree of Bachelor of Arts, as appropriate, a student shall complete the following requirements:

1. Mathematics 1000, 1001, 2000, 2050, 2320
2. Statistics 1500, 2410, 3411, 3521, 3530, 3585, 4411, 4486, 4502
3. Computer Science 1001, 1003
4. Statistics 2500 or 2550. Statistics 2550 is recommended.
5. Statistics 2530 or 2560
6. Statistics 2485 or both Computer Science 2001 and 2002
7. Statistics 3486 or Computer Science 3202
8. Six further credit hours in Statistics, Mathematics or Computer Science courses numbered 3000 or higher including at least 3 credit hours in courses numbered 4000 or higher excluding Statistics 4581.

CALENDAR CHANGES under 13.9.2 Statistics Courses

STAT 2485 R for Data Science

provides a basic introduction to the programming language R. This course focuses on the foundations of coding, and development of basic programming skills for the effective handling of data structures and processes oriented towards the analysis of data.
CO: STAT 2500 or 2550

STAT 2530 Statistical Data Analytics

builds up from the basic techniques of analysis and visualization of data presented in any of our introductory courses. It uses the programming language R as the basic computational device. Mainstream techniques of predictive analytics and statistical learning are presented in a hands-on approach.

PR: STAT 2550 or one of Mathematics 1000 or Mathematics 1005 or Mathematics 1006 and one of STAT 1500 or 2500

STAT 3486 Statistical Learning

introduces statistical learning, including a brief overview of linear regression, and other important topics in data science, such as classification, resampling and cross validation, linear model selection, nonlinear models, tree-based models and unsupervised learning.

CR: Computer Science 3202
PR: Mathematics 2000, STAT 2485, STAT 2530 or 2560

STAT 3530 Analysis of Observational Data

introduces sampling concepts, probability sampling designs including simple random sampling and stratified random sampling, study designs, and methods for analysis of observational data including measures of risk and association, inference for measures of association, confounding and logistic regression modeling.

PR: STAT 2530 or 2560

STAT 4411 Bayesian Data Analysis

is an introductory course to the Bayesian data analysis with applications. The topics include basic principles of Bayesian modeling and inference, methods and theoretical aspects of Bayesian analysis, Bayesian computation and applications, and special

topics in Bayesian data analysis. Statistical computing software R will be used to explore data sets using the techniques.

PR: STAT 3411

STAT 4486 Neural Networks and Deep Learning

presents the theoretical foundations of artificial neural networks. Topics include a mathematical derivation of basic architectures, regularization of neural networks, their stability, generalization abilities and their relation to various areas of mathematics and probability, including hidden Markov chains, stochastic dynamical systems, graph theory and numerical analysis.

PR: STAT 3486 or Computer Science 3202

STAT 4502 Applied Stochastic Processes

aims to provide students with a basic understanding of the probabilistic models and techniques underlying the most widely used classes of stochastic processes, such as Bernoulli processes, Poisson processes, renewal processes and Markov chains. The main focus is on modeling aspects, which are completed by a description of some popular algorithms for simulation using R.

PR: STAT 3585

CALENDAR ENTRY AFTER CHANGES

Calendar entry under Section 11.9

Major in Data Science
As a component of the **Degree Regulations** for the General Degree of Bachelor of Science or the **Degree Regulations** for the General Degree of Bachelor of Arts, as appropriate, a student shall complete the following requirements:

1. Mathematics 1000, 1001, 2000, 2050, 2320
2. Statistics 1500, 2410, 3411, 3521, 3530, 3585, 4411, 4486, 4502
3. Computer Science 1001, 1003
4. Statistics 2500 or 2550. Statistics 2550 is recommended.
5. Statistics 2530 or 2560
6. Statistics 2485 or both Computer Science 2001 and 2002
7. Statistics 3486 or Computer Science 3202

8. Six further credit hours in Statistics, Mathematics or Computer Science courses numbered 3000 or higher including at least 3 credit hours in courses numbered 4000 or higher excluding Statistics 4581.

Calendar entry under 13.9.2 Statistics Courses

STAT 2485 R for Data Science

provides a basic introduction to the programming language R. This course focuses on the foundations of coding, and development of basic programming skills for the effective handling of data structures and processes oriented towards the analysis of data.
CO: STAT 2500 or 2550

STAT 2530 Statistical Data Analytics

builds up from the basic techniques of analysis and visualization of data presented in any of our introductory courses. It uses the programming language R as the basic computational device. Mainstream techniques of predictive analytics and statistical learning are presented in a hands-on approach.

PR: STAT 2550 or Mathematics 1000 or Mathematics 1005 or Mathematics 1006 and one of STAT 1500 or STAT 2500

STAT 3486 Statistical Learning

introduces statistical learning, including a brief overview of linear regression, and other important topics in data science, such as classification, resampling and cross validation, linear model selection, nonlinear models, tree-based models and unsupervised learning.

CR: Computer Science 3202
PR: Mathematics 2000, STAT 2485, STAT 2530 or 2560

STAT 3530 Analysis of Observational Data

introduces sampling concepts, probability sampling designs including simple random sampling and stratified random sampling, study designs, and methods for analysis of observational data including measures of risk and association, inference for measures of association, confounding and logistic regression modeling.

PR: STAT 2530 or 2560

STAT 4411 Bayesian Data Analysis

is an introductory course to the Bayesian data analysis with applications. The topics include basic principles of Bayesian modeling and inference, methods and theoretical aspects of Bayesian analysis, Bayesian computation and applications, and special topics in Bayesian data analysis. Statistical computing software R will be used to explore data sets using the techniques.

PR: STAT 3411

STAT 4486 Neural Networks and Deep Learning

presents the theoretical foundations of artificial neural networks. Topics include a mathematical derivation of basic architectures, regularization of neural networks, their stability, generalization abilities and their relation to various areas of mathematics and probability, including hidden Markov chains, stochastic dynamical systems, graph theory and numerical analysis.

PR: STAT 3486 or Computer Science 3202

STAT 4502 Applied Stochastic Processes

aims to provide students with a basic understanding of the probabilistic models and techniques underlying the most widely used classes of stochastic processes, such as Bernoulli processes, Poisson processes, renewal processes and Markov chains. The main focus is on modeling aspects, which are completed by a description of some popular algorithms for simulation using R.

PR: STAT 3585

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Appendix Page

CONSULTATIONS SOUGHT

Academic Unit	Response Received
Humanities and Social Sciences	
Business Administration	
Education	
Engineering and Applied Science	Yes on November 15, 2023
Human Kinetics and Recreation	Yes on November 9, 2023
Marine Institute	
Medicine	Yes on October 27, 2023
Music	
Nursing	Yes on October 30, 2023
Pharmacy	Yes on October 30, 2023
Science	
Biochemistry	
Biology	

Academic Unit	Response Received
Computer Science	Yes on November 17, 2023
Earth Sciences	
Mathematics and Statistics	
Ocean Sciences	Yes on October 26, 2023
Physics and Physical Oceanography	
Psychology	
Social Work	
Library	
Grenfell - Arts and Social Science	
Grenfell - Science and the Environment	
Grenfell - Fine Arts	
Labrador Institute	

LIBRARY REPORT

From: "Rose, Kathryn" <kathrynr@mun.ca>
Subject: RE: Consultation on New Program: Data Science
Date: October 27, 2023 at 13:11:57 NDT
To: "Booth, Ivan" <mathconsult@mun.ca>

Good afternoon Ivan,

The following proposed calendar changes and course proposals will have no impact on the library. We will continue to support these courses under existing budget allocations.

Kathryn

From: Library Correspondence <univlib@mun.ca>
Sent: October 26, 2023 10:18 AM
To: Rose, Kathryn <kathrynr@mun.ca>
Subject: FW: Consultation on New Program: Data Science

From: Booth, Ivan <mathconsult@mun.ca>
Sent: Thursday, October 26, 2023 9:14 AM
To: Faculty of Humanities and Social Sciences <hss@mun.ca>; Oldford, Erin <eoldford@mun.ca>; Furey, Edith <efurey@mun.ca>; engrconsult@mun.ca; HKR Dean <hkrdean@mun.ca>; musicdean <musicdean@mun.ca>; DeanNurse <DeanNurse@mun.ca>; pharminfo@mun.ca; Dean of Science <deansci@mun.ca>; adeanugradswk <adeanugradswk@mun.ca>; Library Correspondence <univlib@mun.ca>; kjacobse@grenfell.mun.ca; ssedean@grenfell.mun.ca; pride@grenfell.mun.ca;miugconsultations@mi.mun.ca; Ashlee Cunsolo <ashlee.cunsolo@mun.ca>; Dean of Medicine : McKeen, Dr. Dolores <deanofmedicine@mun.ca>
Subject: Consultation on New Program: Data Science

Hello Everyone,

The Department of Mathematics and Statistics seeks consultation on our new BSc and BA Data Science Major (attached). Seven new courses are included as part of this program: STAT 2485 (R and Python for Data Science), STAT 2530 (Statistical Data Analytics), STAT 3486 (Statistical Learning), STAT 3530 (Analysis of Observational Data), STAT 4411 (Bayesian Data Analysis), STAT 4486 (Neural Networks and Deep Learning) and STAT 4502 (Applied Stochastic Processes).

If you have any comments on these proposals, please respond to mathconsult@mun.ca by November 23.

Best Regards,
Ivan Booth
Deputy Head (Mathematics)
Dept of Math and Stats

RESOURCE IMPLICATIONS

Although all new courses can be taught by current faculty, resources to accommodate seven new courses need to be allocated. For that effect, a new teaching position in data science has been pre-approved.

ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS

Statistics 2485 – R for Data Science

Course description: Statistics 2585 provides a basic introduction to the programming language R. This course focuses on the foundations of coding, and development of basic programming skills for the effective handling of data structures and processes oriented towards the analysis of data.

Co-requisite: Statistics 2500 or 2550

Reference textbooks:

1. R Programming – A Step-by-Step Guide for Absolute Beginners, 2nd Edition, by D Bell, 2020.
2. R Programming for Bioinformatics, by R Gentleman, 2009.
3. R Programming for Data Science by RD Peng, 2019.
4. Algorithms, by R Sedgewick, K Wayne, 4th Edition.

Potential Instructors: Existing Statistics and Mathematics faculty

Tentative Syllabus:

1. Introduction to R
    - 1.1. Introduction and preliminaries
    - 1.2. R objects, classes, numbers, vectors, matrices, etc.
    - 1.3. Ordered and unordered factors.
    - 1.4. File handling, I/O functions, and other storing data considerations.
    - 1.5. Management of list and data frames.
    - 1.6. Flow control structures and conditional executions.
    - 1.7. Writing your own functions, coding procedures, and interfacing with other languages.
    - 1.8. Regular expressions.
    - 1.9. Functions and procedures for data visualization.
2. Algorithm Analysis
3. Recursion
4. Array-Based Sequences

5. Stacks, Queues, and Deques
6. Trees

Evaluation Scheme:

R project:	15%
Python project:	15%
Quizzes:	20%
Term exam:	20%
Final exam:	30%

Statistics 2530 – Statistical Data Analytics

Course Description: Statistics 2530 builds up from the basic techniques of analysis and visualization of data presented in any of our introductory courses. It uses the programming language R as the basic computational device. Mainstream techniques of predictive analytics and statistical learning are presented in a hands-on approach.

Prerequisites: Statistics 2550 or one of Mathematics 1000 or 1005 or 1006 and one of Statistics 1500 or 2500

Reference Books:

1. W.W. Piegorsch. Statistical Data Analytics, Wiley, 2015.
2. N. Zumel and J. Mount. Practical Data Science with R, 2nd ed. Manning Publications, 2019.

Potential Instructors: Existing Statistics and Mathematics faculty

Tentative Syllabus:

1. Regression models for predictive analytics.
   - 1.1. Linear and non-linear regressions
   - 1.2. Transformations and linearization
   - 1.3. Regression diagnostics
   - 1.4. Weighted least square regression
   - 1.5. Model selection
2. Generalized linear models
   - 2.1. Link functions and the exponential family
   - 2.2. Logistic regression
   - 2.3. Poisson regression
3. Discriminant analysis
   - 3.1. Logistic discriminant
   - 3.2. Fisher's linear discriminant

   3.3. The nearest neighbor classifier
   3.4. Classification trees
4. Principal components and other dimension reduction techniques
5. Cluster analysis and unsupervised learning
6. Foundations of forecasting
7. Ethics in the age of data analytics

Evaluation Scheme:

Quizzes:	25%
Project:	25%
Term exam:	20%
Final exam:	30%

Statistics 3486 - Statistical Learning

Course Description: Statistical Learning course introduces statistical learning, including a brief overview of linear regression, and other important topics in data science, such as classification, resampling and cross validation, linear model selection, nonlinear models, tree-based models and unsupervised learning.

Credit Restriction: Computer Science 3202

Prerequisites: Mathematics 2000, Statistics 2485, Statistics 2530 or 2560

Textbook and References

Required text:

G. James, D. Witten, T. Hastie, R. Tibshirani. An Introduction to Statistical Learning with Applications in R. Springer, New York, 2013.

References:

1. N. R. Draper and H. Smith. Applied Regression Analysis, 3rd edition. Wiley, 1998.
2. A. Agresti. Introduction to Categorical Data Analysis, 3rd edition. Wiley, 2019.
3. R. A. Johnson and D. W. Wichern. Applied Multivariate Statistical Analysis, 6th edition. Pearson, 2008.

Potential Instructors: Zhaozhi Fan, Alex Shestopaloff

Tentative Syllabus:

1. Overview of statistical learning
2. Linear regression
3. Classification
4. Resampling
5. Linear model selection and regularization
6. Nonlinear models
7. Tree-based models
8. Unsupervised learning

Evaluation Scheme:

Assignments:	20%
Project:	10%
Midterm examination:	30%
Final project:	30%
Final project presentation:	10%

Statistics 3530 - Analysis of Observational Data

Course Description: Statistics 3530 introduces sampling concepts, probability sampling designs including simple random sampling and stratified random sampling, study designs, and methods for analysis of observational data including measures of risk and association, inference for measures of association, confounding and logistic regression modeling.

Prerequisites: Statistics 2530 or 2560

Reference Books: Only the relevant parts from the following books will be covered.

1. J. Wilson, D.-G. Chen and K. E. Peace. Statistical Analytics for Health Data Science with SAS and R. Chapman & Hall, 2023.
2. P. R. Rosenbaum. Observational Studies, 2nd Edition. Springer, 2002.
3. N. P. Jewell. Statistics for Epidemiology. Chapman & Hall, 2004.

Potential Instructors: Yildiz Yilmaz, Candemir Cigsar

Tentative Syllabus:

1. Sampling

1.1. Simple Random Sampling
1.2. Stratified Sampling
2. Observational and Experimental Studies
   2.1. Experimental Designs and Their Analysis
        Completely Randomized Designs
        Randomized Block Designs
   2.2. Observational Study Designs
3. Measures of Risk and Association
4. Inference for Measures of Association and Confounding
5. Analysis of Binary Responses - Logistic Regression Modeling

Evaluation Scheme:

Assignments:	10%
Midterm exam:	20%
Final exam:	50%
Project:	20%

Statistics 4411 - Bayesian Data Analysis

Course Description: Bayesian Data Analysis is an introductory course to the Bayesian data analysis with applications. The topics include basic principles of Bayesian modeling and inference, methods and theoretical aspects of Bayesian analysis, Bayesian computation and applications, and special topics in Bayesian data analysis. Statistical computing software R will be used to explore data sets using the techniques.

Prerequisites: Statistics 3411

Textbook and References:

Recommended text:

1. J.K. Ghosh, M. Delampady, T. Samanta. An Introduction to Bayesian Analysis. Springer New York, 2006.

References:

2. C. Robert. The Bayesian Choice, 2nd edition. Springer New York, 2007.
3. J. Albert. Bayesian Computation with R, 2nd edition. Springer Science & Business Media, 2009.

4. A. Gelman, et al. Bayesian Data Analysis, 3rd edition. Chapman and Hall/CRC, 2013. (A free electronic copy of this reference book for non-commercial purposes is available at the following link: http://www.stat.columbia.edu/~gelman/book/).

Potential Instructors: Candemir Cigsar, Alex Shestopaloff, Zhaozhi Fan

Tentative Syllabus:

1. Statistical Preliminaries
2. Elements of Bayesian Decision Theory
3. Single-Parameter Models
4. Multiparameter Models
5. Hypothesis Testing and Model Selection
6. Large Sample Methods
7. Bayesian Computation
8. High Dimensional Problems
9. Some Applications

Evaluation Scheme:

Assignments:	20%
Midterm examination:	30%
Final exam:	40%
Project:	10%

Statistics 4486 - Neural Networks and Deep Learning

Course description: This course presents the theoretical foundations of artificial neural networks. Topics include a mathematical derivation of basic architectures, regularization of neural networks, their stability, generalization abilities and their relation to various areas of mathematics and probability, including hidden Markov chains, stochastic dynamical systems, graph theory and numerical analysis.

Prerequisites: Statistics 3486 or Computer Science 3202

Reference textbooks:

1. Deep Learning with R, by A. Ghatak, Springer, 2019.
2. Neural Networks and Deep Learning, by C.C. Aggarwal, Springer, 2023.
3. Deep Learning, by I. Goodfellow, Y. Bengio and A. Courville, MIT Press, 2016.

4. Deep Learning with Python: A Hands-on Introduction, by N. Katkar, Springer, 2017.

Potential Instructors: JC Loredo-Osti, Alex Bihlo, Alex Shestopaloff

Tentative course outline

1. Brief review of machine learning concepts

2. Neural networks
   a. Types of artificial neural networks
   b. Feedforward neural networks and multilayers
   c. Activation functions and their derivatives
   d. Loss and cost functions
   e. Backpropagation

3. Deep neural networks
   a. Deep neural network algorithm
   b. Parameter initialisation
   c. Optimisation and regularisation
   d. Convolutional neural networks
   e. Recurrent neural networks
   f. Graph neural networks
   g. Applications to computer vision, time series analysis, differential equations

4. Structured neural representations
   a. Language models
   b. Embeddings
   c. Neural machine transitions

5. Advanced topics in deep learning
   a. Attention mechanisms
   b. Adversarial deep learning
   c. Competitive learning
   d. Reinforcement learning

Evaluation Scheme:

Assignments:	30%
Project:	20%
Term exam:	20%
Final exam:	30%

Statistics 4502 - Applied Stochastic Processes

Course Description: The aim of Statistics 4502 is to provide students with a basic understanding of the probabilistic models and techniques underlying the most widely used classes of stochastic processes, such as Bernoulli processes, Poisson processes, renewal processes and Markov chains. The main focus is on modeling aspects, which are completed by a description of some popular algorithms for simulation using R.

Prerequisites: Statistics 3585

Reference books:

1. Introduction to Probability Models, by Sheldon M. Ross, Academic Press.
2. Lecture Notes: Stochastic Processes, Department of Statistics University of Auckland.

Potential Instructors: Hong Wang, Candemir Cigsar

Tentative Syllabus

1. Preliminaries

- Sample spaces and events
- Conditional probability
- The partition theorem
- Bayes' theorem
- Independence
- Continuous and discrete random variables
- Independent random variables
- Expectation
- Variance, covariance, and correlation
- Conditional expectation and conditional variance
- Generating functions
- Sums independent random variables
- Some Limit Theorems

2. Some Special Stochastic Processes

- The Bernoulli processes
- The Random walk
- The Gambler's ruin
- The First-step analysis
- The Markovian property of a stochastic process
- R simulations of Stochastic Processes

3. Poisson Processes

- Definition
- Derivation of exponential distribution
- Properties of exponential distribution
- Counting processes and the Poisson distribution
- Superposition of Poisson processes
- Splitting of Poisson processes
- Non-homogeneous Poisson processes
- Compound Poisson processes
- R simulations of Poisson processes

4. Renewal Processes

- Distribution of a renewal processes
- Limit theorems
- Renewal reward processes
- Alternating Renewal Processes
- R simulations of renewal processes

5. Markov Chains

- Definitions
- The Transition Matrix
- n-step transition probabilities
- Chapman-Kolmogorov Equations
- Distribution of a Markov Chain
- Trajectory Probability
- Structure of the state space of a Markov Chain
- The hitting probabilities
- The expected hitting times
- R simulations of Markov Chains

Evaluation Scheme:

Quizzes:	30%
Term Project:	20%
Final project:	40%
Final project presentation:	10%

CONSULTATION RECEIVED

From: Iain J Mcgaw <ijmcgaw@mun.ca>
Subject: Re: FW: Consultation on New Program: Data Science
Date: October 26, 2023 at 10:30:04 NDT
To: Ivan <mathconsult@mun.ca>

These look like interesting and useful courses that might be of interest to students across the faculty of science

--
****
Professor
Department of Ocean Sciences
0 Marine Lab Road
Memorial University
St John's, NL
Canada
A1C 5S7
Tel: 709 864-3272
Fax: 709 864-3220

From: medvicedean <medvicedean@mun.ca>
Subject: Re: Consultation on New Program: Data Science
Date: October 27, 2023 at 10:28:04 NDT
To: "mathconsult@mun.ca" <mathconsult@mun.ca>
Cc: "Dean of Medicine : McKeen, Dr. Dolores" <deanofmedicine@mun.ca>

Hi,

On behalf of the Faculty of Medicine, there are no concerns with the proposed new program in Bachelor of Arts/Bachelor of Science degree major in Data Science.

Thanks, Danielle

DANIELLE O'KEEFE MD CCFP FCFP MSc | VICE DEAN, EDUCATION AND FACULTY AFFAIRS

Faculty of Medicine
Memorial University of Newfoundland|
Faculty of Medicine Building | Room M2M311
300 Prince Philip Drive
St. John's, NL, Canada A1B 3V6
T 709 864 6289 | F 709 864 6336

www.mun.ca/medicine

From: DeanNurse <DeanNurse@mun.ca>
Subject: RE: Consultation on New Program: Data Science
Date: October 30, 2023 at 09:04:48 NDT
To: "Booth, Ivan" <mathconsult@mun.ca>

Good morning

Dr. Pike (our interim dean here at Nursing) has reviewed the calendar change proposal. She tells me that there are no concerns or recommendations from Nursing.

I hope you have a great day!
Jane

From: "Davis,Erin" <emdavis@mun.ca>
Subject: FW: Consultation on New Program: Data Science
Date: October 30, 2023 at 11:35:14 NDT
To: "mathconsult@mun.ca" <mathconsult@mun.ca>

Hi Ivan,

Thank you for the opportunity to comment on the proposed change. We noted that MATH 1000 and 1001 are required, but ss long as access to both MATH 1000 and MATH 1001 remains available for students seeking to complete the pharmacy pre-requisites, we have no concerns.

Thanks!
Erin
--
Dr. Erin Davis BSc (Pharm), PharmD
Associate Dean Undergraduate Studies
Associate Professor
Memorial University School of Pharmacy
T 709 864 8815
E emdavis@mun.ca

From: HKR Dean <hkrdean@mun.ca>
Subject: Re: Consultation on New Program: Data Science
Date: November 9, 2023 at 22:27:53 NST

To: "Booth, Ivan" <mathconsult@mun.ca>

Hello,

Thank you for the opportunity to review. HKR has no concerns or questions.

Anne-Marie

Anne-Marie Sullivan, PhD, CTRS
Interim Dean, School of Human Kinetics and Recreation
Office: PE 2026
Phone: 709.864.8129
Email: asulliva@mun.ca

From: Engineering Consult <engrconsult@mun.ca>
Subject: Re: Consultation on New Program: Data Science
Date: November 15, 2023 at 14:27:41 NST
To: "Booth, Ivan" <mathconsult@mun.ca>
Cc: Glyn George <glyn@mun.ca>, Jayde Edmunds <edmundsj@mun.ca>, Wei Qiu <qiuw@mun.ca>

Thank you for the opportunity to comment on the Calendar changes proposed for a new program in Data Science. A possibility exists that some students in our Computer Engineering major will be interested in a Data Science course as a technical elective, (for example STAT 3486 "Statistical Learning" and STAT 4486 "Neural Networks and Deep Learning"). There may be a request at a later date to add some ECE courses to the list of prerequisites for such Data Science courses.

The new program addresses a clear new need. Subject to there being no negative impact on resources for existing programs, the Committee supports the new Data Science program.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's NL A1B 3X5

Discussions with Computer Science

Computer Science has provided the most detailed feedback. We respond to the most recent feedback below. However, before getting into this, believe it is useful to include a timeline of our consultations with Computer Science.

Narrative Timeline

1) **April 27, 2022**: The Department of Mathematics and Statistics sent the Data Science major program proposal to other Science departments for a pre-consultation.
2) **June 10, 2022:** The Department of Computer Science responded in an email (available on request). They indicated that:
    a. due to limited teaching capacity, they could not accommodate Data Science students in their 2000+ courses (and maybe not even in 1000 level courses).
    b. they did not believe that a Data Science program could be offered without Computer Science participation.
    c. they were concerned that students will use Data Science as a “backdoor into our programs”.
3) **November 1, 2022:** In a meeting facilitated by the Dean of Science and including the proposers of Data Science as well as the Heads and Deputy Heads of Math/Stats and Computer Science, the above points were discussed. It was proposed that:
    a. Computer Science guarantee 15 seats in the required COMP courses for Data Science students. After some discussion this was agreed.
    b. Data Science proposers from Statistics should meet with data-science-interested faculty members from Computer Science (five self-identified) to discuss courses and their participation in this program. This was to be organized through the Dean of Science office and held in the Boardroom. A poll was sent out to find a good time. Four data-science-interested Computer Science faculty indicated that they could attend on December 15.
4) **December 15, 2022:** No one from Computer Science attended the meeting. Three people sent feedback (available on request).
5) **Winter 2023:** Almost all feedback from Computer Science was incorporated into the program. The exception was the inclusion of an Advanced Machine Learning course. Data Science proposers agreed that it would be useful, however at this stage it does not exist in either Statistics or Computer Science.
6) **August 1, 2023:** On request, the Data Science proposers met with the Dean of Science to provide him with an update on progress on the program. We indicated that we were finished with pre-consultations and planned to move the program forward in Fall 2023, with the intention to start offering it in the 2024 Calendar Year.
7) **Late August 2023:** The Head of Math and Stats was told that staffing issues are further affecting teaching capacity in Computer Science and hence they could not

follow through on their commitment to 15 seats for Data Science students. At most “3 to 5” seats could be expected.

8) **September 2023:** Math and Stats modified the program to allow an alternate route if COMP courses are not available (principally including Stat 2485 and Stat 3486 in the program).
9) **Late October 2023:** Modified program was sent out for consultation.
10) **November 2023:** Due to limited teaching capacity, Computer Science passed regulations through FoSCUGS/Faculty Council that further restricted registration in their 2000+ courses.
11) **November 17, 2023:** The below feedback was received from Computer Science. Notably, it indicated that they “would aim to provide space” in COMP courses for Data Science students.

We now turn to that feedback (it is copied from a pdf).

Math/Stat responses are split out with horizontal lines and in italics.

Feedback from the Department of Computer Science for the proposed major program in Data Science

Introduction

Our faculty has reviewed the program and new course proposals in depth.

The key concern is that in-depth conversation needs to take place between both departments to address several perceived issues with the structure, content and focus of the program.

We believe that by addressing those issues, and by fostering collaboration and synergy between both departments, students in both the Data Science and Computer Science major programs could benefit from more frequent offerings of key courses, and from a wider range of elective courses.

Math/Stats Response: *These consultations have been ongoing for more than a year and a half. We completely support collaboration but believe that it is time to get a concrete program in place so that students can start taking this program in September 2024. Further discussion will delay the program for another year.*

The issues include, but are not limited to the following:

1. Early Program Structure

There are general issues with the proposed structure at the program at the 1/2000 level. The program is substantially different from what we saw in the 2022 early draft.

1.1 The content and purpose of STAT 2485 (R and Python for Data Science):

STAT 2485 is attempting to provide an introduction to two programming languages and to the topics of data structures and algorithms. We believe that the syllabus lists more content than can be realistically covered within a single semester and could benefit from more precise focus.

It's proposed in item 6 of the program requirements that STAT 2485 be an alternative to completing COMP 2001 (Object Oriented Programming and Human-Computer Interaction) and COMP 2002 (Data Structures and Algorithms). STAT 2485 covers only a portion of the content of those courses, omitting almost all topics of COMP 2001 and approximately half from COMP 2002. Whilst some of the content of those courses may not be needed to pursue some later Data Science courses, care is needed to avoid students being underprepared. For example, COMP 2002 devotes a total of nine hours towards the coverage of trees. Graph data structures are included in COMP 2002 but are absent from STAT 2485. Graphs are useful in data science, for example as a lead-in towards graph neural networks.

If it remains that students are able to avoid taking COMP 2001 and COMP 2002 then care needs to be taken in the decision of what to include and to what depth. The syllabi of those two courses can be found here:
https://www.mun.ca/computerscience/undergraduates/courses/2000-level-courses-in-computer-science/

STAT 2485's proposed content in Python and fundamental programming concepts has heavy overlap with COMP 1001 (Introduction to Programming) and COMP 1003 (Foundation of Computing Systems) which begs two questions:

a. Why have that overlap within STAT 2485 if COMP 1001 and COMP 1003 are also required courses?

COMP 1001 already provides an introduction to Python. COMP 1003 already provides STAT 2485 topics 2.3, 2.4, 2.5, 4 and 6.

b. Why is COMP 1003 included in the program if STAT 2485 is to remain as proposed?

In the CS majors program COMP 1003's intent is to provide the foundations for later courses, particularly COMP 2002, COMP 2003 (Computer Architecture) and COMP 3602 (Introduction to the Theory of Computation). The latter two courses do not relate to Data Science. Two thirds of the content of COMP 1003 has no apparent relevance to the program, and the remaining third is largely covered by STAT 2485 as observed in (a) above.

The content and purpose of STAT 2485 needs substantial revision. Our suggestion is that STAT 2485/COMP 2XXX separates from COMP 2001 and COMP 2002, instead focusing on an introduction to the R language and its value to Data Science. This may lead to a course that's relevant to other departments within the Faculty of Science. We further suggest that STAT 2485 become a required course, rather than an alternative to COMP2001 and COMP2002, and be placed in the prerequisite path of any later course that requires the use of R.

Math/Stats Response: *Thank-you for these comments. Stat 2485 is not intended to be completely equivalent to COMP 2001 and COMP 2002. It was proposed in response to the communication that Computer Science can likely only provide "3 to 5 seats" in COMP 2001/2002 for Data Science students. At the time it was put together, we contemplated the possibility that even the 1000-level courses might become unavailable.*

However, we agree that it is somewhat crowded and it is probably too much (and redundant) to include Python and R. We have modified the course to focus on the use of R in Data Science. As noted, this may also make it more attractive to a wider audience.

Both COMP 1001 and COMP 1003 are included so as to make it possible for Data Science students to take further Computer Science courses which we hope will become available.

1.2 Suggested low-level courses required in the program:

We suggest that the structure of the program be revised to mandate COMP 1003, COMP 2001 and COMP 2002 be required in the foundation, as originally specified in the 2022 draft. Back then the CS department stated that we would aim to provide space for DS students in COMP 2001 and COMP 2002 to meet that need.

Math/Stats Response: *While we certainly hope that these courses are available to Data Science students, based on the communication that we received in August, we are no longer confident that this will be the case. Even in this document we note the wording: "we would aim to provide space." A viable program needs guarantees (not aims) that courses will be available. Hence, we have introduced a back-up plan (STAT 2485) in view of the (apparently) strong possibility that those spaces are not made available.*

If Computer Science resolves its teaching capacity issues, we would be happy to require the COMP courses. However, with only "3 to 5" seats likely to be found in COMP 2001/2002, Data Science would not be viable. We will be happy to revisit this if it becomes clear that the courses are available to our students. However, given the current doubts, we feel that it would not be responsible to launch a program that may not be doable.

---

2. Later Program Structure and Courses

We see a need to investigate changes to the later structure of the program, such as

1. the opportunity to cross list courses in this field between STAT and COMP,
2. the opportunity to revise or tailor pre-requisite paths to expand student opportunity, and
3. the recognition of the value of existing COMP courses to the program.

2.1 The overlap between existing and proposed courses, and the opportunity for cross-listing:

There is concern of heavy overlap between some of the proposed new STAT courses and existing COMP courses. There's a need to explore where some of the proposed new courses can be cross-listed with existing COMP courses, and where they can be cross-listed with new COMP courses.

There are potentially four or five out of seven of the courses that might be amenable to that. In particular STAT 3486 (Statistical Learning) has huge overlap with COMP 3202 (Introduction to Machine Learning), and we observe that the only topic not covered by COMP3202 which is covered by STAT 3486 is unsupervised learning. It would be very helpful to include the number of hours devoted to each topic in the course outlines of the proposed courses.

As well as the general internal desire at Memorial for greater co-operation and synergy between academic departments and units, there's external precedent for strong collaboration in this particular field. For example, other institutions offer a full CS Program in Data Analytics, COMP courses in Data Analytics, Bayesian Data Analytics, Neural Networks, Deep Learning, and so on.

The table in section 2.5 below notes other STAT courses in this area with potential for cross-listing.

2.2 Improving the accessibility of COMP courses in the field for Data Science majors:

Several existing COMP courses have direct value to this program, but lengthy prerequisite paths in COMP courses may make them unattractive to Data Science majors.

For example, the prerequisite path to COMP 3202 is longer than that for STAT 3486. A conversation about the possibility of cross-listing COMP 3202 and STAT 3486 could explore the use of parallel prerequisite paths for DS and CS majors, similar to how the problem is solved for other cross-listed courses, such as COMP3550.

The creation of such paths could solve another issue with the program. As it stands students are required to make an early decision to take STAT 2485 or COMP 2001 and COMP 2002, which heavily impacts their later elective course choices. Notwithstanding the issues with STAT 2485 that were raised in section 1, tailored prerequisite paths could reduce impact of early course choices upon later course options.

2.3 Improving the accessibility of STAT courses in the field for Data-centric Computing majors:

Similarly, the prerequisite paths of proposed STAT courses in the field could be reviewed to make them more accessible to Data-centric computing majors.

For example, STAT 4486 (Neural Networks and Deep Learning) would be a valuable course for Data-centric computing majors, but the chain of MATH/STAT prerequisites realistically prohibit access for those students.

We believe that there's a need to recognize that there are courses in each department at the higher level that would benefit students in the Data Science Major program, the CS Major (Data-centric Computing) program, as well as other statistics and computer science majors.

There exists potential for students from both departments to have greater opportunity to take a wider selection of courses, so that students are not just able to in theory take the courses offered in both departments, but that they have practical choices, as opposed to being frustrated by long prerequisite chains that realistically make some courses unreachable and some paths unfeasible. Where choice exists, such as equivalent or near-equivalent courses, students should be able to understand what value each choice provides. We would welcome conversation in this area.

MATH/STATS Response: *We support all of this in principal but, as noted, there is currently no guarantee that Data Science students will be able to access <u>any</u> 2000+ COMP courses. Pre-requisite changes are irrelevant if our students are not allowed to register for the courses. Hence, we propose passing the current program before exploring further cooperation.*

There is indeed a large overlap between Introduction to Statistical Learning 3486 and Introduction to Machine Learning 3202. This is unavoidable: both Computer and Data Science need this material. However, we have been told several times that teaching capacity issues mean that there will likely be no room for Data Science students in COMP 3202: that course is already oversubscribed. Our students will still need to learn this material and so we are proposing our own version.

Re STAT 4486 (Neural Networks and Deep Learning) we have reconsidered the prerequisites and decided to drop STAT 3521. The prerequisite is now: Statistics 3486 or Computer Science 3202. When this course is offered we will welcome any and all Computer Science students who wish to take it.

Again, we note that this program is intended to start being offered in September 2024. Any further delays will render that impossible.

2.4 The role of existing COMP courses in the Data Science Program:

We note with concern that, with the exception of the option of taking COMP 3202, existing COMP courses in the field of Data Science now appear dismissed by this program, not warranting explicit mention in the requirements, nor even as suggested electives. The reason for omission is not explained in the program's rationale. Courses include COMP 3400 (Data Preparation Techniques), COMP 3401 (Introduction to Data Mining) and COMP 4304 (Data Visualization). COMP 4304 is described by the course instructor as "data visualization for data science", covering important skills in the communication and understanding of data; coverage that's perceived to be generally lacking from the program as proposed.

We believe this is detrimental to the program, to student choice and to the shared goals of the faculty in both departments who work in this field. We believe that the program needs to reflect that courses exist in both disciplines that will provide value to the program, and that it needs a

structure that allows students access to those courses. We recommend collaborative evaluation of which COMP courses are of value to this program, how those courses could be made reachable to Data Science majors, as noted in section 2.2 above, and subsequent reconsideration of the program's course requirements.

MATH/STATS Response: *We completely agree that lack of access to COMP courses is not desirable. We would be more than happy to have our students take many COMP courses including all the listed ones (subject to restrictions on the number of courses that can be required in a Major). However, as noted above, there is no guarantee that any of these courses will be available to Data Science students. It would not be productive to recommend/require courses from which Data Science students are excluded.*

As set up, the program puts STATS, MATH and COMP on equal footing as courses that can be chosen as options at the 3000/4000 level. There are two possible routes through the program: one if it is possible to take COMP courses at the 2000+ level and the other if it isn't.

We recognize that due to the unprecedented surge in enrollment, Computer Science is struggling to meet the needs of their own Majors and Minors and that, as such, they have restricted access to those courses to their Majors/Minors. That said, we do not believe that these difficulties should delay the start of the Data Science program. Statistics will cover for the missing capacity until Computer Science resolves its issues. Once they are resolved and space becomes available for our students, we will be more than happy to have them take these courses and will certainly recommend them. However to do so at this point would be false advertising, since in all likelihood they will not actually be available.

In the future we will be happy to discuss appropriate modifications and accommodations to benefit both Computer Science and Data Science students. We look forward to these discussions but for believe that the first step before such discussions is to get this program up and running.

2.5 Observations and suggestions for some proposed and existing STAT courses in this field:

STAT	Course Title	Status	Observation / Suggestion
2485	R and Python for Data Science	proposed	Cross-list with a new COMP course. Drop Python and some content covered in COMP1001, 1003, 2002. Instead focus on introducing R and its application to Data Science.
2530	Statistical Data Analysis	proposed	Cross-list with a new COMP course.
3486	Statistical Learning	proposed	Cross-list with COMP 3202.
3585	Computational Statistics	existing	Cross-list with a new COMP course.
4411	Bayesian Data Analysis	proposed	Cross-list with a new COMP course.
4486	Neural Networks & Deep Learning	proposed	Cross-list with a new COMP course. Perhaps separate into two courses.

MATH/STATS Response: *See previous comment. We look forward to receiving the Computer Science proposals for the new versions of the courses on their end and will be happy to consider cross-listing at that time.*

3. Summary

The Department of Computer Science believes that there is clear need for comprehensive discussion and consultation about both the structure and content of the proposed Data Science Major program. We believe in the value of this program and we welcome such discussion. The issues raised above are by no means exhaustive, and our CS faculty working in the field are keen to directly discuss their observations and concerns, and to help seek solutions.

MATH/STATS Response: *We note that this discussion has been ongoing for over one-and-a-half years. During this time Computer Science has alternated between recommending extra Computer Science course for the program and telling us that there is no room for Data Science students in their 2000+ Courses. We also recall that when a meeting was set up to discuss these issues, no one from Computer Science attended. We acknowledge that feedback was sent and we found this useful, however a face-to-face meeting would have been more productive and might have resolved some of these issues over a year ago.*

Given all of this, Mathematics and Statistics believes that the current version (with the amended 2485 and 3486) should be passed. This semester, we offered an introductory Data Science course (STAT 1500) and it filled to capacity. There is also a need to move on to discuss possible certificates in Data Analysis that will be available to students in other Majors. However, to do all of this we need a concrete foundation from which to build. Our current proposal is that foundation. We are happy to discuss potential future modifications once this program is passed. It is even possible that those could be introduced in time for 2025 Calender Year when the first Data Science Majors would be entering the 3rd year.

There is a clear demand for this program and we believe that it should be met.

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☐ Regular Course ☑ Special/Selected Topics Course

Course No.: BIOC 6001

Course Title: HUBI/Biochemistry Critiquing Research

I. To be completed for all requests:

A. Course Type:
☑ Lecture course
☐ Laboratory course
☐ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☐ Other (please specify)

B. Can this course be offered by existing faculty? ☑ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

The course is designed to develop competencies in the research areas that are at an intersection of Biochemistry and Nutrition.

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests		
Assignments	36	51
Other (specify): Partcipation		13
Final examination:		
Total	100	

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

		Instructor's initials
1.	duplication of thesis work	SKC
2.	double credit	SKC
3.	work that is a faculty research product	SKC
4.	overlap with existing courses	SKC

Recommended for offering in the Fall Winter Spring 20 23

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

	November 17, 2023
Course instructor	Date
	November 17, 2023
Approval of the head of the academic unit	Date

IV. This course proposal was approved by the Faculty/School/Council

Secretary, Faculty/School/Council	Date

Biochemistry 6001
Course Name: HUBI/Biochemistry Critiquing Research
Semester: Spring 2024

Instructors:

Dr. S. Cheema (Course Coordinator)	Dr. S. Mayengbam	Dr. Valerie Booth
CSF 4237	CSF3234	CSF 3237
864-3987	864-2769	864-4523
skaur@mun.ca	smayengbam@mun.ca	vbooth@mun.ca

Office Hours: email with a range of times when you're free and we will email you back with a meeting time.

Course Overview: The course is designed to develop competencies in the research areas that are at an intersection of Biochemistry and Nutrition. With guidance from instructors, students will learn to review the scientific literature on topics at the interface between their own research area and the research area focus in each of the 3 segments of the course. Students will develop skills in literature searches, writing scientific critiques, oral presentations, classroom discussions and participation. Students will develop an appreciation for broadening their research interests outside their focused scientific area.

Course Related Communications: Email is the official, and preferred, method of communication for this course. Every effort will be made to respond to emails within 24h, with the exceptions of evenings, weekends and holidays. When sending an email, please use your @mun.ca email account and include "BC6001" in the subject line. Email communication via Brightspace environment is not linked with normal Memorial email and will result in a slower response time than through regular Memorial email.

Lectures Dates & Times: Class will be held in-person two times a week (Tuesdays and Thursdays).

Virtual Learning Environment: Students will be expected to attend class in person, but can also arrange to attend via Webex if they're unable to attend class due to illness, etc.

Course Format and Learning Skills: The course is designed with a format to develop skills in: a) Critical evaluation of scientific literature; b) Writing skills; c) Oral presentation skills; d) Classroom participation and discussion skills.

MARKS DISTRIBUTION & METHODS OF EVALUATION

Oral Presentation of the Scientific papers (12% X 3)	36%
Assigned Reader Questions and Discussion	15%
Classroom Participation & Discussion	13%
Written Critique of Scientific papers (12% X 3)	36%

The course will be divided into 3 segments with a different research area focus for each segment*: 1) Lipid metabolism, 2) Metabolomics, and 3) Proteins. Students will select one paper per segment.

*Research area foci may vary with each offering

Selection of Scientific Paper to Critique: Students will search PUBMED (https://www.ncbi.nlm.nih.gov/pubmed/) to find an appropriate scientific paper of interest that is at an intersection of their own research area and the research area of focus in each segment of the course. The instructors will work closely with the students, providing guidance on selecting the scientific papers to write a scientific critique. Papers should generally be recent (within the last 5 years). Students must send a link to at least three (3) papers of each research topic to the assigned instructor (please send link to @mun.ca); one paper will be approved by the instructor.

Oral Presentation of the Scientific papers: Students will present their chosen paper in class in a journal club format. The oral presentation will be power-point (no more than 20 min), providing critique of the paper, followed by 10 minutes for discussion. You must provide: 1) background information on the topic; 2) only give details on methodology if you will not be able to explain data without methodology; 3) present highlights of the findings; 4) conclude by summarizing any controversies and why the information may/may not be of significance; 5) provide a critique and justify your opinion.

Assigned Reader Questions and Discussion: Approved papers will be available on Brightspace; students will be assigned as readers for specific papers and must read the assigned paper to prepare for classroom discussion. At least 3 questions must be uploaded into Brightspace by **11:59pm 24 hours** before the journal club presentations for grading. The student will ask questions in class for classroom discussion.

Classroom Participation & Discussion: All other students must read the abstract of each paper to be presented to have a general understanding of the study to participate in classroom discussions. In addition to participating in discussion of the research papers, students are also expected to participate in the instructional classes on literature searching, critiquing, etc.

Written Critique: The written critique should contain: 1) Title page with your name, student ID, citation of the paper including title, journal, volume, page numbers and year of publication; 2) overview of the study, followed by specific critique for each part of the paper (title, abstract, introduction/background, methods, results, discussion, conclusions); and 3) an overall conclusion based on your critique. Pay attention to grammar/style and layout. The written critique will be no more than 4 pages, double spaced, 12 point font. Details on how to critique a scientific paper will be discussed in class, and shared on Brightspace.

NOTE: In the event of class cancellation due to unforeseen circumstances (i.e. weather), a make-up class will have to be scheduled to accommodate oral presentations. Moreover, depending on the number of students enrolled in this course, we may need extra days or have longer class time in order to accommodate presentations.

Policies and Other Relevant Information

Please familiarize yourself with the relevant Memorial University policies:

Learning Accommodations: *Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).*

Academic Integrity: *Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.*

Recording of Lectures: *Please ask permission before recording lectures or active learning classes. Any approved recordings (video or audio) are to be used as study aids in the same course offering, recordings are not to be shared, distributed or posted on any websites (other than the course Brightspace page). Copyright for all lectures remains with the lecturer and cannot be reused for other purposes without the expressed permission of that lecturer.*

Equity and Inclusion: *Please assist in creating a learning environment that supports equity and the provision of a safe learning environment regardless of religious, linguistic and economic backgrounds, lifestyle choices, gender, nationality, physical ability or learning differences.*

Memorial University's Land Acknowledgement: *We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful partnerships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.*

November 16, 2023

Biochemistry – potential outcome for MSc Oral defence

Proposal

The current calendar entry that describes the MSc oral defence has two potential outcomes including "proceed" and "do not proceed" that includes with the possibility of termination. We propose to change the "do not proceed" outcome to "revisions needed" and remove the mention of the possibility of termination.

Background

After putting a few students through the process, the Biochemistry faculty has had the opportunity to reflect on the process. Overall, we felt that the potential outcome for the MSc defence should not be "do not proceed" as the supervisory committee's approval is not technically necessary for submission of the thesis to SGS. Furthermore, a student who reaches this stage can not be terminated solely based on the performance on the MSc oral defence. Rather, recommendation for termination from the supervisory committee would have to follow the regular SGS regulations. Therefore, we feel that including termination of the program should not be included as a formal potential outcome.

PROPOSED CALENDAR CHANGES-

Calendar entry 31.5.2.4

Master of Science students are required to complete a M.Sc. oral defence of their thesis research. The defence will be examined by the Supervisory Committee (at least three voting members) and chaired by the non-voting Deputy Head (Graduate), or delegate. The defence and first round of questions will be open to the public; the second round of questions will be in camera. Outcomes of the defence will be:

a. "Proceed" - proceed to submission of thesis to the School of Graduate Studies for examination; or
b. "~~Do not proceed~~ Revisions needed" - the supervisory committee will make specific recommendations for the revisions needed to the written thesis prior to submission of the thesis to the School of Graduate Studies ~~convene to make a final recommendation on the student's overall program as per the~~ while following the **General Regulations** of the School of Graduate Studies **Supervisory Reports** ~~and **Termination of a Graduate Program**~~.

CLEAN VERSION

Calendar entry 31.5.2.4

Master of Science students are required to complete a M.Sc. oral defence of their thesis research. The defence will be examined by the Supervisory Committee (at least three voting members) and chaired by the non-voting Deputy Head (Graduate), or delegate. The defence and first round of questions will be open to the public; the second round of questions will be in camera. Outcomes of the defence will be:

a. "Proceed" - proceed to submission of thesis to the School of Graduate Studies for examination; or
b. "Revisions needed" - the supervisory committee will make specific recommendations for the revisions needed to the written thesis prior to submission of the thesis to the School of Graduate Studies while following the **General Regulations** of the School of Graduate Studies **Supervisory Reports.**

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☐ Regular Course ☒ Special/Selected Topics Course

Course No.: COMP 6779

Course Title: Special Topics in Ubiquitous Computing and Intelligent Systems

I. To be completed for all requests:

A. Course Type:
☐ Lecture course
☐ Laboratory course
☒ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☐ Other (please specify)

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☒ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☒ No

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

Attached

G. Method of evaluation:

	Percentage	
	Written	**Oral**
Class tests		
Assignments	25%	
Other (specify):	Literature Review Report: 25%	Presentation: 25% Class/meeting attendance: 25%
Final examination:		
100 % **Total**		

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

		Instructor's initials
1.	duplication of thesis work	0%
2.	double credit	0%
3.	work that is a faculty research product	0%
4.	overlap with existing courses	0%

Recommended for offering in the Fall Winter Spring 20 2

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

Xianta Jiang Xianta Jiang — November 1, 2023

Course instructor — Date

Approval of the head of the academic unit — Date

IV. This course proposal was approved by the Faculty/School/Council

Secretary, Faculty/School/Council — Date

Computer Science 6779
Special Topics in Ubiquitous Computing and Intelligent Systems

MEMORIAL UNIVERSITY

Department of Computer Science

Instructor: Dr. Xianta Jiang
Office: EN-2010
Office Hours: TBD
e-mail: xiantaj@mun.ca

Course Overview:
Explore the exciting realm of Ubiquitous Computing and Intelligent Systems in this interdisciplinary course. Gain insights into the integration of cyberspace into physical spaces and the development of computer-based entities capable of autonomous decision-making. This course delves into the potential and challenges at the intersection of these two cutting-edge fields.

Current Course Prerequisites/Credit Restrictions:
Basic knowledge of Fundamental of Computer Science, Data Structures and Programming

Course Description:
Ubiquitous Computing, also known as Pervasive Computing, seeks to seamlessly integrate cyberspace with the physical world for the benefit of individuals worldwide. Intelligent Systems are computer entities capable of independent data processing and decision-making, often emulating human cognitive abilities. By combining these fields, we unlock vast potential for enhancing human performance. This course provides a comprehensive introduction to the interdisciplinary domain where Intelligent Systems meet Ubiquitous Computing.

Course Topics:
1. Introduction to Ubiquitous Computing
2. Overview of Intelligent Systems
3. Machine Vision and its Applications in Intelligent Systems
4. Sensing Technologies and their Role in Intelligent Systems
5. Real-time Machine Learning Algorithms for Embedded Systems

Course Objectives:
- Provide students with fundamental knowledge of Ubiquitous Computing and Intelligent Systems.
- Explore advanced machine intelligence technologies and their real-time practical applications in Ubiquitous Computing and Intelligent Systems.
- Understand the interdisciplinary nature of these fields and the potential for innovation.

Textbook:
- "Ubiquitous Computing: Smart Devices, Environments and Interactions" by Stefan Poslad, ISBN: 978-0-470-03560-3, The Wiley Network 2009

Evaluation:
The final grade in this course will be determined as follows:

Assignments	25%
Presentation	25%
Meetings/Discussion	25%

Literature Review Report 25%

Format:
Meetings, three hours per week**.**
Lecture Time: TBD
Lecture Room: TBD

MEMORIAL UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Request for Approval of a Graduate Course

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To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☐ Regular Course ☑ Special/Selected Topics Course

Course No.: Physics 6912

Course Title: Stellar pulsation

I. To be completed for all requests:

A. Course Type:

☐ Lecture course
☐ Laboratory course
☑ Directed readings
☐ Lecture course with laboratory
☐ Undergraduate course[1]
☐ Other (please specify)

B. Can this course be offered by existing faculty? ☑ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify: ☐ Yes ☑ No

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? ☐ Yes ☑ No

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

G. Method of evaluation:

		Percentage	
		Written	**Oral**
Class tests			15%
Assignments		30%	
Other (specify):	See attached outline	40%	
Final examination:			15%
	Total		

[1] Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

		Instructor's initials
1.	duplication of thesis work	HN
2.	double credit	HN
3.	work that is a faculty research product	HN
4.	overlap with existing courses	HN

Recommended for offering in the Fall (Winter) Spring 20 24

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

Course instructor — Date: 1 Nov 2023

James LeBlanc — Digitally signed by James LeBlanc DN: CN=James LeBlanc, E=jleblanc@mun.ca Reason: I am the author of this document Location: Date: 2023.11.17 09:12:24-03'30' Foxit PDF Reader Version: 2023.2.0

Approval of the head of the academic unit — Date: 17 Nov 2023

IV. This course proposal was approved by the Faculty/School/Council

Secretary, Faculty/School/Council — Date

Physics 6912 Stellar pulsation

Course Outline

Stellar pulsation is one of the most powerful tools for probing the structure and evolution of stars. In particular, radial pulsation is used to measure the masses and luminosities of stars, making many types of these stars standard candles that allow for measurements that contribute to the field of cosmology, extragalactic astronomy and galactic archaeology. In this course, students will review the physics of stellar evolution and structure and derive the equations for radial pulsation in stars, such as Cepheid and RR Lyrae stars. The course will begin with a review of the observational methods for characterizing stars, followed by a review of the equations describing stellar structure and evolution. From those equations students will explore radial pulsation in stars and how to derive the linearized equations describing pulsation. We conclude the course by reviewing the model numerical methods for modelling radial stellar pulsation and the interactions between pulsation and convection in stars.

Readings

Carroll & Ostle, An Introduction to Modern Astrophysics (textbook), chapters 3. 5. 9, 10, 13,14,15
Catalan & Smith, Pulsating Stars (textbook)
Cox, Theory of Stellar Pulsation (textbook)
Neilson, Percy, Smith, (2016), Period changes and evolution in pulsating variable stars, JAVSO, 44, 179
Bono et al. (1999), ApJS, 122, 167
Buchler, (2000), ASPC, 203, 343
Feuchtinger (1999) A&AS, 136, 217
Kolláth et al. (2002) A&A, 385, 932
Stellingwerf (1982) ApJ, 262, 330
De Somma et al. (2022) ApJS, 262, 25
Lovekin & Odessa (2021), ASPC, 529, 332
Marconi (2017), EPJWC, 15206001
Felix et al. (2015) ASPC, 498, 71
Mundprecht et al. (2015), MNRAS, 449, 2539
Mundprecht et al. (2013) MNRAS, 435, 3191

Grading

Midterm (oral) …… 15%
Final exam (oral) …… 15%
Assignments ……..30%
Other - Written paper …….20%
Other - Prepared lecture ……. 10%
Other - Prepared lecture ……. 10%