



COURSE OUTLINE

Psychology 4400 – 001 Topics in Social Psychology: Moral Psychology September - December 2017

Instructor

Dr. Jeremy Frimer

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Seminars

Room 4L31; Tuesdays & Thursday 2:30pm – 3:45 pm

Course Description

This course surveys contemporary issues in moral psychology. The aim of the course is to foster a scientific mindset, increase knowledge about moral psychology, develop presentation and scientific writing skills, and prepare students for designing scientific studies and writing in a scientific manner. Before coming to each seminar, students will read 1 published research paper (4-20 pages per week total). Seminars will involve in-depth discussions about the week's readings. Over the semester, students will also make 2 in-class presentations and write 2 research papers.

Course Website

<http://jeremyfrimer.com/4400>

Required Materials

Course readings are available for free from the course website

Course Topics

Some of the topics covered include happiness, generosity, babies, hypocrisy, greed, punishment, gossip, behavior in groups, religion, morality, disgust, self-driving cars, ideology, air rage, heroes, persuasion, self-righteousness, and ideological extremism. The course may not cover all of the above topics.

Important Dates

The voluntary withdrawal (VW) date is November 10, 2017. Withdrawing before the VW date does not result in a fee refund. Mid-term Reading Week is October 8-14, 2017.

Evaluation

The professor will determine all grades. All cutoffs and grades are tentative. The professor, the Departmental Review Committee, or the UW Senate may change grades when circumstances warrant. The instructor will determine students' grades as follows:

Participation (20%). Students should thoroughly and critically read the assigned article for each seminar in advance. Additionally, students should come to seminar with at least one question from the assigned reading. During seminars, students should ask questions, respond to others' questions, engage in respectful debate, discuss strengths or weakness in the assigned reading, and/or discuss real-world observations related to the reading. Both the quantity and the

quality of students' contributions will determine the participation grade. At the end of each seminar, students will recommend their own participation grade to the professor. The professor will then consider these recommendations when deciding on participation grades. Participation credits begin on September 12th. Students' highest 20 (of 22) participation grades will determine their grade.

Presentations (20%). Students will make two in-class presentations, each worth 10% of their final grade. One presentation will summarize a course reading, and the other will summarize the student's own research proposal. Presentations should be 8-15 minutes in length. The professor will determine grades using the following criteria (and associated value). Students will receive their grades at the end of the seminar in which they present.

Value	Criterion
20%	Clear main point
20%	Incremental and logical flow
5%	Engaging beginning
10%	Adequately presents methods
10%	Adequately presents results
5%	Click sequence that gradually and gently leads the audience through the presentation
5%	Simple backgrounds
5%	Simple & clear images & illustrations
5%	High definition images that are vector free
5%	Limited text
5%	High colour contrast in slides
5%	Animations that meaningfully illustrate the key ideas

Research Papers (60%). Students will write two research papers. For each paper, they will: (a) submit an initial submission worth 20%, (b) write two reviews of other students' papers, each worth 3%, and (c) submit a revised paper worth 4%.

Initial Submission. The paper assignment mirrors the scientific peer review process. Students must text-process their papers, in which they propose an empirical study that builds on or challenges at least one paper in the course. Students may use any discussion topic that arises in seminar as a basis for a paper. The paper must include the student's name, a title, an abstract, an introduction, a methods section, predicted results, one or more figure, a discussion, and references. The professor will evaluate the papers based on the following criteria (and associated value):

Value	Criterion
10%	Compliance with the formatting rules
10%	Quality of Title
10%	Quality of Abstract
20%	Quality of Introduction
20%	Quality of Method
20%	Quality of Proposed Results
10%	Quality of Discussion

Abstract. The abstract must be 150 words or less; it should beg a question about how people function, (b) describe an answer from a previous course paper, (c) propose the student's alternative or more complete answer to the original question, (d) briefly summarize the method results and proposed results, and (e) explain what these proposed results suggest about human functioning.

Introduction. Students should generally structure the introduction as follows: (a) begin with a real world example that begs a question, (b) describe the answer that a paper from the course proposed, (c) note how and why the original paper’s answer may be incorrect, incomplete, or limited in some way, (d) propose an alternative or more complete answer to the original question, (e) make a logical, convincing case for the new proposal, including a description of the psychological process that might explain it, and (f) set up a study to test the new idea.

Methods. Methods sections should have *Participants* and *Procedure* sections, and in that order. In the Participants section, students should describe recruitment and optimal sample characteristics (e.g., age, country of origin, etc.). Begin the Procedure section with an overview of the study design, and a summary of the manipulations and measures. Then use lower-level headings to describe each manipulation and measure.

Results. Results should only describe the proposed findings. Students must embed a figure in this section. The figure should have a caption and axis labels that are single spaced, 10-point Arial font. If the figure has bars, the colors or shades of the bars should contrast with one another in greyscale. Figures should not have horizontal or vertical gridlines.

Discussion. After reviewing the question and answer, the Discussion should consider alternative explanations and briefly discuss the broader ramifications of the proposed research findings.

References. The reference list must have 1-4 items.

Formatting. The paper must be 7 pages or less. Students should use the first person (e.g., *I, we*) to refer to themselves as researchers, and use the third person (e.g., *people, they, participants*) to refer to people in general or the research participants. Students must double-space and left-justify all text, which should be 12-point Times New Roman font with 1” margins. The only exception is figure captions, which should be single spaced, 10-point Arial font. Only active voice is acceptable. Passive voice is unacceptable (see <http://www.grammarling.com/the-agent-with-the-passive-voice> and the tutorial on the course website). Headings, citations and references should be in APA format (see <https://owl.english.purdue.edu/owl/resource/560/16/>). The file should be in .docx or .pdf format. Students must submit all documents to Dr. Frimer, via email. Students must label their files as follows.

1. Paper#
2. Paper_Author_Last_Name
3. Document (paper, reviewby, or revision)
4. Reviewer_Last_Name (if applicable)

Here are some examples:

- Elmer Fudd’s initial submission of paper 1 would have the label: **1-Fudd-paper.docx**
- Bugs Bunny’s review of Fudd’s 1st paper would be: **1-Fudd-reviewby-Bunny.docx**
- Donald Duck’s final submission of paper 2 would be: **2-Duck-revision.docx**

Paper Peer Review. Students will act as a peer reviewer on two papers and will receive a grade for the quality of their review. Reviews should (a) thoughtfully highlight strengths, and (b) tactfully and constructively describe limitations of the paper before offering creative suggestions for improving upon each. A quality review is one that catches conceptual or empirical issues, and offers constructive solutions. A weaker review would make note of minor details (e.g., sample size, grammatical errors) as the core critiques. The author of the paper will receive reviews from 2 peers (“reviewers”) and from the instructor (“editor”).

Feedback. The professor will provide feedback to every student on the formatting of his or her paper, using the following 10-point checklist to evaluate formatting. If—and only if—a student achieves a formatting score of 9 or 10 out of 10, the professor will also offer individualized, detailed, and constructive conceptual advice about how to improve the study design, predicted results, interpretation, and writing flow and style.

Formatting Element
Correct document label
Page length < 8
All text double spaced, left-justified & 1" margins (except figure)
Active voice present & passive voice absent
APA styled headings, citations, and references
Embedded figure present, and has caption and axis labels in 10-point Arial font.
Figure bars contrast with one another; figure gridlines absent.
Has student's name, title, abstract, introduction, methods, participants, procedure, predicted results, discussion, and references
Pronouns: first person for researchers, third person for people in general
Correct grammar and spelling throughout

Paper Revision. After receiving feedback on the paper, students will submit a revised version. The revision should include a cover letter and a revised manuscript. Students should single-space the cover letter, which may be up to 3 pages in length; in it, students should describe each issue that the editor and reviewers raised (copying and pasting is acceptable), and respond thoroughly to each comment. A high quality cover letter is thorough, convincing, and diplomatic. Students should explain in detail the changes to the manuscript and where the changes are located. Following the cover letter, the revision must conform to all of the same rules as the original submission, including the 7-page limit. Thus, the full resubmission should have a cover letter (max. 3 pages) followed by a manuscript (max. 7 pages).

Meetings

Students must meet with the professor four times during the semester to receive individual assistance with their two papers and two presentations. Meetings are mandatory. Each meeting is up to 60 minutes in duration. Students can sign up for meeting times via the course website. Meeting time assignment is first-come-first-served. Come prepared. If the meeting is about a paper, students should arrive with a research question relating to one of the course readings and a proposed answer (hypothesis). If the meeting is about a presentation, students should arrive with a complete presentation in PowerPoint or Keynote on a USB stick. The professor may end meetings early if students arrive unprepared.

ASSIGNMENT DUE DATES

Week	Date	Paper #	Assignment Due
1	Sep 05		
2	Sep 12		
3	Sep 19		
4	Sep 26		
5	Oct 03	Paper 1	Submission Due
(reading week)	Oct 10		Reviews Due
6	Oct 17		Receive Reviews
7	Oct 24		Revision Due
8	Oct 31		
9	Nov 07		
10	Nov 14	Paper 2	Submission Due
11	Nov 21		Reviews Due
12	Nov 28		Receive Reviews
(exam period)	Dec 12		Revision Due

Number to Letter Conversion

letter	minimum %
A+	90
A	85
A-	80
B+	76
B	68
C+	64
C	55
D	50
F	0

Course Policies

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- The instructor encourages questions before, during, or after seminar, or during office visits. Email is also an acceptable means of asking questions only if your query does not concern course content.
 - Communication with the professor should be formal. Emails should begin by formally addressing the recipient (e.g., "Hello Dr. Frimer"). Sentences should be complete and grammatical. Emoticons are inappropriate. Students should sign their email by their first and last name, followed by their student number. Failure to meet these communication standards will result in the professor responding with an email that contains the text in this paragraph.
 - The instructor may grant concessions to students who have conflicting responsibilities (e.g., religious holidays, competitive sports) or unforeseen events (e.g., physical or emotional illness). If these circumstances befall you, please notify the instructor by email as soon as possible. A note from an appropriate authority (e.g., medical doctor) is required to qualify for a concession. If the instructor grants a concession, he and the student will negotiate a reasonable due date extension.
 - If a student fails to complete an assignment on time and fails to provide acceptable documentation from an appropriate authority within 7 days of the due date, the penalty to the student is receiving a 0.
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University Policies

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- When it is necessary to cancel a class due to exceptional circumstances, instructors will make every effort to inform you via uwinnipeg email, as well as the departmental assistant and Chair/Dean so that class cancellation forms can be posted outside classrooms.
 - Class make-up days are scheduled at the end of term for courses that conflict with holidays.
 - All of the University regulations concerning academic misconduct (e.g., plagiarism, cheating) apply in this
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course. See the Course Calendar for full details.

<http://uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>

- All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect
 - Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential <http://www.uwinnipeg.ca/accessibility>
 - Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make-up work and/or examinations without penalty. A list of religious holidays can be found at: <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>.
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