## PSYC 241S Dr. R. C. L. Lindsay

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**Contact**: I am terrible at responding to phone messages but very reliable about responding to email so I strongly recommend email as the preferred method of contact! Also, Distance Studies would like as much as possible for all assignments to be handled by email so we might as well start out thinking of email as the primary and preferred method of communication for the course.

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#### Overview.

The objective of PSYC 241 is to introduce students to the study of social psychology. PSYC 241 offers a broad and balanced look at historical and current advances in the field. The aims are to offer students a course that:

1) provides students with an appropriate link between Introductory Psychology and upper year social psychology courses;

## IMPORTANT INSTRUCTION CORRECTION for GUESSING

f giving courses I have

# assignments will be combined with the % from the final exam using the following scale (also based on A & S policy):

**Arts & Science Letter Grade Input Scheme** 

Assignment mark	Numerical value for calculation of final mark
A+	93
А	87
Α-	82
B+	78
В	75
B-	72
C+	68
С	65
C-	62

Grade	Numerical Range	Grade Point Equivalent
A +	90-100	4.3
Α	85-89	4.0
A-	80-84	3.7
B+	77-79	3.3
В	73-76	3.0
B-	70-72	2.7
C +	67-69	2.3
С	63-66	2.0
C-	60-62	1.7
D+	57-59	1.3
D	53-56	1.0
D-	50-52	0.7
F	49 and below	0.0

All values at .5 will be rounded up automatically. Please note that Moodle does not do this so do not panic, it will be done for SOLUS (the official grades).

Does this mean that a 1% increase on any of an assignment would pro

clear, I encourage markers to adjust marks if they believe they made an error; but I support them

- 1. Regulation 12 <a href="http://www.queensu.ca/calendars/artsci/pg532.html">http://www.queensu.ca/calendars/artsci/pg532.html</a>
- 2. New forms (the new forms are not available yet on the web)
- 3. Revised Guidelines <a href="http://www.queensu.ca/artsci/integrity/guidelines.html">http://www.queensu.ca/artsci/integrity/guidelines.html</a>

Next I will present a brief discussion of the most common problem for correspondence students, plagiarism. Plagiarism is the act of taking the ideas or writing of another and passing them off as your own. Consider the following paragraph:

Malpass and Devine (1981) exposed students to a staged crime and had them attempt identifications from either a criminal-present or criminal-

person was in the lineup or that he may not be in the lineup. Telling people that the guilty person is in the lineup was considered a biased instruction. Warning people that he may not be there was deemed a fair instruction. The difference in instructions did not matter if the guilty person was in the lineup because about the same number of people picked him with either instruction. But when the guilty person was not there,

person) if they had been given the biased instructions. The difference was large enough that it was statistically significant. I conclud nothing is gained by using a biased procedure (241S Notes, 2007, pg 93).

This paragraph conveys the information from the original paragraph but without using the original words and phrasing. What is the best way to balance the needs for accuracy, honesty, and originality? I suggest that you thoroughly read the materials that will be the basis of your answer. As part of this, you may wish to record some *brief* quotations including source and page numbers. Then put aside all original materials such as the course notes and write your answer in your own words looking only at the recorded quotations if you decide to include them to ensure that they are accurate. That is what I did when I wrote the acceptable example. After the answer is complete, return to the original sources to see if you believe that anything you wrote was incomplete or inaccurate as a response to the question. If so, follow the same procedure again. Prepare to answer, then put the sources away, then write the changes in your own words. Think about what you want to say but be sure the original materials are not being quoted unless that is your intention and then use proper acknowledgment (quotation marks and statements of where the quotation came from). Again, that is what I did. I did not mention the conclusion when I first wrote the acceptable version but thought it would add to the answer, I then thought it worked well as a quote so went that way.

Note that some exact wording is obviously acceptable. Thus, your answer could include terms such

place quotation marks around the phrase but the purpose of this warning is not to make you paranoid about using any word or term but rather to make you aware that anything beyond a brief phrase that is identical to the source from which you got it needs to be properly acknowledged.

Another variation of plagiarism that arises in correspondence courses occurs when two students submit very similar answers, or sometimes completely identical assignments. Yes, this too is

person who wrote the original version is guilty of a breach of academic integrity if he or she allowed another person to submit the work as their own. The (unacceptable) excuse sometimes

useful and often socially rewarding practice. But after the studying is over, follow the recommendation suggested above and write your answers completely independently and you will never produce identical answers. Just consider your study partners to be another source of

Consequences of Plagiarism. As the instructor in the course, if I suspect plagiarism I must inform you and give you a chance to convince me that you did not plagiarize. Note that no one, including 6 students last year, has ever convinced me that big chunks of verbatim material was accidentally included. If you fail to convince me, I am compelled to report the incident to the Office of the Dean

convince that office that there was no plagiarism, the mark for the entire assignment is F and goes into the calculation of the final grade as 0%

F for the course or requiring you to withdraw from the university). PLEASE DO NOT DO THIS!

Citation. So how and when should you cite your sources? To be on the safe side, you could cite any sources y

in the text, course notes, and the following paper: Smith and Jones (1998). Answering social psychology assignment questions. Journal of Great Learning, 2, 23- hat would cover everything except quotes which can then be handled as follows: "He said" (notes, pp 25-26). "They said" (text pg 56). "They said" (S&M, pg 980). Although it is not APA style, you may use another form of citation because you are working with word limits. You may provide your citations at the end of the answer, number them, and just use the numbers in the body of your answer. Using this approach, do not count the references in your word count (but do count the (1, etc). For example:

Your answ

At the end you would list references:

- (1) Dufus, J. & Dufus, K. (2001). Silly conclusions are us. Journal of Irreproducible Results, 67, 1-3.
- (2) Noble, A. (2012). I know better. Journal of Criticism. 7, 11-21.
- (3) Zaborg, R. (2009). More reasons to doubt the Dufuses. Higher Learning, 109, 1232-1236.

The full first reference is 17 words while the (1) counts as 1. Using this method, 43 words from the 3 references