PSYC 191 (A01) Psychology in Contemporary Society: Eyewitness Memory
Winter 2015 Session (Sept-Dec 2017) CRN 12762
Lectures Mondays & Wednesdays 4:30-5:50 in Cornett B143

Students are responsible for knowing and understanding the contents of this document. The first iClicker quiz, to be given at the beginning of Lecture 2 on 11 September 2017, will pose questions about this document.

Contents
Contact Details .......................................................................................................................... 1
Course Objectives ...................................................................................................................... 2
Keys to Success .......................................................................................................................... 2
CourseSpace Features .............................................................................................................. 2
  Course Announcements: ........................................................................................................... 2
  Student Discussion Forum: ...................................................................................................... 2
  Psycho-legal Issues in the News: ............................................................................................. 2
  Other Such Stuff: ..................................................................................................................... 2
Requirements/Assessment Techniques ...................................................................................... 3
  iClickers ................................................................................................................................... 3
Tests ............................................................................................................................................ 3
Case Study Reports .................................................................................................................. 3
Lab Projects .............................................................................................................................. 4
Grading ....................................................................................................................................... 4
Course Experience Survey ........................................................................................................ 4
Extra Credit for Research Participation .................................................................................... 5
Other Matters ........................................................................................................................... 5
  Disruptive Behaviours in Class ............................................................................................... 5
  Academic Concession ............................................................................................................. 5
  Registration Status .................................................................................................................... 6
  Students with Disabilities ......................................................................................................... 6
  Commitment to Inclusivity and Diversity ............................................................................... 6
  Questions/Problems ................................................................................................................ 6
  Plagiarism and Cheating ......................................................................................................... 7

Contact Details
* Instructor: Steve Lindsay, slindsay@uvic.ca, 721-8593, office hour TBA or by appointment Cornett A187.
* TA: Mario Baldassari, mjbldssr@uvic.ca, office hour TBA
* Website: https://coursespaces.uvic.ca/course/view.php?id=33580

Text
Free access to the electronic version for UVic students at the following URL:
Course Objectives

This course explores some of the intersections between psychology and law. We will apply cognitive psychology (known as "the science of the mind") to some aspects of criminal investigations. We will begin on some general background (e.g., in critical thinking, scientific reasoning, and basics of cognitive science) then consider applications of psychology to interviewing witnesses, collecting identification evidence, detecting deception, interrogating suspects, and weighing "expert" evidence. Consideration of these topics will be vivified by case studies of individuals mistakenly convicted of crimes they did not convict. We'll try to understand what went wrong in those cases, and how such errors can be avoided in future.

Trigger Warning

Many of the case studies we will examine involved violent crimes, including sexual assault and murder. We will not wallow in graphic depictions, but it would not be possible to study these cases without reading/hearing about such crimes. If you do not want to encounter such material then this is probably not a good course for you.

Keys to Success

Keep up with the work as we go along. Do the readings in an actively engaged way BEFORE lectures. Participate in lectures. Review your notes after each lecture. Seek help from Instructor Steve Lindsay or TA Mario Baldassari if you have trouble understanding the material. You are paying for this course and investing your precious time in it, so get everything out of the course you can.

Regular class sessions will primarily be lectures on topics covered in the text, but (a) text material will not simply be repeated but rather presented in different ways intended to enhance understanding of the concepts, (b) some lectures will include material not mentioned in the text or that differs from the text and that will appear on tests and/or the final, and (c) some lectures will include information related to case studies. Attending lectures is important for success.

Reading the text is also important. Tests in this course emphasize material that is in both text and lecture, but they do cover some material that is only in the lecture and some material that is only in the text.

CourseSpace Features

University-level learning isn't about passively receiving information, it's about actively creating new ways of thinking. The more you engage with and contribute to the course, the more you'll get out of it. Using the iClicker in lecture (see below) will encourage preparation and active engagement. Also, the CourseSpace web page includes features that provide what anthropologist Michael Wesch calls "platforms for participation." They'll take you places if you use them.

Course Announcements: I'll use this for important course-related announcements; these will be sent to you via email. Please check your email at least daily. Email may not be hip, but using it is part of your job as a student.

Student Discussion Forum: A place for students to talk with one another about the course. Maybe you’re having trouble getting a particular concept, or maybe you made a connection between something in this course and some other course, or maybe you want to complain about some aspect of the course. If so, check out this optional Forum. See https://elearning.uvic.ca/moodle/students for information about using forums. Please be civil.

Psycho-legal Issues in the News: You can post a brief description of a recent/current psycho-level issue in the news with a link to a source with further info and earn up to one bonus point (if you make clear how/why this is a current psycho-legal issue and that no other student has yet posted about it).

Other Such Stuff: I'm interested in fostering student engagement so I'm keen to hear about other "platforms for participation" (e.g., things that other pros are doing that seem to work well or your own new ideas). Email me!
Requirements/Assessment Techniques

iClickers

In every lecture I will create opportunities for students to respond to questions and/or to participate in demonstrations using iClickers. An iClicker looks like a remote control; I pose a multiple-choice question (projecting the question on the screen), you press a button to indicate your choice, and your answer is recorded and linked to your student number. You are not required to use an iClicker, but I believe that you will benefit from doing so. Thus I encourage you to bring an iClicker to every class after the first class. You can purchase a new or used iClicker at the UVIC bookstore, or you may be able to buy (or borrow or rent?) an iClicker from another student. Two students can share an iClicker provided they do not both have classes that require the iClicker in the same time block (i.e., a given iClicker can be used by only one student at any given time). Many large classes at UVic use iClickers so although you can sell your iClicker after this class (last I heard the Bookstore pays $25 for a used one), you may want to keep it for use in in future classes.

Visit http://www.uvic.ca/systems/support/learningteaching/iclicker/ for instructions on how to register your iClicker. If you forget to register, just keep coming to class and using your iClicker; my computer will keep track of your responses (by iClicker number) and once you register your iClicker it will associate your past responses with your ID.

The model iClicker 2 ($55.75 new, $39.75 used in the bookstore) has a little screen, and the unit’s serial number is displayed when the unit is first turned on. The original model iClicker is no longer sold by the bookstore, but if you already have one or acquire one from another source you can use it in this class. These older models have LEDs: A green LED indicates that your response was received by my computer, a red LED indicates a problem. There is also the option of using a smart phone, laptop, etc., using the iClicker GO app for a modest fee but in my experience it does not work well and I will not be supporting that option.

Throughout each lecture I will invite class members to respond to multiple-choice questions using their iClickers. Except for the very first class, the first +/- 3 questions of each lecture will pertain to the preceding lecture and/or assigned readings, and students will be graded on their accuracy. Other clicker questions throughout the lecture will not be graded on accuracy, but will instead count toward participation marks as long as you respond to 75% of opportunities.

iClicker points can only be earned by being in class with a functioning iclicker. Each student’s three lowest iclicker scores will be dropped (this is to allow for absences due to illness etc.). At the end of the semester, I will calculate two grades for each student, one with and one without iClicker performance, and award each student the higher of the two totals.

Tests

There will be two tests given in class, one around the middle and one at the end of the semester. These tests are non-cumulative and feature multiple choice questions mixed with a few short answer questions. A full class period will be allotted for each test. There will also be a 2-hour cumulative final exam covering the entire course, similar in format to the tests but longer, given during exam period. Do not schedule travel until the date of the final is set.

Case Study Reports

At the beginning of most class meetings, a group of students or their chosen spokesperson will present a synopsis of one of 15 case studies we will provide through CourseSpaces. A group of 2-4 students will research a case based on the name of the exonerated person and develop a plan for a 10-minute presentation and practice that presentation. The team is to send a 2- to 3-slide PowerPoint show to Steve and Mario the night before your presentation by 11:59 pm to be used during your presentation. The show should be simple, it should not be shocking or graphic, and it should include a photo of the former convict whenever possible. In class, several group members will tell the story of the relevant parts of the investigation and the trial, pointing out problems (or lack thereof) along the way and relating the case to the course. A document with further details will be provided on CourseSpaces.
Lab Projects
You are to conduct two small lab projects, one having to do with memory for persons and the other with memory for events. Full details of how to do these activities will be provided on the course website. Each lab should take a couple of hours, scheduled on your own time. You will submit a report of each lab, describing and discussing your observations.

Grading
As discussed in the iClicker section above, at the end of the course your mark will either include iClicker points or not, whichever gives you the higher mark. The maximum iClicker total is 20 points, with 10 coming from the daily quiz (up to ½ point per lecture graded on accuracy) and 10 from participation marks (up to ½ point per lecture for participation throughout the lecture). Thus iClicker points can help you and are especially likely to help you if you routinely come to class prepared to participate; no matter what, iClicker points cannot hurt you.

<table>
<thead>
<tr>
<th>Source</th>
<th>With iClicker Marks</th>
<th>Without iClicker Marks</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>iClicker Marks</td>
<td>20</td>
<td>--</td>
<td>Each class</td>
</tr>
<tr>
<td>Test 1</td>
<td>12</td>
<td>15</td>
<td>16 Oct</td>
</tr>
<tr>
<td>Test 2</td>
<td>12</td>
<td>15</td>
<td>29 Nov</td>
</tr>
<tr>
<td>Case Study Group Presentation</td>
<td>8</td>
<td>10</td>
<td>Student signup</td>
</tr>
<tr>
<td>Lab Report 1</td>
<td>12</td>
<td>15</td>
<td>4 Oct</td>
</tr>
<tr>
<td>Lab Report 2</td>
<td>12</td>
<td>15</td>
<td>23 Oct</td>
</tr>
<tr>
<td>Final Exam</td>
<td>24</td>
<td>30</td>
<td>TBA during exam period</td>
</tr>
</tbody>
</table>

Each of the dimensions above will be marked as per UVic guidelines for undergraduate grades (see http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/Grad.html). Each student will receive a score for each component listed above; these will be weighted as per the percentages indicated above and then summed to determine your total points, which will be converted into a letter grade as follows: 90 and up = A+; 85 to 89 = A; 80 to 84 = A--; 77 to 79 = B++; 73 to 76 = B; 70 to 72 = B--; 65 to 69 = C++; 60 to 64 = C; 50 to 59 = D; 0 to 49 = F. Marks will be rounded up from .5 (e.g., 89.499 = A, 89.50 = A+).

Course Experience Survey
Steve and Mario value your feedback. Near the end of term, you will have an opportunity to complete an anonymous online survey regarding your learning experience in this class. The CES provides vital information that we will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate Steve’s performance as an instructor. We will not receive the results until after marks have been submitted. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (http://uvic.ca/mypage). When the class is 5/6 over, an email will be sent inviting you to complete the CES online. But please wait and complete the CES in class on Monday 30 November. We will set aside approximately 15 minutes at the beginning of class that day for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. We will remind you of the date about a week in advance, via an announcement in class and/or via an email announcement. You will need your UVic netlink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.
Extra Credit for Research Participation

Up to 3 points of extra credit can be earned by participating in research projects posted on the UVic Psychology Research Participation website [http://uvic.sona-systems.com/](http://uvic.sona-systems.com/). You will earn 0.5 points for each 30 minutes (or portion thereof) of participation. Note that students in PSYC 100A/B earn 1 point per 30 minutes (because that course uses a 200-point grading system) and the SONA system will show points at that rate but for this course you will get half a point for each 30 min. You must be eligible for each study for which you sign up. To earn all 3 bonus points, you must participate in at least two different studies (i.e., a single 3-hour study is not acceptable). Extra credit will be added to your final score (e.g., if you had an 83 in the course, and earned all 3 points, you would get an 86 and so get an A instead of an A-). There is no penalty for not earning extra credit. The rationale for the extra credit policy is that participating gives you hands-on experience in psychological research and gives you contact with upper-level students engaged in research. If you sign up to participate in a study, you MUST keep the appointment and be on time. If you previously used the SONA system, please do not create a new ID; your SONA user-ID is the first part of your UVic email (i.e., the part before “@”) and you can ask to be reminded of your password at the SONA site [http://uvic.sona-systems.com/](http://uvic.sona-systems.com/).

Article Reviews as an alternative to participation in research

Some students face obstacles to participating in research and other may simply not wish to participate in research. As an alternative way of earning bonus points by learning about research, students can write up to 3 short (2 pages double spaced) reviews of psychology journal articles reporting original research relevant to psych/law. Each review will be worth 1 extra credit. You must obtain written (emailed) approval for each article before writing a review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify Mario via email no later than November 9. The last date for submitting proposed articles is 16 November.
- Completed reviews must be submitted electronically as Word documents no later than day of the last class session.
- Identify the title, author(s), source, and year of the article. Either attach a copy of the article or include a link to it.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Briefly outline the method used to obtain those results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, faulty research procedures, poor measures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.
- Keep a copy of your review in the unlikely event that we misplace the original.

Other Matters

Disruptive Behaviours in Class

Please respect your classmates’ right to attend to and participate in class activities. If you wish to chat about other topics or surf cat videos during class time, please do it somewhere else. With the exception of class sessions used for tests, you are welcome to use electronic devices during class in ways that support your comprehension and retention of the material (e.g., to take notes, to record the lecture, to look up particular points), but not in ways that are likely to distract you and those around you. I will ask any student engaging in disruptive behaviours to leave.

Academic Concession

Missed daily quizzes cannot be made up (and are in any case optional). Missed tests (other than the final exam) will
receive a score of zero unless I receive satisfactory written evidence within 2 weeks that the absence was due to personal illness or accident, family affliction, or official University activity. [Do not submit the Request for Academic Concession form for missed tests; that form is used only for missed final exams.] If you miss the final exam then go to Records Services and complete and submit a “Request for Academic Concession,” normally within 10 working days of the end of the formal examination period. Records Services will forward the form to me. If I grant the concession, I will determine how to deal with the situation (for example, a deferred exam).

Late work will be docked one point per day late, unless the tardiness is excused on the basis of written evidence that the absence was due to personal illness or accident, family affliction, or official University activity.

Registration Status
Students on the wait list will be added to the course from the wait list in the order listed. If on the waitlist, pay particular attention to your uSource Preferred Email Address, as there is a 24-hour limit to respond once a waitlist offer is sent, and failure to respond is not in itself sufficient ground for the approval of a Request for a Late Add; if you are on the wait list and decide not to take the course, please remove yourself from the wait list. You are responsible for ensuring that this course is not considered to duplicate or be mutually exclusive with a course already on your transcript. If you wish to drop the course you are responsible for doing so – if you simply stop attending but stay registered you will get an N.

Students are responsible for verifying their registration status. Registration status may be verified using My Page (https://www.uvic.ca/cas/login), View Schedule. Course adds and drops will not be processed after the deadlines:

Course drop deadlines: The last day for dropping this course with a 100% fee reduction is 19 September; with a 50% fee reduction, 10 October; without penalty of failure, 31 October).

Course add deadline. The last day to add this course is 22 September. Add the course ASAP if you are going to take it.

Students with Disabilities
If a disability makes it difficult for you to write exams or perform other course tasks, please complete the Exam Accommodation Request form (available from the Centre for Accessible Learning) and submit it to me within the first two weeks of the course. A referral from the Centre for Accessible Learning is required in order to receive exam accommodations. See https://www.uvic.ca/services/cal/ for more information.

Commitment to Inclusivity and Diversity
The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members, and so am I. If you qualify for a special accommodations please let me know and I will do my best to be helpful.

Questions/Problems
We (Steve and Mario) want you to come see us during our office hours if you need help or just to chat about the course. Bright, motivated students come to instructors’ office hours

If you have a concern about the marking of a test, please first review your notes and the text etc. to try to understand the marking on your own. If that doesn’t work, then please check with Mario via email or during his office hours. If after talking with Mario you are still not satisfied, then please contact Steve via email or during his office hours.

If you need help understanding the material presented in the text or lecture, you can contact either us during our office hours or via email. For general help on study skills, visit www.coun.uvic.ca/learning/

If English is not your first language and you are having trouble because of that, please contact the English Language
Centre (www.uvcs.uvic.ca/elc/) for advice.

If you have trouble using the research bonus point system, please contact p100res@uvic.ca.

If you have problems with email or NetLink, please contact the Computer Help Desk at helpdesk@uvic.ca or call (250) 721-7687 or go to Clearihue A004.

Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times. See www.uvic.ca/mentalhealth

Policy on Academic Integrity Including Plagiarism and Cheating

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html , p. 46-48, UVic Calendar September 2017). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. Plagiarism. You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. Unauthorized Use of an Editor. The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. Multiple Submission. Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. Falsifying Materials Subject to Academic Evaluation. This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. Cheating on Assignments, Tests, and Examinations. You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. Being an Accessory to Offences. This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 47 in September
2017).

The definitive source for information on Academic Integrity is the University Calendar (p. 46-48 in September 2017) (http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/

Don’t delay! Engage in the course from the beginning. Get your money's worth. Go for it! Thrive.