Seminar Meetings
Monday & Thursday, 11:30 AM – 1 PM
Clearihue C118

Instructor
Dr. M. Masson
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Course Readings
See p. 2. These are freely available as PDF files through the UVic library.

Course Objectives
The purpose of this course is to provide an introduction to research on word reading processes and some of the analytic tools that have been developed to aid research in this area. These tools will include response time distributions, the diffusion model, linear mixed-models analysis, and the on-line word processing simulation model easyNet. Each student will make a presentation in the last part of the course, based on their explorations with the easyNet model. Each student will write a review of two of these presentations.

Evaluation
(a) Class discussion (25%)
This is a seminar course, so active participation of students in discussions is a key component. Students are expected to come prepared to discuss each session's readings. Participation will be marked on a 4-point scale each session.

(b) Leading discussion (15%)
Each student will serve as a discussion leader for one class meeting. Discussion leaders will begin the meeting by presenting a brief summary of the main points of the reading and posing a few relevant questions for discussion. Discussion leaders are not responsible for providing a detailed summary—just for hitting the main points and sparking discussion. This is an opportunity to demonstrate creativity and insight.

(c) Student presentation (45%)
Each student is to make two in-class presentations. The first (during October and worth 15%) will be a 15-minute presentation on the results of a linear mixed-models analysis to a set of data of the student's choosing. The second (during November and worth 30%) will be a 30-minute presentation that describes a test of some idea about mechanisms of word reading that can be evaluated using simulations with the easyNet model.

easyNet web site:
http://adelmanlab.org/easyNet/

(d) Reviews of easyNet presentations (15%)
Each student will write a two-page (double spaced) review for each of two of the presentations on simulations with easyNet made by other students. These reviews will be in the style of a manuscript review, indicating the strengths and weaknesses of the presentation. Assignment of the two presentations to be reviewed by each student will be announced after all presentations have been made. The reviews will be due on December 4. They will be made available in anonymous form to the presenters.

Students will be assigned a final grade as a percent value, based on the components' weights given above.

Schedule
Sep. 7 – Organizational meeting
Sep. 11, 14, 18, 21, 25, 28 – Discussion of readings
Oct. 2, 5 – Linear mixed-models analysis
Oct. 12, 16 – Demonstrations with easyNet
Oct. 19, 23 – Discussion of readings
Oct. 26, 30 – Student presentations on linear mixed-models analysis
Nov. 2, 6 – Discussion of readings
Nov. 16, 20, 23, 27 – Student presentations on easyNet
Dec. 4 – Reviews due
Reading List


Oct. 5 Linear mixed models demonstration

Oct. 12 Linear mixed models demonstration continued (if necessary), easyNet demonstrations

Oct. 16 easyNet demonstrations continued


UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2017

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.

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 https://web.uvic.ca/calendar2017-09/grad/academic-regulations/academic-integrity.html# (p.39-41 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. 40 in
September 2017).

The definitive source for information on Academic Integrity is the University Calendar (p. 39-41 in
September 2017) (https://web.uvic.ca/calendar2017-09/grad/academic-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/
4. Dr. Mitchell of the UVic English Department: