*Science of Mind Reading – PSYC 3**007***

Instructor: Dr. Darren Campbell **Seminars**: Tuesdays / Thursdays @ 10:00 – 11:30 pm
Office Hour: Tues. / Thurs. 11:30 am - Noon, Email: darrenc@nipissingu.ca

Land Acknowledgement: Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

Course Materials & Resources Assigned readings, videos, instructions, etc. will be available through Blackboard (BB). Other resources are available through Nipissing Library and Google Scholar.

Course Objectives and Content + Course Calendar Description Link
In this course you evaluate the psychological factors that support accurately inferring people's thoughts and feelings, general tendencies, and truthful or deceptive intent.

During class you will discuss, present, and write about verbal, non-verbal, and environmental signals that people use to infer others' personality traits, thoughts, emotional states, and truthfulness or deception.

With the successful completion of this course, you will be able to:

1. describe and evaluate modern models of the science of mind reading,
2. evaluate verbal, non-verbal, and text-based measures of people's mental states, and
3. create a written review of a mind-reading research focus (Chapter 1) and your own proposed mind-reading measure (Chapter 2).

Basic Workload Expectations for Success: Basic preparation for the seminar readings and discussions will require (on average) **3 hours per week outside** of **participating in the seminars**. Completing the major course projects, such as the group paper presentation and writing the term paper will require additional time and effort. Success simply requires sustained effort and focused work. 😊

Evaluation

Engage in Q&A during DC article reviews	6% (best 6 of 8 articles, 1% each)
Engage with Group's Demo & Discussion	4% (the 4 other Groups, 1% each)
Group Lead	12% (4% Written, 4% Class Lead, 4% Grp. Demo)
Exam	30% (closed book)
Peer-Review	4% (Feedback)
Attending Others' Reports	1% (both classes)
Term Paper Oral Report	3% (brief Presentation / Discussion)
2 written sections for your term-paper	14% (#1 - 4% + #2 - 10%)
Term Paper	26% (Literature review & proposed measure)

Engage in Q&A (6%) During instructor-led article reviews, you demonstrate 1) a reading-based understanding of the articles and attend to and thoughtfully comment on the discussion issues.

Engage with Groups (4%) During each Group's review of an article, you 1) participate in the study demonstration activity (as a Target or Judge) and 2) thoughtfully respond to the discussion of the article.

Group Lead & Methods Demo (12%) Each group develops a demonstration and discussion of an article. **Before class**, each member will **submit** their **planned section comments** (4%). **During class**, each member will summarize, comment on, and raise questions for their section discussion (4%). As a group, students will **demonstrate** the key **mind-reading assessment** process and engage classmates in the process (4%).

Exam (30%) Based on the course readings and in-class discussions, you will answer a series of questions in a closed-book format.

Peer-Review (4%) Your will complete a focused **review** of a **classmate's** preliminary **Draft 2**.

Attending Classmates' Oral Reports (1%) You can develop insights into your own term-paper by listening to other classmates' reports. For full marks, you must **attend** both oral report **classes**.

Term-Paper Oral Report (3%) You will provide a brief (5-7 minutes) description of your term-paper topic, findings, and proposed mind-reading measure. This will be followed by a brief Q&A session.

2 Term-Paper Draft sections (14%) You will create two written sections for your final term paper. For draft **1**, you will describe your topic, research question, and summarize and evaluate one research article. For draft **2**, you will revise Draft 1, summarize and evaluate 3 additional research articles, and develop a Mind-Reading measurement section, which critiques the prior Mind-Reading (M-R) measures and proposes an improved M-R measure. More details will follow.

Final Review & Measurement Paper (30%) Based on one of the term-paper topics and readings, you will: 1) write a focused **literature review** (Chapter 1) and 2) critique the available mind-reading measures and propose a new **measurement approach** to address these critiques (Chapter 2). Details will follow.

Schedule and Important Dates

Week / Date	Reading and Discussion Topic		Due Date
1. Jan 9/11	Admin	Topic Highlights	
2. Jan 16/18	Trait 1 (Good Ts & Essays)	Trait 2 (Good Ts & Facebook)	
3. Jan 23/25	EA 1 (DIP couple conflict)	EA 2 (Concern vs Contagion)	
4. Ja 30/ Fe 1	Lie 1 (F-to-F vs CMC)	Lie 2 (CTP-LPC vs P300)	Draft 1, **2 Feb @ 5 pm**
5. Feb 6/8	**Grp 1** Trait (#Insta)	Draft 1 Review	
6. Feb 13/15	**Grp 2** EA (Age Cue Info)	EA 3 (Brain Systems)	
	Feb 19 - 23 ***Family Day & Study Week***		
7. Feb 27/29	**Grp 3** Lie (VA Details-Source)	Lie 3 (Failure to Forget)	
8. Mar 5/7	**Grp 4** Trait (1st Dates)	**Grp 5** Lie (fMRI Detection)	
9. Mar 12/14	Themes & Highlights	Closed-Book **Exam 30%**	
10. Mar 19/21	Post-Exam Review	Oral Paper Reports: Set 1	Draft 2, **22 Mar @ 5 pm**
11. Mar 26/28	Oral Paper Reports: Set 2	Peer-Review Discussions	Peer-Review, **27 Mar @ 5 pm**
12. Apr 2/4	Overall Themes & Issues	Summary & Implications	
	Term Paper Literature Review + New Measure		**12 Apr @ 5 pm**

Note. If any class is cancelled during the term, Apr 9th will serve as the class make-up date.



Fair Behaviour and Respect for Others

We all prefer a positive environment that supports learning and fair evaluations. Disruptive or negative behaviour is not helpful. Please review the *Code of Student Rights and Responsibilities*.

Student Support Resources

If you find yourself **struggling academically** or with **mental health problems**, Student Development Services (SDS) at Nipissing University has many supports available to you (go *here* or email sds@nipissingu.ca).

+ **Student Retention Alert** is a referral system to identify academic progress or well-being concerns and connect students to support services on campus. For more information: www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing Library Resources

The library offers excellent resources and services which make completing assignments and writing papers easier, more efficient, and better in quality. I encourage you to use them (follow this *link*).

Academic Integrity

The more effort you put into your education and experiences at Nipissing University, the more you will get out of them. Cheating and Plagiarism are not just unethical with serious consequences (see *link*), they undermine your ability to develop life-long time-management strategies, coping skills, and, of course, specific course knowledge and insights.

Intellectual Property

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