Science of Mind Reading

Instructor: Dr. Darren Campbell **Seminars**: Tuesdays @ 10:00 – 12:50 pm
Office Hour: Wed. 1:15 - 2:15 pm, 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. develop a written review of a mind-reading research focus along with your own proposed mind-reading measure.

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 discussion and writing the term paper will require additional time and effort. Success simply requires sustained effort and focused work. 😊

Evaluation

DC Seminars - attend / participate	6% (best 3 of 4 -> Weeks 1, 2, 3, 4; 2% each)
Group Lead - attend / participate	8% (Weeks 5, 6, 7, 8, or 9 excluding your Grp week; 2% each)
2 Reading Assignments	8% (choose from weeks 2, 3, 6, 7; 4% each)
Group Lead	18% (6% Written, 6% Class Lead, 6% Grp. Demo/Activity)
2 Term-Paper Outlines	10% (#1 Week 4 - 3% #2 Week 9 - 7%)
2 Oral Discussions of Outlines	5% (#1 Weeks 4 / 5 - 2% #2 Week 9 - 3%)
Peer-Review of Classmate's Draft	5% (written feedback)
Term Paper	40% (complete literature review & proposed measure)

Attend & Participate (14%) After basic attendance, meaningful participation will largely determine this grade component. I will do my best to give everyone a good opportunity to participate fully.

Reading Assignments (8%) For each assignment, you will provide written answers to questions based on a specified weekly reading. Each assignment needs to be on a different major topic (Lies, Traits, EA).

Group Lead & Methods Demo (18%)
Groups (of 2 to 3) will lead a class discussion for an assigned paper. **Before class**, **each** member will **submit** their **planned comments** on their section(s) of the paper (6%). **During class**, each member will summarize, comment on, and guide one-part of the discussion (6%). As a group, you will **demonstrate** the key **mind-reading assessment** process and engage your classmates in the process (6%). Details will follow.

2 Term-Paper Outlines and In-Class Discussions (15%)
You will submit a **preliminary outline** specifying your topic, research questions, and select research evidence. You also will describe and **discuss your outline** with the **class**. Later in the term, you will submit a **second**, **more thorough outline** with greater focus, well-developed research questions and empirical evidence, and preliminary ideas about a new-and-improved Mind-Reading measure. Again, you will briefly **discuss your outline** with the class. Details will follow.

Peer-Review (5%)
Your grade will be based on completing a **focused review of a classmate's term-paper draft**. Details will follow. Note. You will need to submit a your own term-paper draft for review. Details will follow.

Review & Measurement Paper (40%)
In this term paper, you will conduct a focused review (description and evaluation) of a set of empirical studies on one of the course topics. More details will follow.

Schedule and Important Dates

Week / Date	Reading and Discussion Topic		Due Date
1. Jan 10	Admin	Trait Detection 1 (NonV)	
2. Jan 17	Empathic Accuracy (EA) 1*	Lie Detection 1 (LIWC)*	A1? / A2?, *Jan 16 Noon*
3. Jan 24	Trait 2 (Good Target)*	EA 2 (Empathy)*	A1? / A2?, *Jan 23 Noon*
4. Jan 31	Lie 2 (P300)	*Outline 1 Discussions*	*Outline 1 Due,* **Jan 30 Noon**
5. Feb 7	**Grp 1** Trait 3 (#Insta)	*Outline 1 Discussions* cont'd	**G1, Feb 6 Noon**
6. Feb 14	**Grp 2** EA 3 (Body-Age)	EA 4 (fMRI)*	**G2,** A1? / A2?, **Feb 13 Noon**
	Feb 20 - 24 ***Family Day & Study Week***		
7. Feb 28	**Grp 3** Lie 3 (VA)	Lie 4 (RM)*	**G3**, A2? **Feb 27 Noon**
8. Mar 7	**Grp 4** Trait 4	Trait 5 (Encounter Mode)	**G4**, **Mar 6 Noon**
9. Mar 14	*Outline 2 Discussions*		*Outline 2 Due,* **Mar 13 Noon**
10. Mar 21	**Grp 5** EA or Lie 5?	TBD	**G5**, *Draft due***, Mar 20 Noon**
11. Mar 28	Peer-Review Discussions + Term-Paper Q&As		**Peer-Reviews, Mar 27 Noon**
12. Apr 4	Overall Themes, Issues, & Implications		
	Literature Review + New Measure		**Term Paper, Apr 14 Noon**



Please see the next page for other considerations and resources.

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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