

PSYC 493	Psychology and Law		Fall 2018
Instructor:	Dr. Jamie Prowse Turner	Lecture Location:	2305
Phone:	403-357-3676	Lecture Days/Time:	Friday 8:00 – 10:50
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Course Description and Goals

This course has been designed to show how psychological research and theory can be used in a legal context. It provides a critical review of theory, research, and methodology related to the psychology of evidence. It includes a review of selected areas of theory, content, experimental techniques, and controversy in the field of psychology and law. The focus is on the pre-trial or investigative phase of the legal process; in particular, the focus is on obtaining and assessing witness evidence, which is a key part of any criminal investigation.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Analyze the validity of assumptions made by the legal system using empirical data	Discussion questions, research proposal, debate paper, presentation	1, 2, 4, 5, 6, 7	A
Analyze research findings on a legal topic to draw appropriate conclusions	Discussion questions, research proposal, debate paper, presentation	1, 2, 4, 5, 6, 7	A
Contrast legal processes in Canada with the United States or elsewhere	Discussion questions, in class assignments	1, 2, 4, 5, 6, 7	A
Apply major concepts discussed in class to generate solutions to a real world psycho-legal problem	In-class assignments, discussion questions, Central Park Five assignment	1, 2, 4, 6, 7	A
Contrast multiple theories proposed to explain given psycho-legal phenomena	Presentation, debate paper	1, 2, 4	A

Critique legal procedures/phenomena and make recommendations for how to improve them based on empirical data	Research paper, discussion questions, in class assignments	1, 2, 4, 6, 7	A
Analyze the validity of assumptions made by the legal system using empirical data	Research proposal, Central Park Five assignment	1, 2, 4, 5, 6, 7	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

PSYC 312 – Experimental Design and Quantitative Research Methods in Psychology

Required Text

There is no text required for the course. All readings will be posted to Blackboard.

Assessment Methods

Course Component	Percent of Grade	Due Date
Presentation	35%	TBA
Central Park Five Video Assignment	5%	October 22 nd
Debate Paper	5%	November 30 th
Proposal	35%	December 7 th
Discussion Questions	10%	Throughout term
In Class Activities	10%	Throughout term

Late course components will be penalized 5% per day including weekends.

1. Central Park Five Video Assignment (5% of final grade). On October 19th students will watch a documentary titled “The Central Park Five” and will be given questions that they can take notes for during the film to aid them in their assignment that will be due, via Blackboard, on October 22nd. The assignment will ask questions regarding the content of the video, thought questions, and questions relating the video to the course. Students will be graded on accuracy and critical thought. Late assignments will be deducted 10% per day including weekends.

2. Presentation (35% of the final grade). Students will choose a group of 4 people, a presentation date, and reading according to the course schedule. Each group will present for 60 minutes, leading a class discussion of the reading and topic (which will include integrating additional papers). Students are expected provide an overview of the current topic, with a brief overview of the assigned reading, integration of additional materials for a well-rounded discussion, as well as suggestions for the future. Although the group is charged with providing discussion questions and facilitating the discussion, all students are expected to read the assigned group materials, provide discussion questions, and come prepared to discuss in class. A detailed rubric will be provided on Blackboard.

3. Research Proposal (35% of final grade). Students will write a research proposal that is 12-15 pages (not including the title page and references). The paper must be formatted using APA 6th edition guidelines. There will be a detailed rubric posted to blackboard. Evaluation will be based on clarity, accuracy, completeness, originality, and feasibility. In order to write a good paper, it is important that students do a considerable amount of background reading. You must cite at least 10 sources in your paper and **make sure to hand in the first page of each reference with your paper.** If you are not sure your proposal topic is appropriate, do not hesitate to ask for my opinion. This paper will contribute 35% of the final grade.

You are expected to hand in a hard copy of your paper before noon on December 7th, electronic submissions are not permitted. Late papers will be deducted 10% per day (including weekends).

4. In Class Debate (5% of final grade). Prior to the debate students will be assigned to group that will represent a particular issue. Students will need to create a one page summary on the pros of the issue and a one page summary on the cons of the issue. On November 30th the students will be split into pro and con groups, and will use their summaries to aid in an in-class debate. The 5% will depend on both the summary and the contribution to the debate in class. The paper will be due in class on November 30th, electronic submissions and/or late assignments will not be accepted as the paper is required for the debate.

5. Discussion Questions (10% of final grade). Each week, students are expected to post at least one discussion question related to **each** article that will be discussed during the upcoming class on the blackboard discussion forum. When there is a student presentation, this question should be posted **no later than 48 hours prior** to each class, to ensure that the groups presenting can have time with the questions. For all other papers, the question is due prior to the beginning of class, no exceptions. Evaluation will be based on the students' ability to generate novel and relevant questions. In other words, students' questions should provide evidence of independent critical thought about the source material.

6. In Class Activities (10% of final grade). Throughout the term, students will be split into groups of two or three and will answer questions related to the topics discussed in class. Students will be graded as a group on the responses to the questions. These assignments must be completed and handed in during class, no exceptions.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: Exceptional Performance. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Tentative Class Schedule

Date	Topic	Readings/Due Dates
F Sep 7	Course Outline and Introduction to Psychology and Law	Readings posted to Blackboard
F Sep 14	Psychology's Role in Criminal Investigations	Readings posted to Blackboard

F Sep 21	<i>Guest Speaker</i> and Offenders	Readings posted to Blackboard
F Sep 28	False Memory Student Presentations	Readings posted to Blackboard
F Oct 5	Assessing Credibility Pt. 1 Student Presentations	Readings posted to Blackboard
F Oct 12	Assessing Credibility Pt. 2 Student Presentations	Readings posted to Blackboard
F Oct 19	Video: Central Park Five	
F Oct 26	Eyewitness Testimony Pt. 1 Student Presentations	Readings posted to Blackboard
F Nov 2	Eyewitness Testimony Pt. 2 Student Presentations	Readings posted to Blackboard
F Nov 9	No Class: Remembrance Break	
F Nov 16	Children's Evidence Student Presentations	Readings posted to Blackboard
F Nov 23	Older Adults' Evidence Student Presentations	Readings posted to Blackboard
F Nov 30	The Role of Expert Witnesses and Jury Decision Making Debate Day	Readings posted to Blackboard

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies offering the course who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will

only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Services for Students with Disabilities and other Support Services

Universal Design principles will be used whenever possible so that learning activities are accessible to as many students as possible. In addition, students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, mental or physical health are advised to discuss their needs with Disability Services.

Disability Services (Library Information Common; 403-357-3629)

- Coordination of services (tutoring, alternate format text, note-taking etc.)
- Academic accommodations, including exam accommodations
- Accessibility issues
- Funding information and referral

Academic Resources on Campus

Visit www.rdc.ab.ca

for information on these and the following services.

Learning Support (Cenovus Learning Common)

- Writing Skills Centre (403-342-3264)
 - Math Skills Centre
 - Learning Strategies (note-taking, studying and exam-writing strategies; 403-343-4099)
 - Peer Tutoring (one-on-one tutoring by students)
 - Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Prescreening and referral for learning disabilities

Counselling and Career Centre (Room 1402; 403-343-4064)

- Personal counselling
- Career counselling
- Employment and Career Services (resumes, job postings, etc.)

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **September 13, 2018**. Last day to add a course is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.