1.0 Calendar Description

This course discusses research results pertaining to the self within social-experimental, cultural, cognitive, psychopathological, comparative, developmental, and neuroscience perspectives. The nature and functions of the self are examined. Topics include: self-knowledge, self-esteem, self-regulation, self-recognition, inner speech, Theory-of-Mind, measurement issues, and the influence of culture on views of the self. 3 credits, 3 hours lecture.

Prerequisites: Psychology 2213 (Research Methods 1) and Psychology 2245 (Social Psychology) or Psychology 4401 (Social Cognition).

2.0 Course Information

Instructor: Alain Morin, Ph.D
Office: EA3067
Phone: 403-875-7104
Email: amorin@mtroyal.ca
Web: www2.mtroyal.ab.ca/~amorin; BlackBoard
Office Hours: on appointment (or right before / after class)
Time & location of lectures: Wednesday 2.30—5.20 Y210

3.0 Pedagogical method

This is a seminar class which consists of presentations and critical discussions of scientific papers. This course is not lecture-based where the instructor summarizes the key course material and students take notes based on lectures. Rather, students are expected to do the assigned readings, make their own notes, come to class fully prepared to discuss the material, add their own perspectives/ideas, and engage in a critical evaluation of the content. Each week students are invited to explore a key topic pertaining to the self. Students are asked to read 1 to 2 classic paper(s) on the topic and to produce 3 questions inspired by the readings. The instructor organizes these questions and bring them to class for discussion. Each week 3 to 4 students also present empirical papers related to the target topic.
4.0 Textbook

There is no textbook requirement for this course. Instead, students are provided with an online collection of 22 recent and/or influential published review articles which are analyzed in class (1 to 2 per class). Students are also provided with a list of 40 empirical articles to be presented in class (3 to 4 student presentations per class). All papers are available on line at www2.mtroyal.ab.ca/~amorin. Below is a list of some key library resources on the self.


5.0 Evaluation

Students are evaluated as follows: Term paper (35%), oral presentations of two articles (10 & 15 = 25%), peer evaluations of student presentations (5%), participation (5%), two exams (10 & 15 = 25%), and weekly questions (5%). Please find below a description of these different forms of evaluation; more information will be provided in class.

Term Paper (35%)
The term-paper consists of a 10-page* fictive research proposal on any topic pertinent to the self. It includes a review of literature, hypothesis, methods, measures, analyses, expected results, discussion, and conclusion. The bibliography must contain at least 15 recent scientific references. Students are asked to gradually produce the term paper as follows:

<table>
<thead>
<tr>
<th>Task(s)</th>
<th>Date due**</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic &amp; list of 15 bibliographical sources</td>
<td>Jan 29</td>
<td>3</td>
</tr>
<tr>
<td>Plan (detailed structure)</td>
<td>Feb 19</td>
<td>3</td>
</tr>
<tr>
<td>First half of paper (approx. 5 pages)</td>
<td>March 11</td>
<td>12</td>
</tr>
<tr>
<td>Second half of paper (approx. 5 pages)</td>
<td>March 25</td>
<td>12</td>
</tr>
<tr>
<td>All previous sections combined plus reference section, cover page &amp; abstract</td>
<td>Day of Exam 2</td>
<td>5</td>
</tr>
</tbody>
</table>

* Excluding cover page, abstract & bibliography
** Penalty for being late is .5% per day
Article presentations (10 & 15 = 25%)
Students orally present articles chosen by the instructor; these (randomly assigned) articles are empirical and pertain to specific topics analyzed each week. Each student presents 2 different articles throughout the term and 3 or 4 articles are presented each week. Each presentation should last approximately 10 minutes; the student's task is to convey the main idea of a given paper in a clear and dynamic fashion. These articles are available online at www2.mtroyal.ab.ca/~amorin.

Participation (5%)
Students' active contribution to discussions in class and attendance determine the participation grade.

Peer evaluations (5%)
Throughout the course, students are required to peer-review their peers' presentations and provide useful and valid comments assessing them in order to improve. Each student evaluates 8 presentations throughout the term and each presentation is evaluated by 4 students. Peer-reviews must be constructive, informative, and specific. Rating forms are distributed to specific students at the beginning of class and are collected following oral presentations.

Exams (10 + 15 = 25%)
Two non-cumulative exams cover some key aspects of the material explored during the semester. Exams consist in 10 to 12 short essay questions (2 per topic) which are based on the weekly key articles and their discussion in class.

Weekly questions (5%)
Students are asked to formulate 3 discussion questions for each weekly key article(s) to be discussed in class—e.g., new research questions or new predictions not addressed in the target article(s). These questions must be posted on BlackBoard (via course tools > journals > weekly questions) before midnight each Saturday prior to the Tuesday afternoon class.

Please Note: Grades will not be adjusted on the basis of need. In addition, students will not be given the opportunity to improve their grades by completing additional assignments. As such, it is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.

Final Grades—Percentage equivalents: At the end of the course students are assigned a letter grade based on the table below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>95-100%</td>
<td>B</td>
<td>73-76%</td>
<td>C-</td>
<td>60-62%</td>
</tr>
<tr>
<td>A</td>
<td>85-94%</td>
<td>B-</td>
<td>70-72%</td>
<td>D+</td>
<td>55-59%</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
<td>C+</td>
<td>67-69%</td>
<td>D</td>
<td>50-54%</td>
</tr>
<tr>
<td>B+</td>
<td>77-79%</td>
<td>C</td>
<td>63-66%</td>
<td>F</td>
<td>0 – 49%</td>
</tr>
</tbody>
</table>
6.0 Course Objectives

- To define what the self is and to identify the main theoretical orientations, concepts, controversies, and researchers in this field.
- To establish links between the self and other fields in psychology—personality, cognition, development, social, neuroscience, comparative psychology, etc.
- To promote the ability to formulate solid and defendable positions on unresolved issues.
- To examine a variety of methods used to study self-processes.
- To develop students' ability to critically read and examine research findings and theories presented in journal articles.
- To develop students' ability to discuss research findings in group settings.
- To develop students' ability to orally present research results in a coherent, dynamic, and systematic fashion.
- To increase students' awareness of their own self.

7.0 Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>First class; Introduction</td>
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<tr>
<td>Jan 15</td>
<td>Self-awareness</td>
<td>Morin (2017; 2011a or 2011b)</td>
<td>TBA</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Self-knowledge</td>
<td>Carlson (2013)</td>
<td>TBA</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Prospection</td>
<td>Szpunar (2010)</td>
<td>TBA</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Self-regulation</td>
<td>Baumeister &amp; Vohs (2003)</td>
<td>TBA</td>
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<tr>
<td>Feb 19</td>
<td>Reading Break</td>
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<td>--</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Self-cognition; Exam 1</td>
<td>Morin (2012)</td>
<td>TBA</td>
</tr>
<tr>
<td>March 4</td>
<td>Self &amp; brain</td>
<td>Prigatano (2005)</td>
<td>TBA</td>
</tr>
<tr>
<td>March 11</td>
<td>Self-recognition</td>
<td>Morin (2010)</td>
<td>TBA</td>
</tr>
<tr>
<td>March 18</td>
<td>Self &amp; negative affect</td>
<td>Mor &amp; Winquist (2002)</td>
<td>TBA</td>
</tr>
<tr>
<td>March 25</td>
<td>No class</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>April 1</td>
<td>Self-esteem</td>
<td>Orth &amp; Robins (2014)</td>
<td>TBA</td>
</tr>
<tr>
<td>April 8 to 22</td>
<td>Exam 2</td>
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</tbody>
</table>

Content – The main themes explored are:

(1) **Self-awareness**: Definitions, measures, effects, function, antecedents, neuroanatomy & importance of inner speech.

Readings:


2) Self-knowledge: How and up to what point do people actually know themselves?
Readings:

Readings:

4) Theory-of-Mind: Thinking about others' thoughts.
Readings:

5) Self-regulation: Setting & reaching goals, changing the self.
Readings:

6) Self-cognition: Inner speech.
Readings:

7) Neuroanatomy: The self in the brain.
Readings:

8) Self-recognition: Are non-human animals self-aware?
Readings:

(9) **Psychopathology of the self**: Rumination & negative affect.
Readings:

(10) **Self & culture**.
Readings:

(11) **Self-esteem**: How do you feel about yourself?
Readings:

**Examples of articles presented by students**

**Self-awareness**:

**Self-knowledge**:

**Prospection**:

**Theory-of-Mind**:

**Self-regulation**:

**Inner speech**:

**Brain**:
Bivona, U., Riccio, A., Ciurlia, P., & al. (2013). Low self-awareness of individuals with severe traumatic brain injury can lead to reduced ability to take another person’s perspective. *Journal of Head Trauma & Rehabilitation*, doi: 10.1097/HTR.0b013e3182864f0b

**Self-recognition**:
Psychopathology:

Culture:

Self-esteem:

8.0 General Policies
Withdrawal Date
March 20, 2020 is the last date to withdraw from this course with a “W” grade. No withdrawal will be allowed after the above date. Note also that it is the responsibility of the student to withdraw. If you do not meet the requirements of the course and you are not officially withdrawn you will receive an “F”.

Academic Regulations
These can be found in the MRU Academic Calendar. Procedure for Appeals and Grievances can also be found in MRU Academic Calendar.

Code of Student Conduct
Academic misconduct will NOT be tolerated. See the Mount Royal *Code of Student Conduct* for a discussion of violations and possible consequences. The code of student conduct concerns academic and non-academic misconduct and it is the responsibility of the student to be familiar with the code. The complete code of student conduct is available through the Office of Student Conduct (C 109), the Student’s Association of Mount Royal University or at: www.mtroyal.ca/codeofstudentconduct

The following definition of academic dishonesty is given in the MRU Academic Calendar:
“Academic dishonesty is defined as the giving, taking or presenting of information or material that unethically or dishonestly aids oneself or another on any work which is to be considered in the determination of a grade, the compilation of academic requirements or the enhancement of a student’s record or academic career.”

In line with this definition, it is important to avoid all forms of plagiarism, including self-plagiarism, in your academic writing. In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer’s words or ideas. The following rules pertain to the acknowledgements necessary in academic papers: in using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer; in adopting another writer's ideas, you must acknowledge that they are his/hers. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

A guide to avoiding plagiarism can be found at the Office of Student Conduct website: http://www.mtroyal.ca/cs/groups/public/documents/pdf/guide_to_avoiding_plagiarism.pdf
Videotaping of Lectures
It is a Department of Psychology procedure and MRU Policy (505) that you must have written consent of the Instructor of your course to video or audio tape lectures.

9.0 University Services
There are a number of services at MRU intended to help students in need. Three of these services are highlighted below. Information about other services is available on the Mount Royal website: http://www.mtroyal.ca/

The Learning Skills Centre offers a wide range of services for students, ranging from one-on-one tutoring, to help with group work, to specific workshops, etc. To find out more about what the learning specialists at the Learning Skills Centre offer you can look at the following website:
http://www.mtroyal.ca/AcademicSupport/ResourcesServices/StudentLearningServices/index.htm or drop in at T123 or telephone 403-440-6452.

Accessibility Services offers accommodations for students with physical or learning disabilities. To find out more about these services you can look at the following website:
http://www.mtroyal.ca/AcademicSupport/ResourcesServices/StudentLearningServices/AccessibilityServices/index.htm or you can drop-in to make an appointment at Y201 or telephone 403-440-6868.

Should you experience difficulties with coping, encounter a stressful situation, or experience any other problem during the term with which you need help, you can access counseling through Student Counselling Services. You can receive up to eight sessions of counseling free of charge each year that you are a student at the MRU. To find out more about these services you can look at the following website:
http://www.mtroyal.ca/CampusServices/WellnessServices/StudentCounselling/index.htm or you can drop in to make an appointment at U216 or by telephoning 403-440-6362.

10. Two notes
(1) Reference letters. Students often ask me to write reference letters on their behalf, either for graduate school admission or for employment purposes. Please note that I only write letters for students I know very well, that is, students who took 2 or more courses with me AND got extensive research experience with me (e.g., testing, coding, conference presentations). Any reference letter written by an instructor who poorly knows the candidate will have very little weight and influence.

(2) Research assistants (RA). Students often ask me if they could gain research experience by working with me on my Inner Speech research. While I greatly appreciate this, I do not need RA right now (Winter 2020) as I already have dedicated undergraduate and graduate students working for me.