Experience Sampling: From Lab to daily life.

and Haudenosaunee territory. We are grateful to be able to live, learn and teach on these lands. By acknowledging this traditional territory, we recognize its history and its significance for the Indigenous Peoples who lived and continue to live, upon it.

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s valued, respected, and welcome. The class will represent a diversity of individuals, identities, beliefs, backgrounds and experiences. The diversity of experiences that the students bring to this class will be viewed as a resource, strength and benefit.

My name is Jonathan Smallwood and I am the professor leading this course. This course involves a series of lectures, labs and practical exercises that will help you understand how scientists like me use experience sampling as a tool for understanding how human cognition is organised. To ta

reveal features of these experiences that cannot be easily studied using standard experimental approaches (e.g. tasks).

PART 2: EXPERIENCE SAMPLING AS A TOOL FOR UNDERSTANDING COGNITION IN THE REAL WORLD (WEEKS6-

<u>Attendance</u>

This is an interactive course and so part of your mark comes from your attendance and contribution. This an essential requirement and we will work with students with disabilities to support them in fulfilling it. You will get .5 point for every class attended this will be capped at a maximum of 10%

Weekly post on course reading

You will be expected to read the material covered in class each week. To this end you will be required to make a three sentence post on the reading covered each week (up to a maximum of 10). You will receive a mark for each post that is submitted in time. The content of these posts will not be marked as long as they cover information relevant to the class. This an essential requirement and we will work with students with disabilities to support them in fulfilling it

Presentations

You will give two presentations in the course. The first one will take place in Week 5 and you will each give a short five minute presentation on a paper that is relevant to the course (i.e. uses experience sampling) and that you have chosen. The second presentation will take place in Week 12 and you will give a short description of an experience sampling study that you would

use power point to give the talks but you may find that it is easier to give a clear talk. For these talks you will have 5 minutes to present and you will penalised if you do not complete the talk in this time window, so make sure you practice. This an essential requirement and we will work with students with disabilities to support them in fulfilling it.

<u>Essays</u>

You will also complete three essays (one for each section in the dass). These essays will be 500 words long and will address a specific question relevant to each section. This an essential requirement and we will work with students with disabilities to support them in fulfilling it. Each essay will receive a maximum of 5 marks based on the rubric below:

Each essay is 500 words long and marked out of 5

1 points for submission on time.

2 point for correct grammar and presentation of references.

Up to 2 points for originality and style.

Essay II. Why is experience sampling helpful for understanding cognition in the real world?

Section	Week	Practical	Lecture	Reading	Course work
	09.01	Welcome!	Studying cognition using experience sampling	Smallwood et al., 2021, IScience	
Experience sampling to understand private mental states	16.01	Data collection: Ongoing experience during videos	The wandering mind experience sampling as a tool for understanding internal experience.	Smallwood & Schooler (2015). Annual Review of Psychology.	
	23.01	Extracting the experience sampling data	Mind-wandering and executive failure experience sampling and cognitive control	McVay & Kane (2010). Psychological Bulletin. Smallwood (2010) Reply to McVay and Kane. Psychological Bulletin.	
	30.01	Linking experience to comprehension	Mind-wandering, lapses and mindless reading	Smallwood, McSpadden & Schooler (2008) Memory and Cognition.	Essay I
_	06.02	Finalising Practical I	Student Presentation I	NO READING	Practical I
Experience Sampling to understand thinking in the real world	13.02	Setting up mind logger	The importance of measuring cognition in the real world	Kingstone (2020). Canadian Journal of Experimental Psychology	
	27.02		Reading Week		

READING LIST AND COURSE SCHEDULE

READING LIST (in order of lectures)

Smallwood, J., Turnbull, A., Wang, H. T., Ho, N. S., Poerio, G. L., Karapanagiotidis, T., ... &

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class or lab/tutorial, studying course material, and completing weekly homework or preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit <u>SASS</u>) that distributes the 8-10 hours per course

successfully and remember what you learned longer.

Grading Scheme and Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter

A+	90-100		
Α	85-89		
A-	80-84		
B+	77-79		
В	73-76		
В	70-72		
C+	67-69		
С	63-66		
C	60-62		
D+	57-59		
D	53-56		
D-	50-52		
F	49 and below		

Questions about the Course and CoTT

to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at <u>Senate in November 2016</u>. If you are a student with a disability and think you may need academic accommodations, you are strongly enc

deadlines, please visit the <u>QSAS website</u>.

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances

but is not limited to:

Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)

Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)

Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

consideration to students experiencing extenuating circumstances. For more information, please see the <u>Senate Policy on Academic</u> <u>Consideration for Students in Extenuating Circumstances</u>.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating

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Science protocol and the <u>portal where a request can be submitted</u>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Tara Karasewich psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, <u>please see our website</u>.

Academic Integrity

Copyright of Course Materials

Unless otherwise stated, the material on the course website is copyrighted and is for the sole use of students registered

eminated to anyone other

than students registered in this course.

This course uses Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely to detect plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process.

Please

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relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For fur6.85 Tm0 g0rinformation about how y truusingfddW