

Psych 372 Winter, 2018
Tuesday and Thursday, 10:00-11:20 AM
DWE2527

Instructor and T.A. Information

Instructor: Colin Ellard
Office: PAS 4034
Office Phone: 519-888-4567 ext 36852
Office Hours: Tuesday 1-2 pm or by arrangement
Email: cellard@uwaterloo.ca

The best way to reach me is by email. You can normally expect a response from me within 24 hours. I will hold regular office hours on Wednesdays but you can reach me at other times and I will do my best to set an appointment for either a face to face meeting or a phone call with you at a time that works for both of us.

T.A.: Ryan Yeung
Email: rcyeung@uwaterloo.ca
Office: PAS 4227
Office Hours Tuesday, 2-3 pm

Course Description

The main objective of the course is to provide an introduction to the field of environmental psychology. Environmental psychologists explore the relationship between place and feelings, cognition and behaviour. Their interests extend from theoretical consideration of the broader implications of place to applied issues related to building psychologically sustainable buildings, cities, and natural spaces. In this course we will examine both the theoretical and applied issues.

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Describe the main theories of environmental psychology
- B. Describe some of the applications of issues in environmental psychology to everyday places
- C. Conduct a simple observational study of behaviour as it relates to place

Required Texts

- Gieseking JJ & Mangold W (2014). The People, Place, and Space Reader. NY: Routledge.
Occasional assigned readings as provided on LEARN.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Quiz 1	February 15	10
Quiz 2	March 29	15
Observational assignment	February 2	10
Paper proposal	March 1	5

Assessment	Date of Evaluation (if known)	Weighting
Group presentation	Various	20
Paper	April 3	20
Short responses on readings	Various	4 x 3=12
In-class mindstorms	Various	4 x 2 = 8
Total		100%

Notes on Assessments

Quiz The quizzes will be worth 10% (quiz 1) and 15% (quiz 2) of your final grade. They will include both objective (multiple choice) and written answer questions and will cover both lectures and readings

Observational assignment. The assignment will be based on data that you will collect on your own time. The data will consist of discrete observations of behaviour in built settings. The write-up will be based on a series of questions that you will be given on LEARN.

Design assignment. Students will be placed into groups to complete a design project (details tba but no design expertise is presumed nor expected – it’s just about applying the principles you’ll learn about in the course). Groups will give brief (15-20 minute) presentations to the class on their design project, and they will submit some written materials (slides, text, images) to be shared with the class.

Responses: Each week I will provide you with a list of readings from the textbook that will be related to the lecture content. There will be roughly 10 such occasions throughout the course. For each occasion, you will be asked to write a brief précis and response to an assigned article of your choice from the provided list (150-200 words – 200 words absolute maximum). You need to write 4 responses throughout the duration of the course (only one response may be written in a given week).

In-Class Mindstorms: On four unannounced occasions throughout the course, we will have in-class mindstorms in which I will pose you one or more questions to answer in groups. At the conclusion of the mindstorm, students will share their thoughts with the class and submit a short written summary. Each mindstorm will be worth 2% of your final grade.

Final Paper. You will be asked to write a review paper on some aspect of environmental psychology (I will provide a list of topics for you to choose from or you may choose your own topic with prior approval). You are required to submit a proposal by March 1, which includes a one-paragraph summary of your proposed topic and a list of five references. The proposal will be worth 5% of your grade and, more importantly, will provide an opportunity for me to give feedback and suggestions for your paper.

Course Outline

I’ll begin with a confession. This is only my third offering of this course. I will do my best to stick to the syllabus below, but I will retain the right to either take somewhat longer or shorter times with each module of the course depending on my perception of class interest, difficulty of the content, and so on.

Week	Date	Topic
1	January 4	Introduction
2	January 9	Methods in environmental psychology

Week	Date	Topic
2	January 11	Film: The social life of small urban spaces
3	January 16	Environmental cognition, wayfinding, mapping
3	January 18	Environmental cognition, wayfinding, mapping part II
4	January 23	Film: Where am I?
4	January 25	Place identity and attachment
5	January 30	Personal space
5	February 1	Territoriality
6	February 6	Crowding
6	February 8	Psychology of the workspace
7	February 13	Psychology of the workspace (presentation I)
7	February 15	Quiz 1
8	February 27	Psychology of incarceration (presentation II)
8	March 1	Public and private spaces (presentation III)
9	March 6	Psychology of home
9	March 8	Urban psychology
10	March 13	Urban psychology II (presentation IV)
10	March 15	Landscape, nature and psychology
11	March 20	Landscape, nature and psychology (presentation V)
11	March 22	The spatial imagination
12	March 27	The spatial imagination II
12	March 29	quiz
13	April 3	Drop-in session for last-minute final paper advice

Late Work

All written work is to be completed by 11:55 pm on the deadline days stated above, and submitted to a dropbox on LEARN. Students submitting late work will be assessed a penalty of 5% per day or partial day (including weekends) up to a maximum of 35% (7 days). Following this, written work will no longer be accepted for grade.

Students Seeking Accommodation Due to Illness or Bereavement

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

1. seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:

http://www.healthservices.uwaterloo.ca/Health_Services/verification.html

and submit that form to the instructor within 48 hours.

2. (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed assignment deadline or quiz, the instructor will either: waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Experiential Learning with SONA

Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" grade of up to 4% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research, Research Experiences Group (REG)

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study

Contact information for the Director of the Office of Research Ethics should the student want to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.***

More information about the REG program is available at:

REG Participants' Homepage

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students want to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course.

You must contact your TA to get approval for the article you have chosen before writing the review. Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

Be submitted before the last day of lectures. Late submissions will NOT be accepted under ANY circumstances.

Information on Plagiarism Detection

I have chosen not to use plagiarism detection software in this course. You should know, however, that both the teaching assistants and I have an expert eye for cheating developed over many years of experience. Any suspected violations of the University's integrity policy will be treated seriously and reported to the appropriate authorities. As per the note on integrity below, it is the student's responsibility to understand what plagiarism is and to avoid committing it.

Electronic Device Policy

You are welcome to use notebook computers or smartphones in my classroom for note-taking, and even the occasional Google search of something related to discussion would not be inappropriate. I would appreciate it if all chimes, beeps, tweets and ringtones (especially those which sample music I don't like) be muted during class.

Attendance Policy

There is ample evidence that students who attend class regularly do better than those who don't. This, and the fact that you're investing a large amount of money to obtain a good education, should make questions about class attendance a no-brainer. You should come to class as often as you can. If you do miss a class, you will need to find a classmate to share notes with you. As much as I like talking shop, I simply don't have the time to repeat classes for you during office hours or over email.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See [Policy 70](#) and [72](#) below for further details.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - seek medical treatment as soon as possible and obtain a completed [uWaterloo Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours.
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.