

# Course Schedule

**IMPORTANT: ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Syllabus for details

Week and Content Module	Readings	Assignments and Activities	Due Date	Weight (%)
<a href="#">Week 1: Course Overview</a>	<ul style="list-style-type: none"> <li>Wising up</li> <li>The new science of wise psychological interventions</li> </ul>	<a href="#">Weekly Icebreaker</a>	Tuesday, January 9, 2018 at 11:55 PM	Ungraded
		Up to 2 <a href="#">What I Learned from The Readings</a> reports (complete for any 14 out of the 19 readings)	Tuesday, January 9, 2018 at 11:55 PM	1% each (14% total)
<a href="#">Week 2: Overview — Social Problems</a>	<ul style="list-style-type: none"> <li>Weight loss is not the answer: A well-being solution to the “obesity problem”</li> <li>Social relationships and health</li> <li>Stereotype threat</li> </ul>	<a href="#">Weekly Icebreaker</a>	Tuesday, January 16, 2018 at 11:55 PM	Ungraded
		Up to 3 <a href="#">What I Learned from The Readings</a> reports (complete for any 14 out of the 19 readings)	Tuesday, January 16, 2018 at 11:55 PM	1% each (14% total)
		Start thinking about social problems that might be appropriate for your independent projects — the <a href="#">Presentation</a> and <a href="#">Major Paper</a>		Ungraded
<a href="#">Week 3: Psychological Interventions —</a>	<ul style="list-style-type: none"> <li>Who gets to graduate?</li> <li>The psychology of change: Self-</li> </ul>	<a href="#">Weekly Icebreaker</a>	Tuesday, January 23, 2018 at	Ungraded

<p><b><u>The Basics</u></b></p>	<p>affirmation and social psychological intervention</p> <ul style="list-style-type: none"> <li>A cognitive approach to child abuse prevention</li> </ul>	<p>Up to 3 <a href="#">What I Learned from The Readings</a> reports (complete for any 14 out of the 19 readings)</p>	<p>11:55 PM</p> <p>Tuesday, January 23, 2018 at 11:55 PM</p>	<p>1% each (14% total)</p>
		<p>Do some general reading about your chosen social problem for your <a href="#">Presentation</a> and <a href="#">Major Paper</a></p>		<p>Ungraded</p>
<p><b><u>Week 4: Psychological Interventions — Broadening our Understanding</u></b></p>	<ul style="list-style-type: none"> <li>Reducing the racial achievement gap: A Social-psychological intervention</li> <li>Recursive processes in self-affirmation: Intervening to close the minority achievement gap.</li> <li>Mindsets that promote resilience: When students believe that personal characteristics can be developed</li> </ul>	<p><a href="#">Weekly Icebreaker</a></p>	<p>Tuesday, January 30, 2018 at 11:55 PM</p>	<p>Ungraded</p>
		<p>Up to 3 <a href="#">What I Learned from The Readings</a> Reports (complete for any 14 out of the 19 readings)</p>	<p>Tuesday, January 30, 2018 at 11:55 PM</p>	<p>1% each (14% total)</p>
		<p><a href="#">Narrow Down Your Social Problem Topic</a> to something you can study in-depth and talk about in-depth in your <a href="#">Presentation</a> and <a href="#">Major Paper</a></p>	<p>Early in the week</p>	<p>Ungraded</p>
		<p>Sign up for a <a href="#">Telephone Meeting With Your Instructor (Presentation)</a></p>	<p><i>Sign up will be available</i> Wednesday, January 24, 2018 at 12:05 AM - Tuesday, January 30, 2018 at 11:55 PM</p>	<p>Ungraded</p>
		<p>Do in-depth reading</p>		<p>Ungraded</p>

		about your chosen social problem for your <a href="#">Presentation</a> and <a href="#">Major Paper</a>		
<p><b><a href="#">Week 5: Innovative Psychological Interventions</a></b></p>	<ul style="list-style-type: none"> <li>The role of the self in physical health: Testing the effect of a values-affirmation intervention on weight loss</li> <li>Increasing portion sizes of fruits and vegetables in an elementary school lunch program can increase fruit and vegetable consumption</li> <li>Teaching a lay theory before college narrows achievement gaps at scale</li> <li>Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda</li> </ul>	<a href="#">Weekly Icebreaker</a>	Tuesday, February 6, 2018 at 11:55 PM	Ungraded
		Up to 4 <a href="#">What I Learned from The Readings</a> Reports (complete for any 14 out of the 19 readings)	Tuesday, February 6, 2018 at 11:55 PM	1% each (14% total)
		Review the "How to Prepare for the Conversation" section in <a href="#">Telephone Meeting With Your Instructor (Presentation)</a>	Before the date of your phone meeting	Ungraded
		Telephone Meeting with your Instructor at previously scheduled time	Date of Your Phone Meeting	Ungraded
		Continue to research your chosen social problem for your <a href="#">Presentation</a> and <a href="#">Major Paper</a>		Ungraded
<p><b><a href="#">Week 6: Misconceptions, Controversies, and Research Methods</a></b></p>	<ul style="list-style-type: none"> <li>The high cost of not doing experiments</li> <li>The perils of "Growth Mindset" education: Why we're trying to fix our kids when we should be fixing the system</li> <li>Stop trying to save the world</li> </ul>	<a href="#">Weekly Icebreaker</a>	Tuesday, February 13, 2018 at 11:55 PM	Ungraded
		Up to 4 <a href="#">What I Learned from The Readings</a> Reports (complete for any 14 out of the 19 readings)	Tuesday, February 13, 2018 at 11:55 PM	1% each (14% total)
		Continue to research		Ungraded

	<ul style="list-style-type: none"> <li>Social-psychological interventions in education: They're not magic</li> </ul>	your chosen social problem for your <a href="#">Presentation</a> and <a href="#">Major Paper</a>		
		Do the activity "How to Do Good Presentations" in <a href="#">Week 7</a>		Ungraded
<a href="#">Week 7: Independent Work on Presentations</a>		Finish the activity "How to Do Good Presentations"	Before finishing presentation draft	Ungraded
		Submit <a href="#">Presentation Draft</a> for Peer Review	Tuesday, February 27, 2018 at 11:55 PM	3%
<b>Reading Week - Study Days (Sunday, February 18, 2018 to Saturday, February 24, 2018)</b>				
<a href="#">Week 8: Peer Reviewing Presentations</a>		Review "Tips for Peer-Reviewing Your Classmates' Presentations"	Before you do peer reviews	Ungraded
		Submit <a href="#">Peer Reviews of Presentations</a>	Tuesday, March 6, 2018 at 11:55 PM	6%
<a href="#">Week 9: Independent Work on Presentations and Papers</a>		Incorporate peer feedback and finish presentations		Ungraded
		Submit <a href="#">Final Presentation</a>	Tuesday, March 13, 2018 at 11:55 PM	35%
		Sign up for a <a href="#">Telephone Meeting With Your Instructor (Major Paper)</a>	<i>Sign up will be available</i> Wednesday, March 7, 2018 at 12:05 AM -	Ungraded

			Tuesday, March 13, 2018 at 11:55 PM	
<b><u><a href="#">Week 10: Independent Work on Papers</a></u></b>		Review the "How to Prepare for the Conversation" section in <a href="#">Telephone Meeting With Your Instructor (Major Paper)</a>	Before the date of your phone meeting	Ungraded
		Telephone Meeting with your Instructor at previously scheduled time	Date of Your Phone Meeting	Ungraded
		Do the activity "An Exploration of How to Write Well"		Ungraded
<b><u><a href="#">Week 11: Independent Work on Papers</a></u></b>		Submit <a href="#">Major Paper Draft</a> for Peer Review	Tuesday, March 27, 2018 at 11:55 PM	3%
<b><u><a href="#">Week 12: Peer Reviewing Papers</a></u></b>		Submit <a href="#">Peer Reviews of Major Paper Drafts</a>	Tuesday, April 3, 2018 at 11:55 PM	4%
<b>Exam Period: Complete Major Papers</b>		Incorporate peer feedback and work on final papers		Ungraded
		Submit <a href="#">Final Major Paper</a>	Due during the Exam Period - date TBA	35%

-----  
**There is no final examination for this course.**  
 -----

# Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

# Contact Information

## Announcements

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

## Discussions

A **General Discussion** topic\* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

## Contact Us

Who and Why	Contact Details
<p><b>Instructor and TA</b></p> <ul style="list-style-type: none"> <li>• Course-related questions (e.g., course content, deadlines, assignments, etc.)</li> <li>• Questions of a personal nature</li> </ul>	<p><b>Post your course-related questions</b> to the <b>Ask the Instructor</b> discussion topic*. This allows other students to benefit from your question as well.</p> <p><b>Questions of a personal nature</b> can be directed to your instructor or your TA.</p> <p>Instructor: Christine Logel  <a href="mailto:clogel@uwaterloo.ca">clogel@uwaterloo.ca</a>            Renison University College            +1 519-884-4404 ext. 28500</p> <p>TA: Katie Mathias  <a href="mailto:kaitlin_emery@hotmail.com">kaitlin_emery@hotmail.com</a></p> <p>Your instructor and TA check email and the <b>Ask the Instructor</b></p>

	discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.
<b>Technical Support,</b> Centre for Extended Learning <ul style="list-style-type: none"><li>• Technical problems with Waterloo LEARN</li></ul>	<a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a>  Include your full name, WatIAM user ID, student number, and course name and number.  Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).  <a href="#">LEARN Help Student Documentation</a>
<b>Learner Support Services,</b> Centre for Extended Learning <ul style="list-style-type: none"><li>• General inquiries</li><li>• WatCards (Student ID Cards)</li><li>• Examination information</li></ul>	<a href="#">Student Resources</a>  <a href="mailto:extendedlearning@uwaterloo.ca">extendedlearning@uwaterloo.ca</a> +1 519-888-4002  Include your full name, WatIAM user ID, student number, and course name and number.

\*Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.



# Course Description and Objectives

## Description

This course is designed to help you develop an in-depth understanding of social psychological interventions. You will learn about psychological theory and research as it relates to understanding the types of social problems that social psychological interventions can help address. You will hone your writing and presentation skills preparing and delivering a presentation and paper. And, you will build your understanding of the most rigorous research methods, which can be used for research experiments or program evaluation. In doing so, this course will cover topics related to educational psychology, health psychology, prejudice and discrimination, as well as one topic that you select to learn about in-depth for your project.

## Objectives

By the end of the course, you should be able to:

1. Describe key psychological theories and findings related to social psychological interventions, and distinguish between social psychological interventions and non-social psychological interventions
2. Organize your thoughts to identify take-home messages from a piece of writing
3. Explain the benefits and drawbacks of testing interventions experimentally before implementing them
4. Describe examples of different kinds of interventions in the literature along with how they are thought to work and what unanswered questions remain
5. Describe the limits of what social psychological interventions can accomplish and what are common moderators of their effects
6. List, and clarify, some misconceptions about social psychological interventions
7. Explain how social psychological factors can affect students' academic performance and academic experience, people's eating and weight-related behaviours, and well-being more broadly
8. Search for, read, understand, explain, and apply findings from empirical journal articles
9. Learn how to provide peer feedback to strengthen others' presentations and papers, along with the benefits of doing so for your own online presentations and writing
10. Show strong writing and skills designing online presentations

*This online course was developed by Christine Logel, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.*



# About the Course Author and Instructor

## Dr. Christine Logel

### Educational Background

Dr. Logel has enduring ties to University of Waterloo. She completed her BA in Psychology and Applied Studies Co-op — a program which has now evolved into Arts and Business Co-op — and then did her PhD in Social Psychology at Waterloo as well, under the supervision of Dr. Steven J. Spencer. After a SSHRC-funded postdoctoral fellowship at University of Colorado Boulder and Stanford University, she returned to Waterloo for a CIHR-funded postdoctoral fellowship in Chronic Disease Prevention. She was hired as an Assistant Professor at Renison in 2011 and promoted to Associate Professor of Social Development Studies in 2016.



© University of Waterloo

### Current Research

Dr. Logel studies social psychological processes that contribute to social problems and negatively impact individual well-being. One particular focus has been the effects on people when they are judged in light of negative group stereotypes. Currently, she focuses on developing and rigorously testing brief, targeted social psychological interventions that guide people to face challenges with the most adaptive mindset — one that allows them to tap into the resources available to them, both in their environment and inside themselves.

### Teaching Background

Dr. Logel has taught Introductory Psychology, Social Cognition, Personality Psychology, Social Psychology, and Honours Seminars on Race and Gender Equality and on Psychological Interventions. She applies what she learns in her research, focusing on guiding students on how to equip themselves with the skills and resources that can help them flourish in their education and beyond.

## Outside of Work

---

Dr. Logel is a big fan of trampolines, autumn leaves, roller coasters, the Social Development Studies program, and following current events. Where appropriate, she tells people about her invisible disability — a chronic illness — so others know they are not alone.

# Materials and Resources

## Textbook

There are no required textbooks for this course.

Readings are located in the Week pages. A full list of readings is located on the [What I Learned From the Readings](#) page.

## Other Required Materials

1. Microsoft PowerPoint
2. Audio-recording capability

## Resources

- [Library services for co-op students on work term and distance education students](#)

# Grade Breakdown

The following table represents the grade breakdown of this course.

<b>Assignments and Activities</b>	<b>Weight (%)</b>
Weekly Icebreakers	Ungraded
Telephone Meeting With Your Instructor (x2)	Ungraded
What I Learned From the Readings	14%
Presentation Draft	3%
Peer Reviews of Presentations	6%
Presentation	35%
Major Paper Draft	3%
Peer Reviews of Major Paper Drafts	4%
Major Paper	35%

# University Policies

## Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

## Accommodation Due to Illness

**If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions.** Otherwise:

### [Missed Assignments/Tests/Quizzes](#)

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

**Email** a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

### [Missed Final Examinations](#)

If this course has a final exam and if you are unable to write a final examination due to illness, seek medical treatment and have a medical practitioner complete a [Verification of Illness Form](#). Email a scanned copy to the Centre for Extended Learning (CEL) at [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca) within 48 hours of your missed exam. Make sure you include your name, student ID number, and the exam(s) missed. You will be REQUIRED to hand in the original completed form before you write the make-up examination.

After your completed Verification of Illness Form has been received and processed, you will be emailed your alternate exam date and time. This can take up to 2 business days. If you are within **150 km** of Waterloo you should be prepared to write in Waterloo on the additional CEL [exam dates](#). If you live outside the 150 km radius, CEL will work with you to make suitable arrangements.

Further information about [Examination Accommodation Due to Illness](#) regulations is available in the Undergraduate Calendar.

## Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

## Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, 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 instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

## 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](#).

## 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 the department's administrative assistant who will provide further assistance.

## Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

## AccessAbility Services

[AccessAbility Services](#), located in Needles Hall, 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 accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

## Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

## Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

## Copyright Information

### UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author, unless otherwise stated. These web pages are owned or controlled by the University of Waterloo, Centre for Extended Learning. By accessing the web pages, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

### Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca).