

**PSYCH 453**  
**HONOURS SEMINAR: BEING BILINGUAL**  
Winter 2021  
Time: TUES 1:00-2:20  
ONLINE

INSTRUCTOR

Dr. Katherine White

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Office Hours: email me to set up an appointment!

COURSE DESCRIPTION

Learning even a single language is a monumental task. Yet, while most research on how people acquire and use language focuses on monolinguals, the majority of the world's population speaks (or signs) more than one language. In this seminar, we will explore the complexities of multilingualism. Some of the questions we will ask include: In what ways does the developmental course of bilingual acquisition differ from or parallel the acquisition of a single language? How separate or interdependent are a bilingual's two languages? How does the brain process and handle multiple languages? And finally, does learning more than one language have effects outside of the language system itself, affecting other aspects of our cognition?

COURSE OBJECTIVES

The goals of this course are to help you:

- \*Learn how to read research articles and think critically about psychology and language research
- \*Develop knowledge of important issues in bilingual research (and language/psychology research more generally)
- \*Relate research findings to your own experiences
- \*Build confidence in expressing your ideas
- \*Develop your writing and presenting skills

OVERVIEW OF COURSE STRUCTURE

The typical format for this course is a 3-hour seminar in which students present articles and we have a lively discussion (of the articles and related topics). Due to the remote format this term, however, we will be limited to meeting synchronously for only 1 hour 20 minutes each week. (These meetings will be recorded and posted online for students who are not able to attend the synchronous sessions.) Therefore, students will record their presentations in advance and we will use our class time to focus on discussion. There will also be additional discussion opportunities on LEARN, to ensure that everyone gets a chance to contribute. The virtual meetings will be conducted using Zoom. The instructor will make a link available to you for each meeting.

All Course Information (Readings, Recorded Meetings, etc):

The course webpage can be found on LEARN. Here, you will find links to the syllabus, readings, recorded class meetings, discussion forums, and important announcements. It is your responsibility to check LEARN and your official university email address regularly for course updates.

COURSE REQUIREMENTS AND ASSESSMENT

**Class attendance and Participation (20% of your grade):** As this is an honors seminar, you are expected to actively engage in discussions. In order to be an informed participant in class, you will need to do the readings each week. Your participation grade will be determined by your preparedness (i.e., having done the assigned readings), asking questions, and providing

comments. Because we have a shortened class period this year, your participation can come in two forms. First, you are encouraged to make comments during the synchronous portion of the class. Second, you may make comments on the week's discussion board. These comments may be in response to the questions posed by the presenter or your classmates, or may be additional comments/questions that you would like to make.

Weekly comments (**15%** of your grade): Each week, you should email three thoughtful questions or comments about the readings to the instructor. The questions for each week should be submitted by **Monday at 11:59pm**. These questions will help get you thinking about the readings and serve as a foundation for our class discussion. The instructor will post a selection (anonymous) of these comments to the discussion board.

Presentation (**20%** of your grade): During the first week of the semester, you will look over the syllabus topics and reading list and submit your top 3 preferences to the instructor. During class on January 19, we will assign topics to each student. You will present one of the assigned articles for your chosen topic. You should aim to make your presentation 15-20 minutes long. Two students will present per week, depending on enrollment. In order to use our limited class time most effectively, you will be posting your recorded video presentation to LEARN (instructions will be provided). Your video is due before our scheduled class time. You will also help the instructor to lead the discussion of the article by preparing a **very brief** refresher and 3 thought questions to ask your classmates during our discussion.

In doing your presentation, you should cover the following areas:

1. Background and Question: What is the problem or issue being addressed? What other background research on this topic is necessary to understand it?
2. Method: Briefly, what methodology and material were used?
3. Results: Briefly, what was found?
4. Conclusion: What was the main conclusion and what logic and/or assumptions were used to reach that conclusion? Do you feel the data support the claims made by the authors?
5. News: What was new or important about the findings?
6. Implications: What are the broader implications of these findings? How is it connected to other issues we've talked about?
7. What are some remaining questions about this topic? Are there any follow-up studies you would do?

Critical review (**10%** of your grade): You will do a critical review of any one of the assigned articles during the term (except the article that you do for your presentation). Details about how to structure this review will be provided separately. Your review should be submitted electronically to the instructor by **Monday at 11:59pm** the day before we discuss that article in class. Your review should be 2-3 pages long (double-spaced).

Final proposal (**30%** of your grade): You should choose one of the topics that we talked about (or another topic related to bilingualism that you have cleared with the instructor) and conduct a brief literature review on this topic, highlighting an open question that you think deserves more research. You should then propose an experiment (or variation on a previously discussed experiment) to address this question. You will need to consider which methods might be appropriate, how to design the experiment, and what the possible outcomes might be based on the literature review you have conducted. The write-up should be approximately 6-8 pages (double spaced, not including figures/references), and will be due 1 week after the last day of classes (due date: April 20).

### Formatting

Your article review and final paper should be typed and double-spaced. See below for information about late submissions.

### Grading Summary

Participation: 20%

Weekly Comments: 15%

Presentation: 25%

Article Review: 10%

Final Proposal: 30%

SONA participation: up to 2% bonus

Total possible: 102%

## **COURSE SCHEDULE**

Date	Topic
1-12-21	<b>Organizational meeting (no readings)</b>
1-19-21	<b>Overview of language and bilingualism</b>
1-26-21	<b>Infant bilingualism</b>
2-2-21	<b>Child bilingualism 1</b>
2-9-21	<b>Child bilingualism 2</b>
2-16-21	<b>READING WEEK</b>
2-23-21	<b>Critical periods for second language acquisition</b>
3-2-21	<b>Losing a first language</b>
3-9-21	<b>Adult bilingualism 1</b>
3-16-21	<b>PAUSE</b>
3-23-21	<b>Adult bilingualism 2</b>
3-30-21	<b>Bimodal bilingualism</b>
4-6-21	<b>Bilingualism and cognition 1</b>
4-13-21	<b>Bilingualism and cognition 2</b>

### **Summary of Due Dates for each Assessment Type**

Please note that if you are in a different time zone, it is your responsibility to ensure that you complete your work according to the deadlines in Eastern Time (Waterloo time zone). If you are unable to attend the synchronous portion of the class because of your time zone, you will still be able to receive participation credits through the discussion board. You will also be able to send your presentation refresher and questions to the instructor.

**Discussion board participation:** Ideally, you should post within a week of that topic being discussed in class. However, you may also go back to earlier discussion boards to add comments at a later date.

**Weekly comments submitted to instructor:** Comments are due on **Mondays by 11:59pm ET**.

**Presentation:** Your presentation must be submitted on LEARN anytime prior to the class in which we discuss your article.

**Article review:** Your article review must be submitted to the instructor **by Monday at 11:59pm ET** the day before we discuss that article in class.

**Final proposal:** Your final paper is due to the instructor by **April 20<sup>th</sup> at 11:59pm**.

**PRELIMINARY READING LIST** (note: don't worry, we will narrow each week's reading list down to 2 articles based on your preferences!!)

**January 19: Overview: language, bilinguals, methodology**

- \*Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, 36, 3-15.
- \*Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149.
- \*Kroll, J. F., Bobb, S. C., & Hoshino, N. (2014). Two languages in mind: Bilingualism as a tool to investigate language, cognition, and the brain. *Current Directions in Psychological Science*, 23, 159-163.

**January 26: Infant bilingualism**

- \*Burns, T. C., Yoshida, K. A., Hill, K. & Werker, J. F. (2007) The development of phonetic representation in bilingual and monolingual infants. *Applied Psycholinguistics*, 28, 455-474.
- \*Byers-Heinlein, K. & Werker, J. F. (2009). Monolingual, bilingual, trilingual: infants' language experience influences the development of a word-learning heuristic. *Developmental Science*, 12, 815-823.
- \*Byers-Heinlein, K., Morin-Lessard, E., & Lew-Williams, C. (2017). Bilingual infants control their languages as they listen. *PNAS*, 34, 9032-9037.
- \*Kandhadai, P., Hall, D. G., & Werker, J. F. (2017). Second label learning in bilingual and monolingual infants. *Developmental Science*, 20, e12429.
- \*Pitts, C. E., Onishi, K. H., & Vouloumanos, A. (2015). Who can communicate with whom? Language experience affects infants' evaluation of others as monolingual or multilingual. *Cognition*, 134, 185-192.
- \*Polka, L., Orena, A.J., Sundara, M., Worrall, J. (2017). Segmenting words from fluent speech during infancy – challenges and opportunities in a bilingual context. *Developmental Science*, 20, e12419.
- \*Sundara, M., & Scutallero, M. (2011). Rhythmic distance between languages affects the development of speech perception in bilingual infants. *Journal of Phonetics*, 39, 505-513.

**February 2: Child bilingualism 1**

- \*Bail, A., Morini, G., & Newman, R. S. (2015). Look at the gato! Code-switching in speech to toddlers. *JCL*, 42, 1073-1101.
- \*Blom, E., Boerma, T., Bosma, E., Cornips, L., van den Heuvel, K., & Timmermeister, M. (2020). Cross-language distance influences receptive vocabulary outcomes of bilingual children. *First Language*, 40, 151-171.
- \*Byers-Heinlein, K. (2013). Parental language mixing: Its measurement and the relation of mixed input to young bilingual children's vocabulary size. *Bilingualism, Language & Cognition*, 16, 32-48.
- \*Hoff, E. et al. (2012). Dual language exposure and early bilingual development. *JCL*, 39, 1-27.
- \*Hurtado, N., Gruter, T., Marchman, V. A. & Fernald, A. (2014). Relative language exposure, processing efficiency and vocabulary in Spanish-English bilingual toddlers. *Bilingualism, Language, & Cognition*, 17, 189-202.
- \*Legacy, J., Zesiger, P., Friend, M., & Poulin-Dubois, D. (2015). Vocabulary size, translation equivalents, and efficiency in word recognition in very young bilinguals. *JCL*, 43, 760-783.
- \*Marchman, V. A., Martínez, L. Z., Hurtado, N., Gruter, T. & Fernald, A. (2017). Caregiver talk to young Spanish-English bilinguals: Comparing direct observation and parent-report measures of dual-language exposure. *Developmental Science*, 20(1).
- \*Pace, A., Luo, R., Levine, D., Iglesias, A., de Villiers, J., Golinkoff, R. M., Wilson, M. S., & Hirsh-Pasek, K. (2020). Within and across language predictors of word learning processes in

dual language learners. *Child Development*, <https://doi.org/10.1111/cdev.13418>.

\*Paradis, J. & Nicoladis, E. (2007). The influence of dominance and sociolinguistic context on bilingual preschoolers' language choice. *The International Journal of Bilingual Education and Bilingualism*, 10, 277-297.

\*Paradis, J. & Jia, R. (2017). Bilingual children's long-term outcomes in English as a second language: Language environment factors shape individual differences in catching up to monolinguals. *Developmental Science*, 20, e12433.

\*Pearson, B. Z., Fernandez, S. & Oller, D. K. (1995). Cross-language synonyms in the lexicon of bilingual infants: one language or two? *JCL*, 22, 345-368.

\*Place, S., & Hoff, E. (2011). Properties of dual language exposure that influence two-year-olds' bilingual proficiency. *Child Development*, 82 (6), 1834–1849.

\*Singh, L. & Quam, C. (2016). Can bilingual children turn one language off? Evidence from perceptual switching. *JECP*, 147, 111-125.

\*Tsinivits, D. & Unsworth, S. (2020). The impact of older siblings on the language environment and language development of bilingual toddlers. *Applied Psycholinguistics*.  
<https://doi.org/10.1017/S0142716420000570>

\*Wermelinger, S., Gampe, A., Daum, M. M. (2017). Bilingual toddlers have advanced abilities to repair communication failure. *JECP*, 155, 84-94.

## **February 9: Child bilingualism 2**

### **February 23: Critical periods for second language acquisition**

\*Birdsong, D. & Molis, M. (2001). On the evidence for maturational constraints in second-language acquisition. *JML*, 44, 235-249.

\*Finn, A. S., Hudson Kam, C. L. (2008). The curse of knowledge: First language knowledge impairs adult learners' use of novel statistics for word segmentation. *Cognition*, 108, 477-499.

\*Flege, J. E., Munro, M. J., MacKay, I. R. A. (1995). Factors affecting strength of perceived foreign accent in a second language. *JASA*, 97, 3125-3134.

\*Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second-language acquisition. *JML*, 41, 78-104.

\*Jia, G., Aaronson, D. & Wu, Y. (2002). Long-term language attainment of bilingual immigrants: Predictive variables and language group differences. *Applied Psycholinguistics*, 23, 599-621.

\*Johnson, J.S., & Newport, E.L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive Psychology*, 21, 60-99.

\*MacDonald, J. (2006). Beyond the critical period: Processing based explanations for poor grammaticality judgment performance by late second language learners. *JML*, 55, 381-401.

### **March 2: Losing a first language**

\*Au, T. K., Oh, J. S., Knightly, L. M., Jun, S-A. & Romo, L. F. (2008). Salvaging a childhood language. *JML*, 58, 998-1011.

\*Bowers, J. S., Mattys, S. L. & Gage, S. H. (2009). Preserved implicit knowledge of a forgotten childhood language. *Psychological Science*, 20, 1064-1069.

\*Choi, J., Broersma, M., & Cutler, A. (2017). Early phonology revealed by international adoptees' birth language retention. *PNAS*, 114, 7307-7312.

\*Choi, J., Cutler, A., & Broersma, M. (2017). Early development of abstract language knowledge: evidence from perception-production transfer of birth-language memory. *Royal Society Open Science*, 4, 1-14.

\*Oh, J. S., Jun, S-A., Knightly, L. M., Au, T, K. (2003). Holding on to childhood language

memory. *Cognition*, 86, B53-B64.

\*Pallier, C. et al. (2003). Brain imaging of language plasticity in adopted adults: Can a second language replace the first? *Cerebral Cortex*, 13, 155-161.

\*Pierce, L., Klein, D., Chen, J-K, et al. (2014). Mapping the unconscious maintenance of a lost first language. *PNAS*, 111, 17314-17319.

\*Singh, L., Liederman, J., Mierzejewski, R., & Barnes, J. (2011). Rapid reacquisition of native phoneme contrasts after disuse: you do not always lose what you do not use. *Developmental Science*, 14, 949-959.

### **General reading:**

<http://nautil.us/issue/30/identity/the-strange-persistence-of-first-languages>

## **March 9: Adult bilingualism 1**

\*Bultena, S., Dijkstra, T., & Van Hell, J. G. (2015). Language switch costs in sentence comprehension depend on language dominance: Evidence from self-paced reading. *Bilingualism: Language and Cognition*, 18, 453-469.

\*Costa, A. & Santesteban, M. (2004). Lexical access in bilingual speech production: Evidence for language switching in highly proficient bilinguals and L2 learners. *JML*, 50, 491-511.

\*Declerck, M., Ivanova, I., Grainger, J., & Dunabeitia, J. A. (2019). Are similar control processes implemented during single and dual language production? Evidence from switching between speech registers and languages. *Bilingualism: Language and Cognition*.

\*Goldrick, M., Runnqvist, E., & Costa, A. (2014). Language switching makes pronunciation less nativelike. *Psychological Science*, 25, 1031-1036.

\*Gonzales, K., Byers-Heinlein, K., Lotto, A.J. (2019). How bilinguals perceive speech depends on which language they think they're hearing. *Cognition*, 182, 318-330.

\*Gullifer, J. W., Kroll, J. F., & Dussias, P. E. (2013). When language switching has no apparent cost: lexical access in sentence context. *Frontiers in Psychology*, 4, 1-13.

\*Linck, J. A., Kroll, J., Sunderman, G. (2009). Losing access to the native language while immersed in a second language: Evidence for the role of inhibition in second-language learning. *Psychological Science*, 20, 1507-1515.

\*Marian V. & Spivey, M. (2003). Competing activation in bilingual language processing: Within- and between-language competition. *Bilingualism: Language and Cognition*, 6, 97-115.

\*Meuter, R. F. & Allport, A. (1999). Bilingual language switching in naming: Asymmetrical costs of language selection. *JML*, 40, 25-40.

\*Molnar, M., Ibáñez-Molina, A., Carreiras, M. (2015). Interlocutor identity affects language activation in bilinguals. *JML*, 81, 91-104

\*Woumans, E. et al. (2015). Can faces prime a language? *Psychological Science*, 26, 1343-1352.

\*Zhang, S., Morris, M. W., Cheng, C-Y, & Yap, A.J. (2013). Heritage-culture images disrupt immigrants' second-language processing through triggering first-language interference. *PNAS*, 110 (28), 11272-11277.

## **March 23: Adult bilingualism 2**

## **March 30: Bimodal bilingualism**

\*Giezen, M. R. & Emmorey, K. (2016). Language co-activation and lexical selection in bimodal bilinguals: Evidence from picture-word interference. *Bilingualism: Language and Cognition*, 19(2), 264-276.

\*Lillo-Martin, D., de Quadros, R. M., Pichler, D. C., & Fieldsteel, Z. (2014). Language choice in bimodal bilingual development. *Frontiers in Psychology*, 5, 1-12.

\*Pyers, J. E., Gollan, T. H. & Emmorey, K (2009). Bimodal bilinguals reveal the source of tip-of-the tongue states. *Cognition*, 112, 323-329.

- \*Pyers, J. E. & Emmorey, K. (2008). The face of bimodal bilingualism. *Psychological Science*, 19, 531-536.
- \*Shook, A. & Marian, V. (2012). Bimodal bilinguals co-activate both languages during spoken comprehension. *Cognition*, 124, 314-324.
- \*Morford, J. P., Occhino, C., Pinar, P., & Kroll, J. (2017). The time course of cross-language activation in deaf ASL-English bilinguals. *Bilingualism*, 20, 337-350.
- General reading:** Emmorey, K., Giezen, M. R., & Gollan, T. (2016). Psycholinguistic, cognitive, and neural implications of bimodal bilingualism. *Bilingualism: Language and Cognition*, 19, 223-242.

#### **April 6: Bilingualism and cognition 1**

- \*Barac, R. & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child Development*, 83, 413-422.
- \*Bialystok, E. & Viswanathan, M. (2009). Components of executive control with advantages for bilingual children in two cultures. *Cognition*, 112, 494-500.
- \*Bialystok, E., Craik, F. I. M., Freedman, M. (2007). Bilingualism as a protection against the onset of symptoms of dementia. *Neuropsychologia*, 45, 459-464.
- \*Brito, N. H., Sebastian-Galles, N., & Barr, R. (2014). Differences in language exposure and its effects on memory flexibility in monolingual, bilingual, and trilingual infants. *Bilingualism: Language and Cognition*, 18(4), 670-682.
- \*Costa, A., Hernandez, M., Costa-Faidella, J. & Sebastian-Galles, N. (2009). On the bilingual advantage in conflict processing: Now you see it, now you don't. *Cognition*, 113, 135-149.
- \*Dunabeitia, J. A. et al. (2014). The inhibitory advantage in bilingual children revisited. *Experimental Psychology*, 61, 234-251.
- \*Emmorey, K., Luk, G., Pyers, J. E. & Bialystok, E. (2008). The source of enhanced cognitive control in bilinguals. *Psychological Science*, 1201-1206.
- \*Engel de Abreu, P. et al. (2012). Bilingualism enriches the poor: enhanced cognitive control in low-income minority children. *Psychological Science*, 23, 1364-1371.
- \*Luk, G., De Sa, E., & Bialystok, E. (2011). Is there a relation between onset age of bilingualism and enhancement of cognitive control? *Bilingualism: Language and Cognition*, 14, 588-595.
- \*Nichols, E. S., Wild, C., J., Stojanoski, B., Battista, M. E., & Owen, A. M. (2020). Bilingualism affords no general cognitive advantages: A population study of executive function in 11,000 people. *Psychological Science*, 31, 548-567.
- \*Samuel, S., Roehr-Brackin, K., Pak, H., & Kim, H. (2018). Cultural effects rather than a bilingual advantage in cognition: A review and an empirical study. *Cognitive Science*, 42 (7), 2313-2341.
- \*Yeung, C. M., St John, P. D., Menec, V., & Tyas, S. L. (2014). Is bilingualism associated with a lower risk of dementia in community-living older adults? *Alzheimer Disease And Associated Disorders*, 28, 326-332.

#### **General reading:**

- Costa, A., & Sebastian-Galles, N. (2014). How does the bilingual experience sculpt the brain? *Nature Neuroscience Reviews*, 15, 336-345.  
<https://www.scientificamerican.com/article/debate-rages-over-whether-speaking-a-second-language-improves-cognition/>

#### **April 13: Bilingualism and cognition 2**

- \* Athanasopoulos et al., (2015). Two languages, two minds: Flexible cognitive processing driven by language of operation. *Psychological Science*, 26, 518-526.
- \*Chabal, S., Schroeder, S. R., & Marian, V. (2015). Audio-visual object search is changed by bilingual experience. *Attention, Perception, and Psychophysics*, 77, 2684-2693.
- \*Corey, J. D., Sayuri, H., Foucart, A., Aparici, M., Botella, J., Costa, A., & Keysar, B. (2017).

Our moral choices are foreign to us. *JEP: LMC*, 43, 1109-1128.

\*Costa, A. et al. (2014). Your morals depend on language. *PLOS One*, 9, 1-7.

\*Goetz, P. J. (2003). The effects of bilingualism on theory of mind development. *Bilingualism: Language and Cognition*, 6, 1-15.

\*Greenberg, A., Bellana, B. & Bialystok, E. (2013). Perspective-taking ability in bilingual children: Extending advantages in executive control to spatial reasoning. *Cognitive Development*, 28, 41-50.

\*Hayakawa, S., Tannenbaum, D., Corey, J. D., & Keysar, B. (2017). Thinking more or feeling less? Explaining the foreign-language effect on moral judgment. *Psychological Science*, 28(10), 1387-1397.

\*Kovacs, A. M. (2009). Early bilingualism enhances mechanisms of false-belief reasoning. *Developmental Science*, 12, 48-54.

\*Rubio-Fernandez, P. & Glucksberg, S. (2012). Reasoning about other people's beliefs: Bilinguals have an advantage. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 38, 211-217.

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## **Late Work**

You will not receive credit for weekly comments that are submitted after the 11:59pm Monday deadline. This is because the goal of the questions is for you to be thinking about the research in preparation for class discussion the next day.

Your article review is due by 11:59pm prior to the day we discuss that article. If you submit it late, but before class, you will receive a maximum score of 9/10. If you submit it within one calendar day, but after class, you will receive a maximum of 7/10.

If you miss a deadline because of personal illness or family emergency (documentation required in both cases), the following applies:

It is your responsibility to inform the instructor of your illness and provide documentation in a timely manner. If there is undue delay, the instructor reserves the right to refuse an extension. The timing of the extension will be at the discretion of the instructor. You will be allowed an extension/make-up at the discretion of the instructor if you follow the procedures on the [department website](#).

## **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 [Office of 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. Check [the Office of Academic Integrity](#) for more information. 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](mailto:reibach@uwaterloo.ca); Ph 519-888-4567 ext. 38790

## **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](mailto: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 they have a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## **Note for Students with Disabilities**

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

## **On Campus**

*Due to COVID-19 and campus closures, services are available only online or by phone.*

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

## **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

### **Chosen/Preferred First Name**

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

### **Important notes**

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

### **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](#).

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### **Sona Participation and Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 2%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 2% 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 through online and remotely operated (replacing in-lab) studies, 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 participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces 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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE WINTER 2021 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies.

#### ***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 wish 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 remotely operated (replaces in-lab) studies has increment values of 0.75 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 at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

#### ***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:**

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* 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 in general is available at:

[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

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

Students are not required to participate in research, and not all students wish 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. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact the instructor 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.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.