

University of Waterloo
Department of Psychology
Social Cognition
Psychology 353
Fall 2020

Instructor and T.A. Information

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For any requests or questions regarding the course, please send emails to both the teaching assistant and me. If you're using email, please keep in mind the following email etiquette guidelines: (1) check the syllabus, FAQs on LEARN, and Q&A discussion board on LEARN before asking questions, (2) indicate the course in the subject line and the topic (e.g. Psych 353 Reflection Paper Question), (3) use a salutation (that's the "Hello... or "Dear..." part) and (4) sign your name.

Course Description

Many of us are drawn to psychology because of our interest in understanding why people do what they do. We are social animals, trying to figure out how we—and others—navigate the social world. Social cognition, one of the predominant research perspectives in social psychology today, utilizes both social psychological and cognitive theories and methodologies to examine why people see what they see, think what they think, and do what they do.

In this course, we'll be exploring a number of questions that are studied by social cognition researchers. For instance, how do we represent, interpret, and use information about ourselves, other individuals, and groups? To what extent does motivation colour our perceptions? How does our social knowledge influence perceptions, judgments, and behaviour? How do we make sense of the past, make predictions about the future, and manage conflicting goals? We will explore these questions primarily through a focus on the **social psychological aspects of social cognition**.

Learning Outcomes

At the end of this course, you should be able to

- Explain basic concepts and theories in social cognition
- Make relevant empirical predictions based on social cognitive theories
- Evaluate social cognitive research methodology
- Interpret primary source material (e.g., empirical journal articles)
- Apply social cognition principles to everyday experiences (in your life, in the media)

Required Text

There will be no required textbook for this course. Required readings (research articles and chapters) from the list below will be available on the LEARN course website.

If you would like further reading, the previous course textbook, *Social Cognition: Making Sense of People* by Ziva Kunda, is available online through the library.

Course Information Available on LEARN

The course web page can be found on [LEARN](#). Here, you will find links to the syllabus, assignments, discussion forums, and important announcements. It is your responsibility to check LEARN and your official university email address regularly for course updates. See the University [email policy](#).

Readings Available on Learn

- [1] Carlston, D.E. (2013). On the nature of social cognition: My defining moment. In D.E. Carlston (Ed.), *The Oxford Handbook of Social Cognition* (pp. 3-15). Oxford: Oxford University Press.
- [2] Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in social psychology. In R.F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.
- [3] Moskowitz, G.B. (2005). *Social Cognition: Understanding Self and Others*. New York: Guilford Press. Excerpt pp. 388-430.
- [4] Cesario, J., Plaks, J. E., & Higgins, E. T. (2006). Automatic social behavior as motivated preparation to interact. *Journal of Personality and Social Psychology, 90*, 893–910.
- [5] Payne, B. K., Vuletich, H. A., & Lundberg, K. B. (2017). The bias of crowds: How implicit bias bridges personal and systemic prejudice. *Psychological Inquiry, 28*, 233-248.
- [6] Echterhoff, G., Kopietz, R., & Higgins, E. T. (2017). Shared reality in intergroup communication: Increasing the epistemic authority of an out-group audience. *Journal of Experimental Psychology: General, 146*(6), 806–825.
- [7] Przybylinski, E., & Andersen, S.M. (2012). Making interpersonal meaning: Significant others in mind in transference. *Social and Personality Psychology Compass, 6*, 746-759.
- [8] Zhou, H., Majka, E.A., & Epley, N. (2017). Inferring perspective versus getting perspective: Underestimating the value of being in another person's shoes. *Psychological Science, 28*, 482-493.
- [9] Kahneman, D. (2011). *Thinking, Fast and Slow*. New York: Farrar, Straus, and Giroux. Excerpt pp. 129-136; 146-155; 166-174.
- [10] Wilson, T. D., & Gilbert, D. T. (2005). Affective Forecasting: Knowing What to Want. *Current Directions in Psychological Science, 14*, 131–134.
- [11] McConnell, A. R., Dunn, E. W., Austin, S. N., & Rawn, C. D. (2011). Blind spots in the search for happiness: Implicit attitudes and nonverbal leakage predict affective forecasting errors.

Journal of Experimental Social Psychology, 47, 628–634.

- [12] Ross, M., & Wilson, A. E. (2003). Autobiographical memory and conceptions of self: Getting better all the time. *Current Directions in Psychological Science*, 12, 66–69.
- [13] Hellmann, D. F., & Memon, A. (2016). Attribution of crime motives biases eyewitnesses' memory and sentencing decisions. *Psychology, Crime & Law*, 22, 957–976.
- [14] Smallman, R., & Summerville, A. (2018). Counterfactual thought in reasoning and performance. *Social and Personality Psychology Compass*, 12, e12376.
- [15] Brown, C. M. (2018). A review of the experience and consequences of self-aspect activation, number, and distinctiveness. *Self and Identity*, 17, 371-381.
- [16] Haimovitz, K., & Dweck, C.S. (2016). What predicts children's fixed and growth intelligence mind-sets? Not their parents' views of intelligence but their parents' views of failure. *Psychological Science*, 27, 859-869.
- [17] Scholer, A. A., & Higgins, E. T. (2012). Too much of a good thing? Trade-offs in promotion and prevention focus. In R. Ryan (Ed.), *The Oxford Handbook of Human Motivation* (pp. 65–84). New York: Oxford University Press.
- [18] Fishbach, A., & Dhar, R. (2005). Goals as excuses or guides: The liberating effect of perceived goal progress on choice. *Journal of Consumer Research*, 32, 370–377.
- [19] Koval, C. Z., vanDellen, M. R., Fitzsimons, G. M., & Ranby, K. W. (2015). The burden of responsibility: Interpersonal costs of high self-control. *Journal of Personality and Social Psychology*, 108, 750–766.
- [20] Orehek, E., Forest, A.L., & Wingrove, S. (2018). People as means to multiple goals: Implications for interpersonal relationships. *Personality and Social Psychology Bulletin*, 44, 1487-1501.

Course Requirements and Assessment

Assessments will be based on material covered in readings, course activities, course discussions, and posted lectures and lectures slides.

Assessment	Weighting
Learning Tasks	10%
Discussion Board	15%
Reflection Papers	15%
Quizzes	30%
Capstone Project	30%
Total	100%
Additional Research participation/article summaries	Up to 3% bonus

Learning Tasks. The course is divided into 12 modules, each corresponding to a week of the course. Each week there are course readings and lectures videos that I will post on Learn. Reading and watching these are of course the fundamental (non-evaluated) learning task! Some weeks I will also ask you participate in an experiment (as an anonymous participant) that I will post on Learn; subsequently I will present and discuss the class data. Participation in these experiments is ungraded, but you may be asked about them in other course assessments.

Often there will be additional learning tasks for evaluation. These are designed to help you more deeply engage with and learn the material. For instance, you may be asked to answer short-essay questions about the readings or to make predictions about an experiment based on a particular theoretical perspective. For these tasks, you will submit your work and it will be evaluated on a simple 2-point system (unsatisfactory, satisfactory). Clear effort will be rewarded. Answer keys will be posted on Learn. I will drop your lowest mark from the overall learning task mark. Learning tasks are due on Saturdays at 23:59 ET.

Discussion Board. Students will be assigned to discussion groups (about 8-10 people/group) on LEARN. In 6 of the modules, there will be a discussion in your assigned small group. Discussion marks are based on students engaging in discussions related to weekly course material. For each discussion prompt, students will be asked to make one thoughtful post of their own about the content of the relevant material and to respond thoughtfully to at least 2 posts/comments from other group members. Discussion contributions will be evaluated on a simple 3-point system (unsatisfactory, satisfactory, outstanding). I will drop the lowest mark from the overall discussion board mark.

Comments should show active and critical engagement with the course material by linking it to other material in this course, to real-world events, or by posing a constructive critique of a point being made. You may also earn marks for asking clarification questions about something in the course material you do not understand. Only asking questions, however, will not result in full marks for engagement, nor will responses to other students that only voice agreement with what has already been said (e.g., "I agree"). Responses are expected to create or facilitate further dialogue, which will enhance everybody's learning.

There will be two deadlines for each discussion board. Your initial posts are due Wednesdays at 23:59 ET. Your comments on other posts are due Saturdays at 23:59 ET.

Reflection Papers. Some weeks instead of a discussion board, you will be asked to submit a brief (2-page) reflection paper. There will be three opportunities to submit reflection papers – you only need to submit two (each reflection paper is 7.5% of the total reflection paper mark). There will be a specific prompt for each reflection paper that will be posted on Learn at the beginning of the relevant weeks. Like your discussion board posts, reflection papers will be evaluated based on your active and thoughtful engagement with course material. A rubric will be posted on LEARN with each reflection prompt. Reflection papers are due on Saturdays at 23:59 ET.

Quizzes. There will be three non-cumulative quizzes. Each quiz will cover approximately one-third of the course material. These quizzes will draw from all course material (posted lectures, readings, activities, discussions, etc.) and may include multiple-choice, true-false, short-answer, and short essay questions. The quizzes may cover information from the readings that was not covered in posted lectures, and may cover information from posted lectures that was not covered in readings. All of the presented/provided material is fair game. You will be given a 48-hour window in which to take the quiz on LEARN. Once you begin the quiz, however, you will have 90 minutes to complete it. You may reference class materials

(readings, notes, etc.) while you take the quiz. You may NOT consult with your classmates or others while taking the quiz. Although these are open book quizzes, it will not be possible to be successful while taking them if you have not done the readings and engaged with the class material ahead of time. In other words, the nature of the assessment is such that if you haven't prepared the content, you won't have time to complete it in the allotted 90 minutes.

There are three quizzes, but only your two highest marks count towards the overall quiz mark. Thus, each quiz is worth 15% of the total quiz mark. You can choose to take all 3 quizzes and have the lowest score dropped, or you can choose to take only 2 of the 3 quizzes and have both of those marks count. There will be no make-up quizzes.

Capstone Project. The capstone assignment for the course provides an opportunity for you to actively and creatively reflect on and synthesize course material. You have a choice of completing one of three possible projects, described in detail on the Capstone Project Handout that will be posted on Learn. The capstone project is worth 30% of your course mark.

I strongly recommend that you begin working on the capstone assignment early in the term, as it will provide a way for you to be actively reflecting on course material. The completed project is due Monday, December 14, 23:59 ET (during the final exam period).

Research Participation. Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this; article review is another. This course, like many others, provides an opportunity for students to earn bonus marks up to 3% while gaining research experience. Details and instructions are included at the end of the syllabus.

Late and Missed Work

Please note that all assignments are expected to be submitted/completed on time. To provide built-in flexibility for all students, all the course assessments are designed so that you can miss one within each category apart from the capstone project (i.e., learning tasks, discussion boards, quizzes, reflection paper) with no penalty.

Under ordinary circumstances, no late assignments (including the Capstone Project) will be accepted and you will receive a mark of 0.

In the very rare circumstances in which a student might miss two assignments/quizzes in the same category due to reasons outlined in the UW calendar (e.g., medical or family emergencies, some other such event), you must contact me and the TA immediately to discuss the possibility of make-up work or an extension. You must also do so if are going to miss the Capstone Project deadline. In the case of learning tasks and discussion posts, you may be provided an opportunity to complete an alternate assignment since discussion posts are time-sensitive and learning task answer keys will be posted each week. Please review the UW policy regarding accommodation for illness for unforeseen circumstances. If an extension or alternative assignment is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation.

Accommodation for Illness or Unforeseen Circumstances. The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes

or assignments. See [Accommodation Policies](#). **Final Examination Policy**. This course does not have a final exam.

Course Outline

Week	Date	Topic	Readings	Experiment	Learning Task	Discussion Board	Reflection Paper	Quiz
DUE DATES				MON at 23:59 ET	SAT at 23:59 ET	Initial Post: WED at 23:59 ET; Responses: SAT at 23:59 ET	SAT at 23:59 ET	SAT at noon ET
1	September 8–13	Introduction to Social Cognition	Carlston (2013); Jordan & Zanna (1999)		✓	✓		
Constructing Reality in a Social World								
2	September 14–20	Accessibility and Perception	Moskowitz (2005; pp. 388-430)	✓		✓		
3	September 21–27	Automaticity and Control	Cesario, Plaks, & Higgins (2006); Payne, Vuletich, Lundberg (2017)		✓	✓		
4	September 28–October 4	Shared Reality: My Truths, Your Truths, Our Truths	Echterhoff, Kopietz, & Higgins (2017)				✓	
5	October 5–10	Perceiving Others	Przbylinski & Andersen (2012); Zhou, Majka, & Epley (2017)	✓	✓			✓
Making Sense of the Past, Present, and Future								
6	October 19–25	Heuristics and Hypothesis Testing	Kahneman (2011; pp. 129-136; 146-155; 166-174)	✓		✓		
7	October 26–November 1	Affective Forecasting	Wilson & Gilbert (2005); McConnell et al. (2011)		✓		✓	
8	November 2–8	Memory	Ross & Wilson (2003); Hellmann & Memon (2016)	✓		✓		
9	November 9–15	Counterfactuals	Smallman & Summerville (2018)					✓
Managing the Self in a Social World								
10	November 16–22	Organization of Self	Brown (2018); Haimovitz & Dweck (2016)		✓		✓	
11	November 23–November 29	Self-Regulation	Fishbach & Dhar (2005); Scholer & Higgins (2012)	✓		✓		
12	November 30–December 6	Social Self-Regulation	Koval, vanDellen, Fitzsimons, & Ranby (2015); Orehek, Forest, & Wingrove (2018)		✓			✓

Due Dates for each Assignment Type

Experiments	Mondays at 23:59 ET
Discussion Board Initial Responses	Wednesdays at 23:59 ET
Discussion Board Comments on Other Posts	Saturdays at 23:59 ET
Learning Tasks	Saturdays at 23:59 ET
Reflection papers	Saturdays at 23:59 ET
Quizzes	Quizzes will be open from Thursdays at noon ET to Saturdays at noon ET (Thursday 12:00 – Saturday 12:00 ET) and must be taken within a 90-minute timeframe in that window; see details on Learn
Capstone Project	December 14, 23:59 ET

Accommodation for Students with Disabilities

The [AccessAbility Services](#) office 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 for Psychology courses. Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

A Respectful Learning Environment for All

It is expected that everyone in this class will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to University of Waterloo policy.

Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

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](#) 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.

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](#).

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TAs, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Mental Health Services

Mental Health Services aims to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, etc. may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

On Campus

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

- [Counselling Services](#): Email: counselling.services@uwaterloo.ca or call 519-888- 4567 ext. 32655
- [MATES](#): One-to-one peer support program offered by Federation of Students (FEDS) 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: 519-749-433 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 ext. 213

Full details can be found online at 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 UW 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](#).

- 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 six miles on each side of the Grand River.

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 end of the first week of classes.

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 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% 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 FALL 2020 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 0.5 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 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 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.**
- 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.