

Psych 372 Winter, 2020
Tuesday and Thursday, 1:00-2:20 PM
STC 0050

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 Tuesdays 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.: Alyssa Smith
Email:
Alyssa.smith@uwaterloo.ca
Office: PAS 2257
Office Hours: TBA or by
appointment.

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
- D. Apply principles of environmental psychology to an actual use-case by developing a proposed environmental design to solve (a) problem(s).

Required Texts

- Devlin AS (2018). Environmental psychology and human well-being, Academic Press. Occasional assigned readings as provided on LEARN.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Quiz 1	February 27	20
Quiz 2	March 31	20
Observational assignment	February 14	10
Group presentation	Various	10
Term paper	April 2	15
Short responses on readings	Various	5 x 5=25
Total		100%

Notes on Assessments

Quiz The quizzes will each be 20% 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 (10-15 minute) presentations to the class on their design project, and they will submit some short written materials (slides, text, images) to be shared with the class via the LEARN site. Note that each presentation will take place after an overview lecture on related material, so it will be best if each group consults with me beforehand on the content of their presentation to avoid duplication.

Term paper. Each student will submit a term paper of about 2000 words which *can* (but doesn’t have to be) on a topic related to their group work. Much more detail to follow

Responses: Each week (roughly) I will provide you with a list of readings that will be related to the lecture content. Sometimes these readings will come from textbook chapters, but they’re more likely to come from the primary literature (ie peer-reviewed research papers or reviews). There will be at least 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). Your responses will be due in the appropriate drop box on the day that the reading is discussed in class and before the beginning of that class (no exceptions or extensions). You need to write 5 responses throughout the duration of the course (only one response may be written in a given week), and each will be graded out of 5. If you are unhappy with your grade on any **one** response, you may submit a sixth response for grade, but only within the normal deadlines. Your highest 5 grades will count but we won’t look at more than six submissions. Hence, it is to your advantage to begin submitting responses earlier rather than later in the course. Also, bear in mind that even if you choose not to write a response for a given week, material from the associated readings may still appear on a midterm. So it’s to your advantage to do all the readings and at least look at all of the questions.

Course Outline

The below is a rough guide to how the course will progress. Please bear in mind that there is some nice flexibility in the course such that if you don't see topics covered that you hoped to see in this course, we may be able to include them. In fact, early in the course we will have a straw poll to decide which of the many topics we *could* cover in the course would be of most interest/relevance to the students in the class.

At the beginning of the course, we will go through what I consider to be the canonical content of an environmental psychology course. This relates to the material that is covered (very briefly!) in the first chapter of the textbook but I'll elaborate and give you a few extra things to read. Following this, we will cover a selection of topics, some of which I think are more or less mandatory and others of which we have some flexibility as described above. I've placed an asterisk next to the topics that I think that we *must* cover. All of the others I think are important and interesting but there are a few others which we could easily substitute (cyber-environments, pro-environmental behaviour, other things that you might have thought about). We can resolve the final form of the list of topics during the first week of class.

Week	Date	Topic
1	January 7	Introduction
2	January 9	Methods in environmental psychology
2	January 14	Film: The social life of small urban spaces
3	January 16	Environmental cognition, wayfinding, mapping
3	January 21	Theories of environmental cognition
4	January 23	Introduction to group projects
4	January 28	Personal space and introduction to observational assignment
5	January 30	Territoriality
5	February 4	Crowding
6	February 6	Place appraisals and assessments
6	February 11	Design project tuning
7	February 13	Psychology of the workspace (presentation 1)
7	February 25	Psychology of home (presentation 2)
8	February 27	Quiz 1
8	March 3	Urban psychology (presentation 3)
9	March 5	Educational environments (presentation 4)
9	March 10	Public and social spaces (presentation 5)
10	March 12	Natural and wilderness settings (presentation 6)
10	March 17	Nearby nature settings (presentation 7)
11	March 19	Health care settings (presentation 8)
11	March 24	Mental health settings (presentation 9)
12	March 26	Cyberspaces and social media (presentation 10)
12	March 31	quiz

Week	Date	Topic
13	April 2	No class – individual consultations

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.

Sona 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 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 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 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 LAB and/or ONLINE studies using the "Sona" website.
- UP TO 50% of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

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 LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .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.

[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.

Information on Plagiarism Detection

I have chosen not to use plagiarism detection software in this course. You should know, however, that both the teaching assistant 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. However, having notebooks and tablets open to content that is *not* related to what's happening in the classroom is inappropriate and inconsiderate (not only this but some evidence suggests that it will lower both your own grade and the grades of those around you!). 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. Although I do provide slides for you on our LEARN site,

you should not presume that everything that is covered in class (or on a test) will be evident from the slides. Therefore, 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

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; 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.

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](#).

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.

Accommodation for course requirements for Psychology courses.

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

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

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

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

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.

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.