Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Educational Psychology

PSYCH 212R, Winter 2022

January 2022 – Remote Learning

Afterwards - Mondays and Wednesdays, 10:00-11:20 AM, REN 0402

Instructor: Pelin Tan (pelin.tan@uwaterloo.ca)

Office Hours: Wednesdays 12-1 pm on Teams. Otherwise, please email for an appointment.

About Me
As a memory and learning researcher, my primary interest is how we choose what events to retain in our long-term memory and what to discard by labeling irrelevant. My graduate research focuses on understanding how we forget on purpose to declutter our memory and update our old memories. My goal for this course is to apply my passion for memory research in the context of educational psychology with you.

Contact Me
If you have any questions related to course content, please use the Learn “Ask the instructor” discussion board. I will be monitoring this weekly. Otherwise, please feel free to send me an email (pelin.tan@uwaterloo.ca). I am also happy to schedule virtual appointments.

Important notes about emailing me:
When emailing me, please write PSYCH 212R in the subject line, plus a clear description about the email. For example, you may wish to write: “PSYCH 212R – Quiz Feedback”. This will help my email platform to filter your email into the classroom folder, greatly increasing my ability to respond to you in an appropriate time frame. As a graduate student, my inbox gets quite full, so if you do not hear back from me within 2 business days, please always send a follow-up email. You won’t be bothering me at all, in fact I would appreciate the kind reminder.
Brief Note.
I know over the last year, the COVID-19 pandemic has caused, and continues to cause, stress and lack of
motivation for many students. Throughout the last few terms, I found myself also unmotivated to
complete graduate work, feeling overwhelmed or anxious, and to have difficulty concentrating. In
addition, we are left with the uncertainty of whether we will return in person after January 24th. I will do
my best to update you as much as possible, but I also ask for you to be patient and kind. I have designed
this course with these challenges in mind, and I am committed to working with all of you to create a
positive and supportive learning environment. It is possible that the course structure and evaluations will
change depending on our potential return to in-person delivery. I will make sure to communicate any
changes to you via email and Learn announcements, but otherwise, please feel free to email me for
clarification, concerns, and questions.

If your health, well-being, or courses are being impacted by recent events, I encourage you to make use of
the resources Renison and the University provides, which I have included in this syllabus.

Course Description
The purpose of this course is to introduce you to research in the field of educational psychology. Topics
include: Learner differences and learner needs, motivation in learning and teaching, teaching every
student, cognitive development, and others. The textbook is broad and general, while the lectures will
cover more specific issues, especially recent experimental and theoretical approaches.

Course Objectives and Learning Outcomes
Through lectures, readings, videos, discussions, and class activities students will:

1. Become familiar with the range of topics that comprise the area of Educational Psychology.
2. Explain the strengths and limitations of methods of investigation in Educational Psychology.
3. Develop the ability to relate the findings of Educational Psychology research to their own lives and to
important issues in society and the world at large.
4. Critically think about issues related to Educational Psychology
5. Develop a deeper understanding of learning and teaching using an experiential approach

Required Text

- This textbook was used by many universities last year, so there should be used copies available. Try
the used book store [https://wusa.ca/services/feds-used-books](https://wusa.ca/services/feds-used-books) - They also have an Amazon store
[https://www.amazon.ca/s?i=merchant-items&me=A1DTRO9CJ102SY](https://www.amazon.ca/s?i=merchant-items&me=A1DTRO9CJ102SY)

- The textbook is also available via W Store. You can order a physical copy via the [https://wstore.ca](https://wstore.ca) or
you can purchase the online version. Please let me know if you cannot access the online version and I
will provide a direct link.

- If you do choose to use an older version, you are responsible for identifying places where the texts
differ, perhaps by comparing to a friend.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class participation/Activities</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Until Jan. 27th, participation will be via Learn discussion board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes (4 x 3.75% each)</td>
<td>Weeks 2-5</td>
<td>15%</td>
</tr>
<tr>
<td>Test 1</td>
<td>Wed. Feb. 16</td>
<td>20%</td>
</tr>
<tr>
<td>Test 2</td>
<td>Mon. Apr. 4</td>
<td>20%</td>
</tr>
<tr>
<td>Experimental Learning</td>
<td>Mon. Apr. 11</td>
<td>20%</td>
</tr>
<tr>
<td>Guest Lecture Reflection Paper</td>
<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>Bonus Research Participation</td>
<td></td>
<td>+3%</td>
</tr>
<tr>
<td>Bonus intro</td>
<td>Fri. Jan. 21</td>
<td>+1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Notes on the various assessments**

**Quizzes (each quiz is worth 3.75%)**

It can be hard to keep up with the readings and course materials in a remote class. For this reason, we will have weekly quizzes for the month of January. This is to replace the Test 1 that would have been at the end of January. You can access these quizzes from Learn.

- For now, there will be 4 quizzes (Weeks 2-5). Each quiz will involve 10-15 multiple choice questions.
- Quizzes will open each week from Wednesdays at noon to Sunday at 11:59 pm. You can complete the quiz anytime during those days, but you will only have 1 hour to finish once you begin. **You also cannot stop and start the quiz in the middle.**
- Quizzes are open book, however you are to complete the quizzes individually. I am using the honour system to trust students not to help each other write their quizzes. Each student gets a different version of the quiz.

**Tests**

Each test will include between 40-50 multiple-choice and 2-3 short-answer questions. These tests are not cumulative. Please note that these tests may be switched to weekly or bi-weekly quizzes, if we remain remote for Winter 2022 semester. I will promptly communicate this to you via email and Learn announcement.

**Learn Discussion Board and Participation**

I am really sad that we cannot begin the semester in person and discuss the course content. To accommodate the switch to remote learning in January, we will use discussion boards to dive deeper into the material and to get to know one another. You are all randomly assigned to discussion groups on Learn. In these smaller groups, you will discuss the course content, and if you wish, utilize these groups as study peers. There will be a discussion board for Weeks 1-5, where I will post a series of questions. Each week's discussion post is worth 2%. In order to get the full mark, you have to answer ONE question from the list (worth 1.5% each week) AND reply to another peer's post (worth 0.5% each week). Your response may be respectfully offering another perspective, support their perspective, and/or add additional information to their content. I encourage you to provide resources such as a research articles, news
articles, or other additional information from reliable resources to support your posts, as well as bring up any points from the lectures and/or textbook you found interesting.
If we return to in-person learning end of January, your participation grade will be based on class activities and discussion. If we remain remote, we will continue discussion boards for the rest of the semester. Depending on the University’s decision, I will keep you updated on which one we will proceed with.

**Experimental Learning**
This component of the course is worth 20% and is comprised of some experimental learning and reflection. The purpose of this assignment is to give you an opportunity to dive into the research on educational psychology, understand how concepts from educational and other areas of psychology have been applied in various teaching and learning environments, and get you to critically think about the application of educational psychology research in teaching in classrooms. I will provide more information on this assignment mid-January on Learn.

**Bonus Introduction**
You can earn an additional 1% bonus marks by posting an introduction during Week 1. You can find this under the Learn Week 1 discussion board. This activity is intended to help you connect with some of your peers in the class. You should aim to submit your introduction no later than by Sun. Jan. 16th at midnight.

**Guest Lecture Reflection Paper**
We will have at least two guest lectures during this term. The purpose of these lectures is to familiarize you with the applications of research in educational psychology and the classroom. You are only required to choose one guest lecture and write a reflection paper on the guest lecturer’s presentation. More details will be provided mid-January on Learn.

**Bonus Research Participation**
You can earn an additional 3% in bonus marks by participating in research. More detailed information appears later in the syllabus.

**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon. Jan 3</td>
<td>University holiday closure</td>
<td></td>
<td>Post introduction</td>
</tr>
<tr>
<td></td>
<td>Wed. Jan. 5</td>
<td>Introduction to Educational Psych.</td>
<td>Ch 1 (pg. 8-19)</td>
<td>Complete practice quiz and discussion</td>
</tr>
<tr>
<td>2</td>
<td>Mon. Jan. 10</td>
<td>Cognitive Development 1</td>
<td>Ch 2 (pg. 36-63)</td>
<td>Complete readings and watch the lectures</td>
</tr>
<tr>
<td></td>
<td>Wed. Jan. 12</td>
<td>Cognitive Development 2</td>
<td>Ch 2 (continued)</td>
<td>Complete Week 2 quiz and discussion</td>
</tr>
<tr>
<td>3</td>
<td>Mon. Jan. 17</td>
<td>Self and Social and Moral Development 1</td>
<td>Ch 3 (pg. 72-109)</td>
<td>Complete readings and watch the lectures</td>
</tr>
<tr>
<td></td>
<td>Wed. Jan. 19</td>
<td>Self and Social and Moral Development 2</td>
<td>Ch 3 (continued)</td>
<td>Complete Week 3 quiz and discussion</td>
</tr>
<tr>
<td>4</td>
<td>Mon. Jan. 24</td>
<td>Learner Differences and Learning Needs</td>
<td>Ch 4 (pg. 124-159)</td>
<td>Complete readings and watch the lectures</td>
</tr>
<tr>
<td>5</td>
<td>Mon. Jan. 31</td>
<td>Language Development, Diversity, and Immigration Education 1</td>
<td>Ch 5 (pg. 161-194)</td>
<td>Complete readings and watch the lectures</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
<td>Work Due</td>
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<tr>
<td>6</td>
<td>Mon. Feb. 7</td>
<td>Behavioural views of Learning</td>
<td>Ch 7 (pg. 236-259)</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Wed. Feb. 9</td>
<td>Cognitive views of Learning</td>
<td>Ch 8 (pg. 267-290)</td>
<td>TBD</td>
</tr>
<tr>
<td>7</td>
<td>Mon. Feb. 14</td>
<td>Guest Lecture</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Wed. Feb. 16</td>
<td>Test 1 (20%)</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Mon. Feb. 21</td>
<td>Family Day – No classes</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Wed. Feb. 23</td>
<td>Reading Week – No classes</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Mon. Feb. 28</td>
<td>Complex Cognitive Processes</td>
<td>Ch 9 (pg. 243-370)</td>
<td>TBD</td>
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<tr>
<td></td>
<td>Wed. Mar. 2</td>
<td>The Learning Sciences and Constructivism</td>
<td>Ch 10 (pg. 243-370)</td>
<td>TBD</td>
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<tr>
<td>9</td>
<td>Mon. Mar. 7</td>
<td>Social Cog. Views of Learning and Motivation 1</td>
<td>Ch 11 (pg. 383-413)</td>
<td>TBD</td>
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<tr>
<td></td>
<td>Wed. Mar. 9</td>
<td>Social Cog. Views of Learning and Motivation 1</td>
<td>Ch 11 (continued)</td>
<td>TBD</td>
</tr>
<tr>
<td>10</td>
<td>Mon. Mar. 14</td>
<td>Guest Lecture</td>
<td></td>
<td>TBD</td>
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<tr>
<td></td>
<td>Wed. Mar. 16</td>
<td>Motivation and Learning 1</td>
<td>Ch 12 (pg. 415-456)</td>
<td>TBD</td>
</tr>
<tr>
<td>11</td>
<td>Mon. Mar. 21</td>
<td>Motivation and Learning 2</td>
<td>Ch 12 (continued)</td>
<td>TBD</td>
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<tr>
<td></td>
<td>Wed. Mar. 23</td>
<td>Creating Learning Environments &amp; Assessments</td>
<td>Ch 13 (pg. 457-495)</td>
<td>TBD</td>
</tr>
<tr>
<td>12</td>
<td>Mon. Mar. 28</td>
<td>No class</td>
<td></td>
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<tr>
<td></td>
<td>Wed. Mar. 30</td>
<td>Teaching Every Student &amp; Classroom Assessment</td>
<td>Ch 14 (pg. 498-533)</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Mon. Apr. 4</td>
<td>Test 2 (20%)</td>
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</table>

**Note that the topics covered during this class is subject to change during the term, pending class interest and guest lecturer schedule. Any changes will be posted on Learn.**
Notes/Policies:

1) **Late Work**
Late assignments will receive a penalty of 10% for every day late.

2) **Turnitin.com**
Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

3) **Note for Students with Disabilities**
Many students have visible or invisible disabilities, and the college offers accommodations that allow them to achieve their full potential. The AccessAbility Services office, which can be reached by phone (519-888-4567, ext. 45231 or 47922) or email (access@uwaterloo.ca), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you have a documented disability or suspect you have an undocumented disability, contact them as early as possible in the term to find out what supports are available to you. You are also encouraged to check out their website for more information: https://uwaterloo.ca/accessability-services/students

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with Kofi Campbell (Academic Dean) and with the Renison Student Services Social Worker.

4) **Guest Lecture Attendance Policy**
I encourage you to attend these guest lectures. Our lecturers are memory or educational psychology researchers who will provide a great deal of examples and current trends in educational psychology research for your information. While these lectures will not be directly tested, they may benefit your overall understanding of the material.

5) **Final Examination Policy**
For Winter 2022, the established examination period is **April 8-26.** The schedule will be available early in the semester. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examination Schedule https://uwaterloo.ca/registrar/final-examinations
This course does not have a final examination, but there will be a final test (non-cumulative) and assignment due during the examination period.

6) **Course Conduct**
I am committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a class culture based on open
communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don’t hesitate to come and talk to me. We are all learning together.

In addition, I ask you to be patient with your instructors this semester, while we navigate through the uncertainties of the semester. I will do my best to keep you updated as much as possible and adjust course requirements and details according to the University decisions.

7) School-Life Conflict
Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. Please email to set up a time that works for you or arrange a virtual meeting.

8) 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 exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

9) 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. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/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 Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of their 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.

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.

Academic Integrity Office (uWaterloo): [http://uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

**10) Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**11) Mental Health Support**

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

**On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) 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 at the Faculty of ARTS website
Download [UWaterloo and regional mental health resources (PDF)](https://example.com)
Download the [WatSafe app](https://example.com) to your phone to quickly access mental health support information
A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.
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 WINTER 2022 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ONLINE OPERATED (replacing in-lab) studies. This could change as advice on in lab studies progresses.

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 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.