



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
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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.

Social Psychology

Psychology 253R, Winter 2021

Synchronous meetings: Wednesdays, 11:30am-12:30pm, via WebEX

<https://uwaterloo.webex.com/uwaterloo/j.php?MTID=mcb03813ee8cec2d1574b7e8c3652993a> |

Meeting number: 180 106 3378 | **Password:** crVN5NSFG22

Instructor: Jhotisha Mugon

Email: jmugon@uwaterloo.ca

Office Hours: Thursdays via WebEX - 10:00 – 11:00Am (or by appointment)

Weekly Office hour WebEX link:

<https://uwaterloo.webex.com/uwaterloo/j.php?MTID=m198b6feaddc1c0cff1afab87563ffb38>

Office hour: Meeting number: 180 610 3076 | Password: vEz9t4pJ3an

Some notes about this course and remote online learning:

As we continue to battle COVID-19 and keep each other safe, I recognise that the pandemic has caused and continues to cause fear, stress and pain for many people. As a result of the pandemic, some of you have had new responsibilities, a change in work/life/school schedules, additional constraints and new fears. Many of you have spent the Fall 2020 term learning through remote online teaching and learning. By now you should have an idea of what works and what does not work for you for this format of learning. The previous Fall term was a learning curve for all of us and we will continue to figure out what works for us as we begin this adventure together in the Winter term. It is completely normal to feel overwhelmed or anxious, and to experience difficulty concentrating. 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 throughout the term. If your health, well-being, or school work 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.

This course is a blend of synchronous and asynchronous activities. The University conducted a university-wide student survey in Fall 2020 and found that many students would like to have synchronous lectures scheduled. The registrar's office has scheduled our synchronous session for Wednesdays from 11:30am- 12:30pm. These sessions will be recorded so if you are not able to make it to the session, you will be able to access the recorded lectures when they become available. For this course, we will be using WebEX to host the synchronous sessions (see link on page 1).

It is highly recommended that you attend the sync sessions (if you can) – that way, you can ask questions about the specifics of certain experiments and findings or any other questions you have. I have worked hard to make this course engaging and interactive and it would be nice to have interactions during the sync sessions (so that I know that I am not talking to myself!). As such, I ask that you please attend the sessions if you can and to please participate in the various activities and questions that I have for you during the class. Remember, we learn best when we engage with one another. In my lectures, I will have polls, break-out sessions and some videos. So come to the sessions ready to ask questions and engage!

Your instructional team is made up of one-person – ME! Direct any course questions to the LEARN discussion boards. If you have a question, read the syllabus first – maybe the information you need is already here. If it's not on the syllabus, check the LEARN discussion board before posting as someone else might have already asked the same question and received an answer. Post your question on the LEARN discussion board if you still cannot find an answer. Personal questions or concerns should be sent directly to my email and I will get back to you within two business days. When emailing, please write Psych 253R in the subject line plus a clear description about the email. For example, you may wish to write: Psych 212R - Time sensitive; Urgent; General topic.

- This will help me greatly in responding to you in an appropriate time frame.
- At some point in the term, my inbox gets quite full so if you do not hear back from me within two business days, please send a follow up email. I would appreciate the gentle reminder.
- If you wish to receive feedback on your quiz, please attend my virtual office hours or schedule a meeting with me.
- If you would like to chat about course content, ask questions that go beyond the course content, want to learn more about a specific topic, discuss study strategies – I will be more than happy to chat during my office hour. If that time does not work for you send me some days and times and I will send you a WebEX link.

A note from Dr. Mugon about Psych 253R: I did my undergrad at UW and I remember taking this course in my second year. It is full of real-world applications. I sometimes still cannot believe that I am now teaching this course – it's a dream come true for me. The underlying tone of this course is that of story-telling but it can also be tough to understand the various findings and

experimental designs. This is why you should most definitely ask questions, pause the lectures, re-listen to them and make your own connections. Come chat with me during my office hours about your connections/ thoughts and critical analysis. My goal for this course is to share my passion for psychology with you and inspire you to delve more deeply into certain topics.

Course Description

The purpose of this course is to introduce you to research in the field of social psychology. Topics include: prejudice, stereotyping, attraction, attitudes, the self, prosocial behavior, persuasion, 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 Social Psychology.
2. Explain the strengths and limitations of the methods of investigation used in Social Psychology.
3. Develop the ability to relate the findings of Social Psychology research to their own lives and to important issues in society and the world at large.
4. Critically think about issues related to Social Psychology and the reporting of psychological research in the media.

Required Text

Myers, D. G., Jordan, C., Smith, S., & Spencer, S. J. Social Psychology, Seventh Canadian Edition.

- You can purchase the textbook at the UW bookstore
- You can also purchase an e-book copy for 180 days via the publisher’s website:
<https://www.mheducation.ca/social-psychology-9781259464287-can-group#configurable-product-options-title>

Course Requirements and Assessment

Assessment	Dates	Weighting
Quizzes (11 x 10% each – lowest 2 grades will be dropped)	Weekly beginning Week Two	90%
Reflection paper	March 19	8%
Participation in Research Experiences Group (SONA)	Deadline April 14	2%
<i>Bonus research participation</i>	Deadline April 14	+2%

Assessment	Dates	Weighting
Total		100% + 2% Bonus

Weekly Quizzes (each quiz is worth 10%)

It can be hard to keep up with the readings and course materials throughout the term. For this reason, we will be having weekly quizzes. I also wanted to avoid one major exam at the end of the term as this has the potential to create a lot of stress and can result in students cramming for the exam (which is not the best way to learn). **Note:** there is no quiz in Week One or During Reading week.

Here's how the quizzes work:

- There will be 11 quizzes, but only your top 9 scores will count towards your final grade. Your lowest two quiz scores will be dropped from your overall grade. This buffer is there because things can happen during the term (e.g. illness, multiple school deadlines) that negatively impacts your performance.
- Each quiz will have 20MC questions
- Quizzes are open each week from Friday morning at 12:00am to Sunday at 11:59pm. That means you can do the quiz any time during those three days and nights. However, once you start the quiz, you only have 20 minutes to finish it. You cannot stop and start the quiz in the middle.
- The quizzes are “open book” in the sense that you are allowed to consult your notes and textbook as you write the quiz. However, questions are designed to assess your understanding of the concepts, such as how you can apply them in new situations. So the text and your notes could help you, but you will still need to study to make sure you understand each concept.
- Each student gets a different version of the test. The testing program picks a random sample of 20 questions from a larger set of test questions.
- I am using the honour system to trust students not to help each other write their quizzes. I trust you to complete every quiz on your own without help! I have a legal obligation to report students for academic misconduct if I find out that they are working with other students for the quiz or reflection paper.
- **One one-day extension pass for all students:** Sometimes things don't line up and you may need some extra time for the weekly quiz. Everyone in this course can request a one-time one-day extension on a particular quiz – no questions asked, just email me and I will grant you the one-day extension. However, once you have used your one-time extension pass, university approved documentation is required for further and future extensions.

Reflection Paper

There will be one writing assignment worth 8%. The purpose of this assignment is to deepen your knowledge of the concepts from the course and practice applying them. You should choose a life event (either of your own, or one of a friend's or family member. For example: work event, family dinner, new hobby, fight between friends/ partner) and apply two course concept to the event. Your written assignment should begin with a description of the event and then you should clearly indicate which two course concepts or theories that you'll use to analyse/ apply to the event. For example, you could write about a workplace situation and how biases and beliefs could influence decision making processes. When describing each concept/ theory, you should provide a definition, describe any relevant research studies/ findings and provide a good analysis of how the concept relate to the event. Those aiming to get above 90% in this assignment should use appropriate APA referencing style and should try to make a connection between the two chosen concepts as well as between each concept and the chosen life event. Your paper should be 2-3 pages long, double-spaced, 12-point font and one-inch margins.

The marking scheme will take into account:

- The choice of appropriate concepts from the course
- Clear and correct explanation of the concepts and associated findings
- Application of the concepts to the chosen topics
- The clarity of writing and referencing

Due date: March 19. No late assignments will be accepted without university approved

documentation. I will do my best to grade these assignments as quickly as possible. There is ~120 students in this class which equals approximately 360 pages of assignment reading and grading that I'll have to do on top of regular teaching duties. As such, final grades for this assignment will be released by mid-exam period during the Winter term.

Research participation. The remaining 2% of your grade will be based on participation in research. You can also earn an additional 2% in bonus marks. More detailed information appears later in the syllabus.

A note about Grades:

The only bonus marks available in this course is via SONA research participation or by writing article summaries. There are no other assignments that students can do for additional marks. If you are struggling on the weekly quiz, please get in touch with me so we can chat about study strategies and potential accommodations that will set you up for success. However, please refrain for asking for additional assignments to boost your grade as this is unfair to other students. That said, I believe every single one of you belong in this course and I would be happy to chat with you and recommend strategies or figure out any accommodations that you may need.

In the past, I have had some students tell me that they are having a hard time in this course or that Psychology is not their forte. My usual advice to them is to hang in there, persist a little longer with the course and in the meantime to connect directly with me so I can coach you, access the student success office for additional support, put in some extra hours studying with the appropriate study strategy and join a study group. I've had many students who've emailed me at the end of term saying that they are thankful for sticking with the course and that they learned something about themselves and also did well in the course.

Schedule of classes

Week	Date	Topic	Readings Due	Activities and Assignments
1	Jan 11-17	Introduction		1. Attend the virtual class meeting! Thursday, Sept 10 at 4:00pm. If you can't make it, watch the recording. 2. Allowable practices surveys (any time this week) 3. Go through the syllabus 4. Check out the Welcome week [start here] folder 5. Read about participation in the Research Experiences Group on SONA and start participating
2	Jan 18-24	Research Methods + The Self in a Social World	Ch 1 (pg 14-26) + Ch 2	1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Do the practice activities assigned for this week for research methods 3. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it)
3	Jan 25-31	Social Beliefs & Judgments	Ch 3	1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it)
4	Feb 1-7	Behaviours and Attitudes	Ch 4	1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but

Week	Date	Topic	Readings Due	Activities and Assignments
				you have until Sunday at midnight to complete it) 3. Consider doing some SONA studies
5	Feb 8-14	Persuasion	Ch 5	1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it) 3. Consider doing some SONA studies
	Feb 15-19	Reading Week		
6	Feb 22-28	Conformity	Ch 6	1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it) 3. Start thinking about the reflection paper/ Take part in SONA studies
7	Mar 1-7	Group Influence	Ch 7	1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it) 3. Start thinking about the reflection paper/ Take part in SONA studies
8	Mar 8-14	Altruism and Aggression	Ch 8 and Ch 9	1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it) 3. Start thinking about the reflection paper/ Take part in SONA studies
	Mar 15-16	Long Weekend		

Week	Date	Topic	Readings Due	Activities and Assignments
		- No classes		
9	Mar 17-21	Self-regulation and Motivation	Shortened week – no readings assigned	<ol style="list-style-type: none"> 1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it) 3. Reflection paper due on Friday March 19 at 11:59pm
10	Mar 22-28	Attraction & Intimacy	Ch 10	<ol style="list-style-type: none"> 1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Friday, but you have until Sunday at midnight to complete it) 3. Consider doing some SONA studies
11	Mar 29- Apr 4 Apr 2 (Good Friday - Holiday)	Stereotyping and Prejudice	Ch 11 + Ch 12	<ol style="list-style-type: none"> 1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Saturday April 3 and will close on Monday April 5th) 3. Consider doing some SONA studies
12	Apr 5-11	Social Psychology in the Clinic + Social Psychology in Court	Module B + Module C	<ol style="list-style-type: none"> 1. Do the readings and watch the lectures - take notes just like in class. (Any time before you do the quiz) 2. Take the quiz (Opens Saturday April 10 and will close on Monday April 12th) 3. Consider doing some SONA studies

Notes/Policies:

1) **Website:** Please check the LEARN website regularly. I will post announcements, lecture slides, grades, etc. Lecture slides with voiceover recordings will be posted by Monday of each week. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes.

2) 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.

3) 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.

4) Caregiver Responsibilities Policy: I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges, or if your caregiving responsibilities are interfering with your ability to engage in remote learning, please contact me. There may be some instances of flexibility I can offer to support your learning.

5) 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.

6) 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. If you must miss a test due to severe illness or other extenuating circumstances, the weight of that test will be spread across the other two tests.

7) **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.

8) **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.

9) **Cross-listed course:** This course is cross-listed with Psych 253. Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

10) **Peace and Conflict Studies Students:** This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit:
<http://grebel.uwaterloo.ca/academic/undergrad/pacs/plans.shtml>.

11) **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 \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](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. 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](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](#).

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 university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 ([https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70](#)). 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 are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](#).

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

11) Mental Health Support

All of us need a support system, and many students benefit from the use of counseling services. Counselling services works with students to identify and address issues related to personal growth, self-confidence, anxiety, depression, eating disorders, academic difficulties, and career indecision. The University of Waterloo provides counseling services to students at no cost, and are offering virtual appointments to students during this time. For urgent mental health needs, students should call or walk into the student health center, which is still open to support students’ mental and physical health. Below are a list of on-campus and off-campus resources available to students

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 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: 519-749-433 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 extension 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

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. 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 Renison University College policy.
3. 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

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 up to 2% of their final mark in this course through research experience (i.e., course work will make up 98% of the final mark and research experience will make up the other 2% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further "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%. **In total, students may add up to 4% to their final grade.**

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

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- 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 Ethics in 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:
[REG Participants' Homepage](#) or you can check the [Sona FAQ](#) 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.