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), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometers on each side of the Grand River.

**Fall 2022**

**Course Code: Psych 101R**

**Course Title: Introductory Psychology**

**Course Times:**
- Section 001: Mondays and Wednesdays 10:00am – 11:20am
- Section 002: Mondays and Wednesdays 1:00pm – 2:20pm
- Section 003: Mondays and Wednesdays 4:00pm – 5:20pm

**Class Location:** Renison 1918

**Instructional Team**

We are fortunate to have four members of the instructional team for this class:

Instructor - **Christine Logel, PhD**, Associate Professor, Social Development Studies
Primarily leading the course in September and November:
clogel@uwaterloo.ca Pronouns she/her

A note from Professor Logel:

“I went to the University of Waterloo for my undergraduate degree, a long time ago, and I even took courses at Renison. I was thrilled to start university, but also worried that I wouldn’t be able to do well here, since my peers were all excellent students as well. As time passed and I got used to university classes, I came to see that there were lots of
supports to help me meet my academic goals. I also discovered a passion for this particular subject, so I immersed myself in it during my PhD. My goal for this course is to share my passion for psychology with you, and help you have a positive experience even though we have to do the course under some challenging circumstances.”

Instructor - Cameron Smith, PhD, Sessional Professor, Social Development Studies Primarily leading the course in October crgsmith@uwaterloo.ca Pronouns: he/him

A note from Professor Smith:

“I began my university career in Mathematics and Business Administration. I remember feeling like I went from being a big fish in a little pond to being a guppy in the ocean. The pressure of keeping up with all my classes and living on my own for the first time was really overwhelming. It honestly took me a few years before I really felt like I knew what I was doing and got used to studying at a university level. After a few years, I also decided to transfer into Psychology. It was there that I discovered my passion for teaching. My hope as an instructor is that I will be able to help my students discover their own passions and to provide any support / guidance I can to make the transition to university life as smooth as possible.”

Teaching Assistant: - Abdo Elnakouri, MA, PhD Student, Psychology abdo.elnakouri@uwaterloo.ca Pronouns: he, him.

Teaching Assistant: - Emily Stillitano, BA, B.Ed. Student, Social Development Studies - Psychology Minor esstillitano@uwaterloo.ca Pronouns: she, her.

How to contact your instructional team

Contacting Professors

Send email questions to the appropriate professor (i.e., the one who is running the course the week that relates to your question). If you do not get a response within the time frame you require, please resend the email. We generally answer emails within 24 hours, but sometimes during the term, our inboxes get really full, so we will appreciate the reminder.

Prof. Logel and Prof. Smith will be available for about 20 minutes after each class to answer student questions. If you would like to meet with either of us privately, please send
us an email and we will be more than happy to schedule something that works for you and us.

Make your email subject line clear about time-sensitivity, urgency, and general topic. This ensures that your very busy professors will read it in an appropriate time frame. For example:

Subject: Time Sensitive and Urgent: I Have Been in a Car Accident on the way to the exam!
Subject: Time Sensitive: Brief question about the exam next week
Subject: I would appreciate advice on how to improve my grade

Q: Will emailing both professors guarantee me a faster response?
A: No. In fact, both profs will assume that the other will answer your question so neither will respond to you. This illustrates the phenomenon of social loafing. You’ll learn that concept if you take Social Psychology.

Q: Can I play the two professors off of each other like a sitcom Mom and Dad?
A: No. Their answers and policies will be the same. Also, unlike a sitcom Mom and Dad, your professors communicate with each other.

Course Description

This is a general survey course designed to provide you with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. You will study the theories, principles, and methods of psychology with the goal of understanding how people perceive their environments, how their behaviour is modified by experience, and how their activities are initiated, sustained, and directed.

In this course you will see how research has been applied to test intuitive assumptions about human life. You will find that many of your beliefs about human existence are scientifically supported; but you will also find many beliefs are refuted by the evidence. As such, another goal of this course will be to encourage you to think critically about your preconceptions so that you can become a better consumer of the psychological information that is available in the media.

We will explore topics ranging from human development throughout the lifespan, to learning and memory, to psychological disorders and the therapies that are used to treat them. Based on those topics, I expect that you will develop a more thorough understanding of yourself and the world that you live in. Hopefully, this class will contribute to your success in your future endeavors.
Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

1. Outline the broad range of topics that comprise the discipline of psychology.
2. Explain the methods of investigation used in psychology, and the strengths and limitations of these methods.
3. Demonstrate an understanding of the vocabulary and concepts of psychology that will allow you to study further in advanced courses or through independent reading.
4. Develop the ability to relate the findings of psychological research to your life and to important issues in our society and the world at large.

Note: University courses often include some challenging material. However, the tests and assignments are generally designed so that any student who is willing to put in the time to attend class consistently, work extensively outside of class, and contact the TA or professors when they are struggling, can succeed in the course.

Required Text


**Important Textbook Information**

- There are different versions of the textbook out there. We are using the 13th edition in Modules
  - Did you already buy the version that is not in modules? Don’t worry - it’s exactly the same, but labeled as chapters. Your readings list on the course schedule includes chapter numbers as well as modules.
- We have chosen this text for our course because it is one of the better textbooks we have found for students’ learning. It is available through a number of different avenues.
- You can also purchase hardcover, paperback, loose leaf, or ebook versions of this text directly from the publisher. The loose leaf and ebook versions can be significantly more affordable. You can also rent a digital copy of this text from the publisher for a significantly lower price - see [https://www.macmillanlearning.com/college/ca/product/Psychology-in-Modules/p/131913209X](https://www.macmillanlearning.com/college/ca/product/Psychology-in-Modules/p/131913209X) for more information
- This textbook was used by many universities in the past two years, so there may be used copies available at significantly lower prices. We highly recommend the campus used book store. [https://wusa.ca/services/feds-used-books](https://wusa.ca/services/feds-used-books). They not only
sell textbooks at lower prices, they will take them back and pay you a significant portion of the price if someone buys your copy of the book. Their physical store on campus has reopened and they are open Monday-Friday from 9am-5pm. They are located in the Student Life Centre, Lower Level, Room 0136.

- At the used bookstore, or through outside sources, there should be copies of the 12th Edition of the textbook in modules at a significantly reduced price. Although we do not officially recommend it using the 12th edition, the differences in these editions are not major. We have posted a document on Learn that lists the differences between the two editions so if you are using the 12th edition you will know what is different.

- Any student who cannot afford the course textbook or is concerned about affording other basic needs (e.g., food; rent) is encouraged to reach out to one of us. We will connect you with resources that may be available to help you so that these challenges do not affect your learning in our course.

- You do not have to purchase any other tools for this course. Any additional readings or course materials will be available on our course website.

**Course website:** The Learn site for this course provides lecture slides, important notices, lists of textbook sections that will NOT be on the tests, and answers to frequently asked questions. You can log into the course site through the Learn system on the UW website.

### Course Requirements and Assessments

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<thead>
<tr>
<th>Course Element</th>
<th>Date</th>
<th>Contribution to Course Grade</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Available weekly</td>
<td>76% (best 9 of 11 quizzes)</td>
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<td></td>
<td>Thurs 12:00 pm - Sun 11:59 pm</td>
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<tr>
<td>Reflection Paper 1 -</td>
<td>Due October 5</td>
<td>2%</td>
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<tr>
<td>Outline</td>
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<td>Reflection Paper 1</td>
<td>Due October 26</td>
<td>6%</td>
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<tr>
<td>Reflection Paper 2</td>
<td>Due December 7</td>
<td>12%</td>
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<tr>
<td>Research Participation</td>
<td>Last day is December 4 for SONA studies</td>
<td>4% plus 2% bonus</td>
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<td></td>
<td>and November 30 for article reviews</td>
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More Details about Assessments

Weekly Quizzes

From our experience, students can build their skills in note taking, studying, understanding concepts, and test-taking as the term goes on. For this reason, we are holding weekly quizzes instead of exams (note: There is a quiz in Week One but it is not graded. There is no quiz during Reading Week). Each quiz contributes to students’ grade enough to make the time and effort they put into it worthwhile, but not so much that a particularly challenging week in their lives will have a significant impact on their final grade. Weekly quizzes also allow them to set new goals each week on how they want to improve their scores or take their learning to the next level. How the quizzes work:

- There will be 11 graded quizzes, but only your top nine scores will count on your final grade. In other words, we will drop your lowest two quiz scores from your overall grade and each quiz included in your final grade will be worth 9%. You can choose to take all 11 quizzes, and we will drop the two lowest marks. Or you can choose to skip two quizzes entirely and take those weeks off.
- Quizzes are multiple choice
- Quizzes are open each week from Thursday at noon 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 30 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. We will talk more about that in the course material.
- Each student gets a different version of the quiz. The testing program picks a random sample of 20 questions from a larger set of test questions we have created to be equal in how challenging they are.
- We trust students not to help each other complete their quizzes. If you want to help a friend succeed, there are other ways to do that without committing academic misconduct - you could study together, for example. If you need help for yourself, there are other ways to get it, such as reaching out to the TAs or instructors. We trust you to complete every quiz on your own without help!
- *The quizzes only cover the material from that week. They are not cumulative. In other words, the quiz from week three does not cover the material from week two,
and the quiz from week four does not cover the material from weeks two or three. Each one is a fresh start. *

Reflection Paper

There are two papers in this course, worth a total of 20% of your course grade. For the first paper, you will choose two concepts from the course material and write about how they apply to an event that has happened in the year 2022 that is documented in a news article. Not only will this help you apply what you’ve learned to everyday life, but connecting course concepts to real life is a proven strategy to make them more memorable. The paper will be submitted in two parts.

First, you will complete a short outline, worth 2%, using the provided outline graphic organizer. This is intended to get you prepared for the first reflection paper and provide you an opportunity to receive feedback that will be helpful in completing the paper. Outlines that are submitted past the due date without documentation of illness or other extenuating circumstances will not be accepted.

Second, you will complete the first reflection paper, worth 6% of your grade. It will be between 5-6 pages long, double spaced, in 12-point font.

Later in the term, you will complete a second reflection paper worth 12% of your grade. We strongly encourage you to follow the same steps and use the outline graphic organizer to help you plan out your paper. For the second paper, you will choose three concepts from the course material and write about how they apply to a different event that has happened in the year 2022 that is documented in a news article. The second paper is a chance for students to take their thinking and writing to the next level to prepare for future classes. It will be between 7-8 pages long, double spaced, in 12-point font.

If you think you may be unable to complete your outline or one of your papers by the deadline because of a health or other extenuating circumstances, please contact one of the professors. Papers that are submitted past the due date without documentation of illness or other extenuating circumstances will receive a penalty of 5% per day.

Participation in Research Experiences Group (SONA)

4% of your grade will be based on participation in online research studies. You can also earn a 2% bonus if you participate in extra studies. More information appears in the Research Experiences Group (SONA) information section.

Class format: Tests cover lectures and text. The lectures elaborate upon the text material and discuss content that is not in the text. It is recommended that you attend all lectures.
**What to bring to class:** You can find the lecture notes posted ahead of time on Learn. Some students prefer to print them out ahead of time, or to download them on a laptop or tablet. There is no need to bring the textbook to class.

We will occasionally be using socrative.com for some non-mandatory activities during class time that will think will enhance your learning and engagement. To participate, please bring a device that can access socrative.com (e.g. phone or laptop). Note that this is not essential to the course, so any students who do not have devices can simply share with a friend. If you do bring a device, please see the section below regarding our Electronic Device Policy

**Course Schedule**

IMPORTANT: ALL TIMES EASTERN - Please see the University Policies section of your Syllabus for details.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activities and Assignments</th>
<th>Readings</th>
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<tr>
<td>No.</td>
<td>Date</td>
<td>Event</td>
<td>Instructions</td>
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<tr>
<td>1</td>
<td>September 7–11</td>
<td><strong>Sept 7</strong>&lt;br&gt;Introducing Psychology&lt;br&gt;- Prof. Logel and Prof. Smith</td>
<td><strong>Before Wednesday:</strong> Read through this week’s Content page&lt;br&gt;<strong>Before Wednesday:</strong> Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class&lt;br&gt;<strong>Wednesday:</strong> Attend class in Renison 1918&lt;br&gt;Any time before Sunday at 11:59pm: Complete the survey - “Allowable and Unallowable Behaviours in Open Book Quizzes”&lt;br&gt;Between Thursday at noon and Sunday at 11:59pm: Try the practice quiz worth zero marks: This practice quiz will remain open after Sunday for students who join the class later or whose texts have not yet arrived</td>
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<td><strong>Modules</strong>&lt;br&gt;Version of the Text:&lt;br&gt;Module 1&lt;br&gt;Non-Modules Version of the Text:&lt;br&gt;Prologue</td>
<td><strong>note:</strong> These readings are tested on the practice quiz but they do not count for marks</td>
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Read about participation in the Research Experiences Group and start participating.
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<tr>
<th>Date</th>
<th>Subject</th>
<th>Monday</th>
<th>Modules Version of the Text:</th>
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<tr>
<td>Sept 12–18</td>
<td>Sept 12 - Developmental Psychology</td>
<td>Read through this week's Content page</td>
<td>Modules 13, 14, 15</td>
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<td>Sept 14 - Special Skills and Activities - Prof. Logel</td>
<td>Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class</td>
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<td></td>
<td>Attend class in Renison 1918</td>
<td>Non-Modules Version of the Text</td>
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<td></td>
<td></td>
<td>Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz</td>
<td>Chapter 5, p. 165 - 197 only.</td>
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<td>Between Thursday at noon and Sunday at 11:59pm: Take the quiz</td>
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<td>Start doing SONA studies</td>
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<td>3</td>
<td>September 19-25</td>
<td>Research Methods- Prof. Logel</td>
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<td></td>
<td>Monday: Read through this week's Content page</td>
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<td>Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class</td>
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<td>Monday and Wednesday- Attend class in Renison 1918</td>
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<td>Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz</td>
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<td>Between Thursday at noon and Sunday at 11:59pm: Take the quiz</td>
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<td></td>
<td>Modules Version of the Text: Modules 2 and 3</td>
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<td></td>
<td>Non-Modules Version of the Text: Chapter 1</td>
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| 4 | September 26–October 2 | Sept 26 - Consciousness - Prof Logel  
Sept 28 - Nature, Nurture, and Human Diversity- Prof. Logel | Monday: Read through this week's Content page  
Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class  
Monday and Wednesday- Attend class in Renison 1918  
Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz  
Between Thursday at noon and Sunday at 11:59pm: Take the quiz | Modules  
Version of the Text:  
Modules 7, 8, 9, 10, 11, 12  
--  
Non-Modules  
Version of the Text:  
Chapters 3 and 4 |
| 5 | October 3–9 | Oct 3 - Neuroscience and Neuroplasticity - Prof Smith  
Oct 5 - Sensation and Perception - Prof Smith | Monday: Read through this week's Content page  
Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class  
Monday and Wednesday: Attend class in Renison 1918  
Wednesday: Reflection Paper Outline due by 11:59pm  
Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz  
Between Thursday at noon and Sunday at 11:59pm: Take the quiz | Modules  
Version of the Text:  
Modules 4, 5, 6, 18, 19  
--  
Non-Modules  
Version of the Text:  
Chapter 2 and Chapter 6, p. 221 - 256 only. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Monday:</th>
<th>Modules</th>
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<tbody>
<tr>
<td>October 10-18</td>
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<td>Monday: Read through this week's Content page.</td>
<td>Modules Version of the Text:</td>
</tr>
<tr>
<td>Oct 17-23</td>
<td>Oct 17 - Intelligence - Prof Smith</td>
<td>Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class</td>
<td>Modules 28, 29, 30, 21, 22</td>
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<td>Oct 19 - Learning - Prof Smith</td>
<td>Monday and Wednesday - Attend class in Renison 1918</td>
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<td>Throughout the week:</td>
<td>Non-Modules Version of the Text:</td>
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<td>Study the readings and review and organize your class notes to prepare for the open-book quiz</td>
<td>Chapters 10 and 7</td>
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<td>Between Thursday at noon and Sunday at 11:59pm:</td>
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<td>Take the quiz</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Course Name</td>
<td>Monday</td>
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<td>7</td>
<td>October 24–October 30</td>
<td>Psychological Disorders - Prof Smith</td>
<td>Read through this week's Content page</td>
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<td>Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class</td>
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<td>Take the quiz</td>
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<td>Modules Version of the Text:</td>
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<td>Modules 47, 48, 49, 50, 51</td>
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</table>
| **8** | **October 31 - November 6** | **Therapy - Prof. Logel** | **Monday: Read through this week's Content page**  
**Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class**  
**Monday and Wednesday: Attend class in Renison 1918**  
**Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz**  
**Between Thursday at noon and Sunday at 11:59pm: Take the quiz**  
**Remember to do some SONA research studies throughout the term!** | **Modules Version of the Text:**  
**Modules 53, 54, 55**  
**Non-Modules Version of the Text:**  
**Chapters 16** |
|   | November 7–13 | Emotion, Stress, and Health - Prof. Logel | Monday: Read through this week's Content page  
Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class  
Monday and Wednesday-Attend class in Renison 1918  
Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz  
Between Thursday at noon and Sunday at 11:59pm: Take the quiz | Modules  
Version of the Text:  
Modules 36, 37, 38, 39  
--  
Non-Modules  
Version of the Text:  
Chapters 12 |
| 10 | November 14–20 | November 14 - Personality - Prof Logel  
November 16 - Memory - Prof Logel | Monday: Read through this week's Content page  
Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class  
Monday and Wednesday-Attend class in Renison 1918  
Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz  
Between Thursday at noon and Sunday at 11:59pm: Take the quiz | Modules Version of the Text:  
Modules 44, 45, 46, 23, 24, 25  
--  
Non-Modules Version of the Text:  
Chapters 14 and 8 |
| 11 | November 21–November 27 | November 21 - Social Psychology I - Prof Logel  
November 23 - Social Psychology II - Prof Smith | Monday: Read through this week's Content page  
Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class  
Monday and Wednesday-Attend class in Renison 1918  
Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz  
Between Thursday at noon and Sunday at 11:59pm: Take the quiz | Modules  
Version of the Text:  
Modules 40, 41, 42, 43  
Non-Modules  
Version of the Text:  
Chapter 13 |
<table>
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<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Activity</th>
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</table>
| November 28–December 4 | November 28 - What Drives Us - Prof Logel | Monday: Read through this week's Content page  
Monday: Print out lecture notes (posted in the week's content page) and bring them to class, or have them open on your laptop in class  
Monday and Wednesday- Attend class in Renison 1918  
Throughout the week: Study the readings and review and organize your class notes to prepare for the open-book quiz  
Between Thursday at noon and Sunday at 11:59pm: Take the quiz  
Last chance to do SONA research studies or article reviews to still get those marks |
| November 30 - Special (and Fun!) Topics - Prof Logel | Modules Version of the Text:  
Modules 31, 32, 33, 34  
--  
Non-Modules Version of the Text:  
Chapter 11 |
Key Course Policies

Overall Grading Policy

We provide multiple opportunities for students to receive feedback on their performance throughout the course to give students opportunities to see how they are doing and so that they can identify places they need to apply more effort or new strategies along the way, seek help if they are struggling and improve throughout the semester. Our hope is that all students will develop the knowledge they need to do well in this course and that all students--even those who perform well early in the semester—will improve and develop greater knowledge and skills through practice on the quizzes and the reflection paper.

Note: In previous years, some students have told us that they had times during the course when they felt that they were not doing well and became uncertain about whether they belonged in this class or should change majors. In most cases, we advised them to hang in there, and in the meantime to access the Student Success Office, put in some extra hours studying, and join a study group. A number of these students contacted us later in the year to tell us that, now that some time had passed and they had taken some positive steps, they did feel like they belonged in the class and in the program.

Learn Site

Please check LEARN and your UWaterloo email every day. We will post and / or email announcements, lecture notes, grades, etc.

Late Work

See the assignment instructions on Learn for late policies for each of the class assignments.
**Electronic Device Policy**

Ringing cell phones are a disruption during lecture. Your professors will announce their special cell phone policy in class. Texting can also be a distraction to the people around you. Surfing the web on your laptop or doing anything other than taking notes for the class, is a substantial distraction to the people around you because they can all see your screen. Laptop Wi-Fi should be turned off during class unless instructed otherwise or unless needed for an accessibility accommodation.

**Attendance Policy**

To succeed, attend all lectures. Tests will be approximately 50% lecture material, and we will present material not covered in your textbook and expand on important points in the text.

**Final Examination Policy**

For Fall 2022, the established examination period is **December 9-23, 2022**. The schedule will be available at the end of September. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: https://uwaterloo.ca/registrar/final-examinations

**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

However, Prof Logel and Prof Smith encourage students to contact them as soon as possible if they anticipate circumstances that will need accommodation so they can develop a plan together.

**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. 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 Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**
Many students have visible or invisible disabilities (including Professor Logel), 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 your instructor and/or your Academic Advisor.

**Course Conduct**

We are committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. We request that all students work with us 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. We strive to ensure an open and welcoming classroom for all students. If we ever miss the mark, please don’t hesitate to come and talk to us. We are all learning together.

**Caregiver Responsibilities Policy**

We 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 that require you to miss a class, or if your caregiving responsibilities are interfering with your ability to engage in remote learning, please contact us or the TA. There may be some instances of flexibility we can offer to support your learning.

**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 us or your TA 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.

**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.

Contingency Planning

**Inclement Weather**

In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

** Interruption or Cancellation of In-Person Classes**

In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

** Interruption or Cancellation of In-Person Examinations**

In the event of a pandemic-related interruption of in-person exams, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

**Absence Due to Influenza-like Illness or Required Self-Isolation**

If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an Illness Self Declaration. The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

**Mental Health Support**

Mental Health and Counseling Services: All of us need a support system, and many students benefit from the use of counseling services. Counseling 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**

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

You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

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 up to 4% of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% 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 6% to their final grade.

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 is worth 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