

ST. JEROME'S UNIVERSITY
WATERLOO, CANADA
Department of Sexuality, Marriage, & Family Studies

SMF 204: *Introduction to Human Sexuality*
September – December (#7768) 2020

1.0 LAND ACKNOWLEDGEMENT

I respectfully acknowledge that St. Jerome's University and the University of Waterloo sit on the traditional land of the Attawandaron, Anishnaabeg, and Haudenosaunee peoples. The universities are situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on both sides of the Grand River.

2.0 CALENDAR DESCRIPTION

This course provides a broad interdisciplinary overview of theories and research on human sexuality. Topics may include: human anatomy, sexual health, sexual response cycle, sexual orientation, gender, sex work, sexual practices, fetishes and paraphilias, and attraction/intimacy/love. *Antirequisites*: Psychology 236.

3.0 COURSE INFORMATION

Instructor:	BJ Rye, PhD
Telephone and Office:	519 884-8111 x 28219 St. Jerome's Room 2019
E-mail:	bjrye@uwaterloo.ca
Days and Time of Lectures:	not applicable for this remote teaching format
Location:	online through Learn
Office Hours:	send an email requesting an audio or video appointment
Teaching and Course Assistants:	Jessica Lee <c259lee@uwaterloo.ca> Lori Atack Smith <la2atack@uwaterloo.ca>

Warning: at times, the content in this course may be graphic, offensive, uncomfortable, and/or disturbing for some students. Students must make an autonomous, informed decision about enrolling in this class.

4.0 TEXTBOOK

Rathus, S.A., Nevid, J.S., Fichner-Rathus, L., McKay, A., & Milhausen, R.R. (2020). *Human sexuality in a world of diversity*, 6th Canadian edition. Toronto: Pearson. **Students will register for Revel through Learn**
I advise AGAINST buying a PDF copy (e.g., through something like VitalSource) as the embedded questions in the REVEL link are part of the course assessment.

5.0 CORRESPONDENCE—include the course name in the e-mail subject heading.

Students using email or the telephone to contact the professor or T.A. *must* include their given and last names, student number, and course in which they are enrolled. Anonymous emails are ignored. Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. A note on email etiquette: it is appropriate for students to begin an email with a “salutation” and end their email with a “closing.” Simply typing a demand or a question is rude.

6.0 COURSE OBJECTIVES

This course is an introduction to the scientific study of human sexuality. Material in this course is drawn from areas such as biology, sociology, medicine, and anatomy but we will concentrate on the psychological and social aspects of human sexuality. The study of human sexuality has both theoretical and applied implications. Topics that may be covered during the course include theoretical perspectives on sexuality, sex research ethics, anatomy, hormones, conception and birth, contraception and abortion, dysfunctions, gender issues, arousal and communication, attraction and love, sexual orientation, STIs and AIDS, erotica and pornography, sexual coercion, and sexual variation.

7.0 LEARNING OUTCOMES

Learning Outcomes:

- Identify, define, and describe critical topics and controversies in the scholarly field of human sexuality
- Recognize and understand major social science theories and be able to apply them to various sexuality topics
- Understand the role of research (methodology and findings) in this field
- Be a critical consumer of sexuality findings and interpretations reported by third parties
- Aid in practical understanding and application of sexuality information in one’s everyday life; enhance affective learning such that students are more comfortable with sexuality and related topics

8.0 LECTURE AND CLASS SCHEDULE

<i>Tentative Sequence of Topics and Readings:</i>	Textbook	Weeks 1-12
Module 1: The beginnings		
Introduction	Chapter 1	Week 2 Sept 18
Theory & Research in Sexuality	Chapter 2	Week 2 Sept 18
Module 2: Physical Issues		
Sexual Anatomy	Chapter 3	Week 3 Sept 25
Physiology of Sexual Arousal & Response	Chapter 4	Week 3 Sept 25
Critique of Survey Research Illustration (10%)		September 28
Sexual Problems & Dysfunctions	Chapter 13	Week 4 October 2

TEST 1 – Modules 1 & 2 (10%)	Chapters 1, 2, 3, 4, & 13	October 5
Module 3: Relations		
Sexual Behaviours	Chapter 8	Week 4 October 2
Sexuality Across the Life Span	Chapter 12	Week 5 October 9
Attraction & Love	Chapter 6	Week 5 October 9
Relationships	Chapter 7	Week 5 October 9
TEST 2 – Module 3 (10%)	Chapters 6, 7, 8, & 12	October 19
Module 4: Reproduction		
ESSAY – Expert Opinion: Is it supported by research? (20%)		October 21
Menstruation	Chapter 3 (p.79-86)	Week 6 Oct 23
Conception, Pregnancy, & Childbirth	Chapter 10	Week 6 Oct 23
Contraception & Abortion	Chapter 11	Week 7 Oct 30
TEST 3 – Module 4 (10%)	Chapters 10 & 11 (& small part of 3)	November 2
Module 5: Psychosexual Organization		
Sexual Differentiation	Chapter 5 (p.134-139)	Week 8 Nov 6
Gender Identity and Gender Roles	Chapter 5	Week 8 Nov 6
Sexual Orientation	Chapter 9	Week 9 Nov 13
Module 6: Sex for Sale		
Sex Trade	Chapter 18	Week 10 Nov 20
Sexually Explicit Materials	Chapter 18	Week 10 Nov 20
TEST 4 – Modules 5 & 6 (10%)	Chapters 5, 9, & 18	November 23
Module 7: Sexual Social Issues		
Sexual Coercion	Chapter 17	Week 10 Nov 20
Sexual Variations & Atypicality	Chapter 16	Week 11 Nov 27
Sexually Transmitted Infections (STIs)	Chapter 14	Week 11 Nov 27
Module 8: The End		
Sexual Health Education	Chapter 15	Week 12 Dec 4
TEST 5 - Modules 7 & 8 (10%)	Chapters 14, 15, 16, & 17	December 7

9.0 LEARNING FORMAT AND LEARNING ASSESSMENT

Learning & Assessment Task	Percentage of Grade	Date Due
1. Textbook Chapter Quizzes and Review Exercises *If you do not buy the REVEL e-book online, the alternate assignments description is below. (dropping 3 lowest)	18%	Weekly: the date specified in the schedule above by 11:59pm Eastern Daylight Time (Waterloo, ON: Time Zone GMT-4)
2. Psychology Research Participation (SONA)	2%	Set by Psychology Department
3. Critique of Survey Research Illustration	10%	September 28 by 11:59pm Eastern Daylight Time (Waterloo, ON: Time Zone GMT-4)
4. Term Tests x5	1 x 10% 2 x 10% 3 x 10% 4 x 10% 5 x 10% = 50%	October 5, October 19, November 2, November 23, & December 7 begin by 11:00am Eastern Daylight Time (Waterloo, ON: Time Zone GMT-4). If there are technical difficulties or timing issues, please connect with the instructor immediately. 24 hours.
5. Essay: Critique of Popular Culture Opinion Piece	20%	October 21 by 11:59pm Eastern Daylight Time (Waterloo, ON: Time Zone GMT-4)
Alternative 1. If you do not purchase the ebook via REVEL, you must complete a (up to) 1500-word summary for each of the assigned chapters on the same dates as the review questions are due (see the course schedule). As the pedagogical goal of the embedded ebook questions is to encourage active reading and processing of the text, these will constitute your study “notes.” These summaries must <i>not</i> plagiarise the textbook wording. They will be assessed by Turnitin which will flag any material that closely approximates the textbook language.		

The course is delivered in an electronic format due to the Covid-19 pandemic crisis. As a result, material will not be presented via in-person lectures. The LEARN website will be our substitute classroom.

Assessment Descriptions:

1. Textbook Chapter Quizzes and Review Exercises. The textbook has a series of self-assessment, multiple choice questions for each chapter which you must complete. These occur throughout and at the end of the chapter. Completing each represents 1% of your grade. Please note, you are on your honour to complete these without consulting your textbook. These are meant to be closed-book assessments. Each chapter must be completed by the date indicated in the class schedule above (11:59pm Eastern Daylight Time; Waterloo, ON: Time Zone GMT-4). Students are encouraged to work ahead of schedule. Chapters

cannot be completed after the deadlines.

2. Research participation. As most of you have completed Introductory Psychology, you will be familiar with participating in research studies and receiving course credit for this participation. Questions about the research participation process are typically answered by reviewing the information provided by Michelle Manios, the Research Experience and Ethics Administrator. <https://uwaterloo.ca/research-experiences-group/>. Research participation deadline for completion is governed by the Psychology department.

3. Using Qualtrics (link will be provided on Learn), a Research Survey Illustration is available for you to complete online anonymously – if you choose to complete it. You can choose to NOT complete the survey. Completion is completely voluntary, at your pleasure, and has *no bearing on your grade*. If you do choose to complete it, please only submit it one time and before September 28. Aggregated results will be presented throughout the course and findings will be linked to course content. You may download a PDF of the blank survey illustration form. However, your **reading** of the survey is **mandatory for the assignment**; questions about the survey may be included in testing materials.

You are tasked with writing a concise, 500-word essay describing the pros and the cons of the survey. What is good about the survey? What are the advantages of this survey? What are the benefits of conducting research this way? What are the good points of this type of methodology? What is bad about the survey? What could be improved? What are the drawbacks of this kind of research methodology? Please write formally (i.e., do not use “I think”).

Format: Double-space, 12-point Times-Roman font with 1-inch margins. 500 words = about a page and a half, about 3-4 paragraphs. **Include only your student identification number on the assignment for grading purposes.** APA format is required, where applicable. See [APA formatting](#) sources below.

4. Tests There will be five term tests (see course schedule) which will commence at 11:00 am (with a window in case of technical difficulties – 24 hours). Once the test commences, students will have a limited amount of time to complete the test items presented. **All exams are closed-book exams; no aids, notes, electronic devices are to be accessed during the tests, collaboration is prohibited.** Please note, you are on your honour to complete these without consulting your textbook, notes, or help from any source. These are meant to be closed-book assessments.

5. Essay - Critique of Popular Opinion newspaper article. We often read popular culture writings by experts in the field which express their opinion on a particular domain of sexuality. Do we critique or critically assess what the author is actually saying? Often, we lazily rely on their expertise (e.g., “they have a degree in this area so they must be right” or “they work in this area so they must know what they are talking about”) rather than really considering if their opinion is based on the scientific research versus their own attitudes/thoughts/biases.

For this assignment, you are asked to read a popular-press blog, assigned by the instructor (below), and critique the merits of the argument(s) presented by the author. How does the author’s opinion compare with the scholarly, social science research in this area? Does the scholarly research within the social science field wholeheartedly support the author’s perspective OR is the research equivocal OR is the body of research actually counter to what the author is saying?

This assignment requires that you access scholarly, academic literature - available through the University of Waterloo Library (Speak to Zack MacDonald zack.macdonald@uwaterloo.ca, or Lorna Rourke lerourke@uwaterloo.ca, SJU Librarians who can help you find resources) - and determine what the state of the literature for the topic of the blog.

This assignment is *not* asking you for your opinion on the issue *nor* asking you if you like or dislike the thesis of either the blog or the conclusions drawn from scholarly research publications. Rather, what is asked of you is that you assess whether the author's position is supported by and reflects the findings of the social science research. If the author references another piece (e.g., a primary source such as an experiment; a secondary source such as a review article; or a tertiary source such as a magazine article, a blog, or a newspaper article), it would be worthwhile to look at the actual cited source. This assignment requires you to seek out research papers addressing the topic in the blog, which can be located online at the UW library (some are posted in Learn), so you can compare and contrast the academic to the online blog. ***You are expected to have a strong, primary-source, research-based rationale for whether you think the opinion expressed by the author is actually what social scientists in the field would conclude, as well [or not].***

In general, we expect that a student would focus on the larger topic of the piece; the main thesis or major argument put forth by the expert author (i.e., what is their point, is it supported wholeheartedly, is the scientific literature conflicted, or is there little-to-no support for the author)? And, focus should be on: has the author supported their opinion with research or was there misrepresentation?

Please write your paper in an academic format; it will follow APA format. See [APA formatting](#) and be approximately 750-1000 words of text (excluding reference page and title). Double space the paper and use Time-Roman 12-point font with standard margins. Include only your student identification number on the assignment for grading purposes. We use a blind grading process.

Opinion piece to be discussed:

<https://www.washingtonpost.com/news/in-theory/wp/2016/05/27/pornography-is-more-than-just-sexual-fantasy-its-cultural-violence/>

OR

Julia Long. (May 27, 2016 Friday). Pornography is more than just sexual fantasy. It's cultural violence.; The stories we tell leak into real life. Washington Post Blogs. Retrieved from <https://advance-lexis-com.proxy.lib.uwaterloo.ca/api/document?collection=news&id=urn:contentItem:5JW4-N831-DXKP-J4D6-00000-00&context=1516831>.

<https://advance-lexis-com.proxy.lib.uwaterloo.ca/api/permalink/51d55a92-ca78-4053-a3dc-593b664aa6ab/?context=1516831>

APA formatting:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Some general APA notes (this is **not** a comprehensive list of APA formatting guidelines):

1. Title page
 - A header, title of paper, and student number ONLY
 - The header should be left-aligned and formatted the following way: "Running head: HEADER HERE" – make sure the actual header portion is in all caps and max. 50 characters (it can be as simple as "ASSIGNMENT 1")
 - No page number appears on the title page even though it is still page 1
2. Body pages

- Left-aligned header in all capitals (max. 50 characters) – this header should be the same as the one on the title page (except without the “Running head:” part)
 - Page numbers (right-aligned) on all pages (again, title page is still page 1 so start your numbering at 2)
 - If listing more than one in-text citation within parentheses, make sure they are in alphabetical order
 - When citing a source in-text, state all author names at first mention (e.g., Rye, Traversa, and Peters (2020)) then use “et al.” for all following citations of the same source (e.g., Rye et al. (2020)). This rule applies to all parenthetical citations as well (e.g., (Rye, Traversa, & Peters, 2020) at first mention, then (Rye et al., 2020) for all following citations)
 - The ampersand (&) is only used for parenthetical citations, not in-text citations (use “and”)
 - Use the Oxford comma
3. References
- Formatted differently based on the type of resource (book, journal article, website, etc.) – please reference a guide (link above) for the proper formats
 - References and in-text citations are different (if you reference something, you MUST also have an in-text citation and vice-versa) and follow different and specific formats – please reference a guide (link above) for proper formats

Assessment components: The current course component weightings, listed above, are what I intend. In case of technical or other unforeseen difficulties, the course assessment components might be differentially weighted – this will apply to the entire class. Flexibility in assessment weighting may be needed in light of the remote delivery format; thus, assessment weighting is subject to instructor adjustment.

10.0 COURSE POLICIES

Extra assignments or research are not offered to boost student grades. Re-weighting of course components is not an option. Student grades are not changed arbitrarily upon request.

A) *Extension of Deadlines*

For this course, I am adopting a No-Excuses-Needed Extension Policy:

- Every assignment has a Regular Deadline. If you *need* an extension then, you may have an Extended Deadline of two days from the originally scheduled deadline. For example, the textbook chapter reviews and quizzes are to be read and completed by a minute prior to midnight on Friday. If, for some reason, you cannot complete the work by that time, you may have until Sunday at 11:59 pm. If you need an extension on any of the written work, you may have **two** additional days (e.g., Oct 23 → Oct 25; Nov 6 → Nov 8; and Dec 4 → Dec 6 with the same time frame). There will be a 5% per [any portion of the] day -weekends counted- penalty for late submissions of essays.
- Students do not need to ask for an extension, they can just take it. However, there are no extensions beyond the extended deadline. There are no extensions for tests.
- **This policy does not apply to the tests; test dates and times are final.** If you miss a test, and you have documentation to support your claim for a re-write (see information regarding documentation below), there will be a make-up test scheduled by the Registrar during the final assessment period (formerly called the final exam period); December 9-23.

B) *Missed Tests*

Students are entitled to a rescheduling of tests for legitimate medical or compassionate reasons or based on

religious grounds. However, **it is the student's responsibility** to inform the instructor **prior** to or at the time of the test. The student must provide acceptable documentation to support a medical, compassionate, or religious claim for a make-up test.

VIFs and non-influenza-like illnesses: Students do not need to visit a physical clinic in order to secure a VIF. The University's Health Services (<https://uwaterloo.ca/campus-wellness/health-services>) is providing essential services and telemedicine and will authorize VIFs where warranted. Other health care providers are also offering remote services.

<https://www.kitchenertoday.com/coronavirus-covid-19-local-news/grand-river-hospital-offering-same-day-virtual-assessments-2267846>

<https://www.cambridgevirtualclinic.com> or 1-800-594-0537 (between 9-5)

A reminder: if you are experiencing an urgent, medical emergency, call 911 right away.

Self-declaration and the University's COVID-19 reporting requirements: the University added a "Protocol for Individual Disclosures of COVID-19" to its Coronavirus Information site (<https://uwaterloo.ca/coronavirus/employee-information-and-resources/protocol-individual-disclosures-covid-19>)

The same process holds for compassionate or religious claims; you will need to support your claim with a letter, which contains the same information contained in an Illness Verification Form (i.e., due to religious/mental health/extreme circumstance reasons, it was impossible for the student to write the test at the scheduled time) written by your clergy person/therapist/social worker, etc. Included would be contact information for that professional. For mental health or personal issues, you are encouraged **strongly** to make an appointment with **Lindsay Thompson, MSW, RSW - St. Jerome's Wellness Coordinator, lindsay.thompson@uwaterloo.ca**

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines; anxiety; medication that is impeding studying; impairing dysmenorrhea), you should contact your instructor, your Academic Counselling Office (and/or Accessibility Services Office), and Lindsay Thompson as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: if a student completes an exam while ill, the grade stands).

Mental Health information is also available at: <https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it>

C) Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor along with intellectual property of Pearson Publishing. This property may include (but not limited to):

- PowerPoint slides, handouts
- Lecture content, both spoken and written (includes any audio or video recording)
- Questions from various types of assessments (e.g., assignments, quizzes, tests)
- All course material is protected by copyright

IMPORTANT: Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes, assignments, test questions to an online repository such as Course Hero OneClass) is considered theft of intellectual property, copyright violation, and subject to disciplinary sanctions as described in Policy 71 – Student Discipline (or even legal prosecution).

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.

Please read the article in *Res Controversa, Vol 1(3)*, p. 2 available on the Learn website under Course Information. Ignorance of the law is not an excuse.

11.0 IMPORTANT DATES

Relevant Deadlines	Holidays
Classes commence: September 8 Tuition Fee Refund: September 28 Drop WD deadline: October 23 Classes end: December 7 Final Assessment Period: December 9-23	Thanksgiving: October 12 Reading week: October 10-18

12.0 OTHER ACADEMIC INFORMATION

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

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. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Instructor Comment on Academic Integrity: In several areas of the course outline, the phrase “on your honour” is used. This means that you are being trusted to act according to the rules. Behaviour such as collaborating on written assignments is strictly prohibited. The written work submitted is to be produced by you solely. While there are no proctors prohibiting collaboration with others during tests, this behaviour is prohibited. The tests are meant to be closed-book – meaning students are not to access their notes, the textbook, or the internet in order to aide responding to test items. The test will be written such that, if students did consult with the textbook, notes, internet, or other people, it may prohibit them from completing the test items within the specified time frame. Students are reminded that the aforementioned behaviors are a violation under University of Waterloo Policy 71 [see below under 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 the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ 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 instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

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 the alternate assignment.

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 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%). **Be sure to review the guidelines referred to later in this document.**

The two options for earning research experience grades (participation in research 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 for 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 ONLINE studies using the "Sona" website.
- **FOR THE FALL 2020 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY OPERATED (ONLINE) studies.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term, the REG

Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

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.