



# ST. JEROME'S UNIVERSITY

**St. Jerome's University at the University of Waterloo**  
SMF 204 - Winter 2021: Introduction to Human Sexuality  
Course number 7476 REMOTE ONLINE LEARNING

## 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. I also acknowledge that I grew up on the land which is the traditional unceded territory of the Wolastoqiyik (Maliseet) & Mi'kmaq peoples. This territory is covered by the "Treaties of Peace and Friendship" which Wolastoqiyik (Maliseet) and Mi'kmaq peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

## INSTRUCTOR [AND TA] INFORMATION

Instructor:	BJ Rye, PhD	
Office Hours:	email for an appointment	
Email:	bjrye@uwaterloo.ca	
TAs:	Jessica Lee	Lori Atack
Email:	c259lee@uwaterloo.ca	la2atack@uwaterloo.ca

## COURSE 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.

**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.**

## 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.

### *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

**REQUIRED TEXTS [OTHER REQUIRED READINGS will be linked within LEARN]**

Rathus, S.A., Nevid, J.S., Fichner-Rathus, L., McKay, A., & Milhausen, R.R. (2020). *Human sexuality in a world of diversity*, 6<sup>th</sup> Canadian edition. TO: 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.

**COURSE REQUIREMENTS AND 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 <i>Alternate Assignment</i> description is below. (dropping 3 lowest)	18%	<b>Weekly: the date specified in the schedule by 11:59pm Eastern Daylight Time</b> (Waterloo, ON: Time Zone GMT-4)
2. Psychology Research Participation (SONA)	2%	<b>Set by Psychology Department</b>
3. Critique of Survey Research Illustration – Full paper due on 1 <sup>st</sup> date. Potential resubmission on 2 <sup>nd</sup> date.	20%	<b>February 8/March 26 by 11:59pm Eastern Daylight Time</b> (Waterloo, ON: Time Zone GMT-4)
4. Term Tests x 6	1 x 10% Feb 1 2 x 10% Feb 22 3 x 10% Mar 8 4 x 10% Mar 22 5 x 10% April 12 6 x 10% Apr Exam Period = 60%	<b>February 1, February 24, March 8, March 22, April 12</b> & during the final exam period ( <b>April 17-26</b> ), scheduled by Registrar’s office. Typically, open at <b>11:00am Eastern Daylight Time</b> (Waterloo, ON: Time Zone GMT-4). If there are technical difficulties or timing issues, please connect with the instructor immediately. You will have a 24-hour frame within which to complete the test.

\* *Alternative Assignment*. 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 chapter essays will constitute your study “notes.” These summaries must *not* plagiarise the textbook wording. They will be assessed by Turnitin which will flag any material that too closely approximates the textbook language.

**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.

**COURSE SCHEDULE**

The course is delivered in an electronic format due to the Covid-19 pandemic crisis. Material will *not* be presented via in-person lectures; asynchronous lecture slides are provided on the LEARN website.

<i>Topics and Readings:</i>	Textbook	Weeks 1-13
<b>Module 1: The beginnings</b>		
Introduction	Chapter 1	Week 2 Jan 22
Theory & Research in Sexuality	Chapter 2	Week 2 Jan 22
<b>Module 2: Physical Issues</b>		
Sexual Anatomy	Chapter 3	Week 3 Jan 29
Physiology of Sexual Arousal & Response	Chapter 4	Week 3 Jan 29
Sexual Problems & Dysfunctions	Chapter 13	Week 4 Jan 29
<b>TEST 1 – Modules 1 &amp; 2 (10%)</b>	<b>Chs 1, 2, 3, 4, &amp; 13</b>	<b>February 1</b>
<b>Module 3: Relations</b>		
Sexual Behaviours	Chapter 8	Week 4 Feb 5
<b>Critique of Survey Research Illustration (20%)</b>	<b>Submission #1</b>	<b>February 8</b>
Sexuality Across the Life Span	Chapter 12	Week 5 Feb 12
Attraction & Love	Chapter 6	Week 6 Feb 22
Relationships	Chapter 7	Week 6 Feb 22
<b>TEST 2 – Module 3 (10%)</b>	<b>Chs 6, 7, 8, &amp; 12</b>	<b>February 24</b>
<b>Module 4: Reproduction</b>		
Menstruation [highly recommend re-reading]	Chapter 3 (p.79-86)	Week 6 Feb 26
Conception, Pregnancy, & Childbirth	Chapter 10	Week 6 Feb 26
Contraception & Abortion	Chapter 11	Week 7 Mar 5
<b>TEST 3 – Module 4 (10%)</b>	<b>Chapters 10 &amp; 11 (&amp; small part of 3)</b>	<b>March 8</b>
<b>Module 5: Psychosexual Organization</b>		
Sexual Differentiation as well as Gender Identity and Gender Roles	Ch. 5 (p.134-139)	Week 8 Mar 12
Sexual Orientation	Chapter 9	Week 9 Mar 19
<b>TEST 4 – Module 5 (10%)</b>	<b>Chapters 5 &amp; 9</b>	<b>March 22</b>

<b>Module 6: Social Concerns around Sex</b>		
Sex Trade & Sexually Explicit Materials	Chapter 18	Week 10 Mar 26
<b>Critique of Survey Research Illustration (elective)</b>	<b>Resubmission</b>	<b>March 26</b>
Sexual Coercion	Chapter 17	Week 11 April 1
<b>TEST 5 – Module 6 (10%)</b>	<b>Chapters 17 &amp; 18</b>	<b>April 12</b>
<b>Module 7: Sexual Social Issues</b>		
Sexual Variations & Atypicality	Chapter 16	Week 12 April 9
Sexually Transmitted Infections (STIs)	Chapter 14	Week 12 April 9
<b>Module 8: The End</b>		
Sexual Health Education	Chapter 15	Week 13 April 14
<b>TEST 6 - Modules 7 &amp; 8 (10%)</b>	<b>Chapters 14, 15, &amp; 16</b>	<b>Exam period: April 17-26</b>

### 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 roughly 1-2% of your grade, but together adds up to 18% (lowest three sets are dropped to account for illness, technical difficulties, etc.). 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 (although there is a 2-day self-extension, see below) but can be completed any time before. There will be no re-writes or extensions on these (dropping the 3 lowest review questions accounts for exceptional circumstances).

**2. Research participation.** If 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 Daev (David McLean), the Research Experience and Ethics Administrator. <https://uwaterloo.ca/research-experiences-group/>. Research participation deadline for completion is governed by the Psychology department. Do not ask me or the Teaching Assistants about this component. We know nothing; contact Daev [david.mclean@uwaterloo.ca] with your questions.

TWO ISSUES arose for students in prior terms which resulted in loss of this (very easy) 2%: (1) students left the research participation until the end of the course and were unable to find studies for which they were eligible [i.e., lack of planning] and (2) students failed to assign the 2% credits to this course. This is something *you must do*. These research participation credits are *not* automatically assigned to any particular course. [True story from prior term: a student

earned a grade of 69% but wanted a 70%; he requested his grade be increased arbitrarily because he could not find a study to complete at the end of the term. His grade stands at 69%. These are dead-easy grades to earn; my best advice is to complete them at the beginning of the term when your workload is relatively light. This grade component does not show in Learn. At the end of the term, Daev sends me a file with a record of student participation.

**3. Tests.** There will be six term tests (see course schedule) - five of which will commence at 11:00 am (with a window in case of technical difficulties – 24 hours); the last test will be scheduled by the Registrar. 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.

**4. Essay.** 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*. However, your **reading** of the survey is **mandatory for the assignment**; questions about the survey may be included in testing materials. If you do choose to complete it, please only submit it one time and before February 8. 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.

You are tasked with writing a concise, 1500 to 2000-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. This is approximately 5-6 pages of text (excluding title and reference pages). **Include only your student identification number on the assignment for grading purposes.** APA format is required, where applicable.

This essay is due on February 8 and is worth 20% of your total grade. After being graded (which may take up to a month), you *may* resubmit a second version of the essay, perhaps incorporating the feedback. This second version due on March 26. You may only increase your essay grade by 10% of the original grade (e.g., you earned a 65% on the first essay, your highest grade could be 75% on the essay). It is possible for the grade to decrease (e.g., if a student were to completely miss-the-mark and write something totally incorrect), at which point the original grade will stand. Students who submit no first essay (i.e., on February 8) are bound by this same increase limitation (i.e., no submission on February 8 = 0%, second submission -no matter how good- cannot be higher than 10%).

#### **APA formatting:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](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

## IMPORTANT DATES TO REMEMBER

<i>Important dates for Winter 2021 term</i>	
<b>Note: Dates have been revised due to COVID-19</b>	
<b>Event / Activity (Students)</b>	<b>Date</b>
Co-op work term duration	Monday, January 4 to Friday, April 23
<b>Classes begin</b>	Monday, January 11
Last day to add a class	Friday, January 22
Last day to drop a class, no penalty	Friday, January 29
Reading Week - no course work due	Saturday, February 13 to Sunday, February 21
<b>Additional scheduled pause</b> - no course work due	March 15-16
Last day to drop, receive a WD grade	Tuesday, March 30
Student Course Perception Survey	TBA - delayed
Good Friday - Holiday - University Closed	Friday, April 2
<b>Lectures end</b>	Wednesday, April 14 - FRIDAY schedule
Make-up day for Good Friday	
<b>Pre-exam/assessment study days</b>	Thursday, April 15 and Friday, April 16
Last day to drop, receive WF grade	Friday, April 16
<b>Final exam/assessment period</b>	Saturday, April 17 to Monday, April 26, including Sunday April 18

## POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

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 and review questions for Chapter 8 are to be read and completed by a minute prior to midnight on Friday Feb 5. If, for some reason, you cannot complete the work by that time, you may have until Sunday, Feb 7 at 11:59 pm. If you need an extension on the written assignment, you may have **two** additional days (e.g., Feb 8 → Feb 10; March 26 → March 28; within the same time frame). There will be a 5% per [any portion of the] day -weekends counted- penalty for late submission of the essay.
- Students **do not need to ask** for the two-day 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 your instructor.

**B) *Missing Tests/Health and Well-Being.*** 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.

Students are entitled to a rescheduling of tests for legitimate medical or compassionate reasons or based on religious grounds (note: these types of requests must be made within the first two weeks of the course). However, it is the student's responsibility to inform the instructor prior to the test, to discuss a make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim. Students who were ill who contact the instructor after the exam has been written will generally NOT be granted a make-up exam unless the illness incapacitated them - making it impossible for the student to contact the professor at the time of the test. This requires formal documentation for the period of non-contact.

The student must provide an official illness certificate on appropriate letterhead from their physician/clergy person/therapist/etc. which states that, due to medical/religious/extreme circumstance reasons, it was impossible for the student to write the exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification of Illness form). A note scribbled on a prescription pad is not an acceptable medical certificate. Telephone calls from a health care provider are also not acceptable to warrant a missed examination. Paper

documentation is required. A non-UW-Health Services note must contain the same information that is available on the UW Health Services Illness

Verification form. Take the form with you if you are attending an external clinic:

<https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic>

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, medication that is impeding studying, impairing dysmenorrhea), you should contact your instructor and the Academic Counselling Office (and/or Accessibility Services Office) 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). The student must write a make-up exam. The make-up exam may differ in format from the original exam. Additional accommodation information is available at:

[http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

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](mailto: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> For information on COVID & UW: <https://uwaterloo.ca/coronavirus/>

## **RULES FOR GROUP WORK IN ASSIGNMENTS**

There is no group work in this course; all work must be completed by the individual student. Collaborating on assignments, tests, etc., is considered cheating and is an academic offense.

## **CORRESPONDENCE**

Please **INCLUDE** your first and last name, your student ID, and -because I teach more than one course - in what course you are registered (e.g., – Skyler Smith – 00113572 – SMF 204).



## OTHER IMPORTANT INFORMATION

**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/](http://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].

**Intellectual Property:** Students should be aware that this course contains the intellectual property of the instructor, as well as intellectual property of Pearson Publishing. There is also intellectual property belonging to a guest lecturer and some to TAs. 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 (e.g., any work authored by the instructor, guest lecturer, or TA or used by the instructor, guest lecturer, or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

**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 alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know.

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.

**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](http://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/](http://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](http://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](http://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](http://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](http://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/](http://www.uwaterloo.ca/accessability-services/).

**Turnitin.com:** Text matching software (Turnitin®) is 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 through online and remotely operated (replacing in-lab) studies, and article review; are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces in-lab) and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE WINTER 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 the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (replaces in-lab) studies has increment values of 0.75 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***How to participate?***

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

**For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:**

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program in general is available at:

[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.

- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.