

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

SMF 204: *Introduction to Human Sexuality*  
January – April (7448) 2022

### 1.0 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.

### 2.0 COURSE INFORMATION

Instructor: BJ Rye, PhD, Department of Psychology

Telephone and Office: 519 884-8111 x 28219

E-mail: [bjrye@uwaterloo.ca](mailto: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: Lori Atack <[la2atack@uwaterloo.ca](mailto:la2atack@uwaterloo.ca)>  
Sarah Redden <[s2redden@uwaterloo.ca](mailto:s2redden@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.**

The course is delivered in an electronic format due to the Covid-19 pandemic. Lecture material is recorded within powerpoint presentations (i.e., this course is asynchronous). The LEARN website will be our substitute classroom.

### 3.0 TEXTBOOK

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. 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.

### 4.0 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.

Before contacting your instructor or the TAs, please consult the Learn website under Content >course information or >course assignments or >Textbook Pears on REVEL

## 5.0 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. That is, this course approaches sexuality from a social science lens. 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.

## 6.0 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

## 7.0 LECTURE AND CLASS SCHEDULE

<u><b>SMF 204: Winter 2022</b></u>	Textbook	Weeks 1-13
<b>Module 1: The beginnings</b>		
Introduction	Ch 1	Week 2 Jan 14
Theory & Research in Sexuality	Ch 2	Week 2 Jan 14
<b>Module 2: Physical Issues</b>		
Sexual Anatomy	Ch 3	Week 3 Jan 21
Physiology of Sexual Arousal & Response	Ch 4	Week 3 Jan 21
Sexual Problems & Dysfunctions	Ch 13	Week 3 Jan 21
<b>TEST 1 – Modules 1 &amp; 2 (10%)</b>	<b>Chs 1, 2, 3, 4, &amp; 13</b>	<b>Week 4 Jan 24</b>
<b>Module 3: Relations</b>		
Sexual Behaviours	Ch 8	Week 4 Jan 28
Sexuality Across the Life Span	Ch 12	Week 4 Jan 28
Attraction & Love	Ch 6	Week 5 Feb 4
Relationships	Ch 7	Week 5 Feb 4
<b>TEST 2 – Module 3 (10%)</b>		
	<b>Chs 6, 7, 8, &amp; 12</b>	<b>Week 6 Feb 7</b>

<b>Module 4: Reproduction</b>		
Menstruation (small text section)	Ch 3	Review for Test 3
Conception, Pregnancy, & Childbirth	Ch 10	Week 6 Feb 11
<b>Critique of Survey Research Illustration (20%)</b>		<b>Week 7 Feb 16</b>
Contraception & Abortion	Ch 11	Week 7 Feb 18
READING WEEK & FAMILY DAY – Feb 21-25		
<b>TEST 3 – Module 4 (10%)</b>	<b>Chs 10 &amp; 11 (menstruation in Ch 3)</b>	<b>Week 8 Feb 28</b>
<b>Module 5: Psychosexual Organization</b>		
Sexual Differentiation, Gender Identity & Roles	Ch 5	Week 8 March 4
Sexual Orientation	Ch 9	Week 9 March 11
<b>TEST 4 – Module 5 (10%)</b>	<b>Chs 5 &amp; 9</b>	<b>Week 10 March 14</b>
<b>Module 6: Social Concerns around Sex</b>		
Sex Trade & Sexually Explicit Materials	Ch 18	Week 10 March 18
<b>Critique of Survey Research Illustration</b>	<b>Resubmission (elective)</b>	<b>Week 11 March 23</b>
Sexual Coercion	Ch 17	Week 11 March 25
<b>TEST 5 - Module 6 (10%)</b>	<b>Chs 17 &amp; 18</b>	<b>Week 12 March 28</b>
<b>Module 7: Sexual Social Issues</b>		
Sexual Variations & Atypicality	Ch 16	Week 12 April 1
Sexually Transmitted Infections (STIs)	Ch 14	Week 12 April 1
<b>Module 8: The End</b>		
Sexual Health Education	Ch 15	Week 13 April 5
<b>TEST 6 - Modules 7 &amp; 8 (10%)</b>	<b>Chs 14, 15, &amp; 16</b>	<b>April exam period</b>

## 8.0 LEARNING FORMAT AND LEARNING ASSESSMENT

**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 weekly component represents 2% of your grade, adding together to equal 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 external resources. These are meant to be closed-book assessments. Each weekly chapter set 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 as the chapters are released two weeks ahead of schedule. Chapters cannot be completed after the deadlines (although there is a 2-day self-extension, see below<sup>1</sup>) but can be completed prior to the deadline. There will be no re-writes, extensions, or accommodations on these assessments (**dropping the 3 lowest review question sets and the 2-day extension accounts for these types of exceptional circumstances**, i.e., these course assessment pieces are automatically accommodated).

**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 transfer or 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 open at 11:00 am; 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, no notes, no 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.

The tests are scheduled for **Jan 24, Feb 7, Feb 28, March 14, March 28, & exam period** 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. They are to be completed within a 36-hour time frame. This means that Test X, for which students had 55 minutes to complete, will be available at 11:00am on Monday and a student can begin Test X anytime from 11:00am on Monday up until 11:00pm on Tuesday. The test must be completed by 11:59pm on Tuesday. Once a student begins the test, the student has a finite amount of time to finish the test.

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<sup>1</sup> While the online learn gradebook deadline might look like, for example, 23 January, you are on your honour to complete the reading **by 21 January**; students are encouraged to complete the assignment *before* this, as early as possible. **The 2-day extension is only meant for exceptional circumstances** – such as illness. Any further extensions or exemptions will **NOT** be granted as these are assignments which can be completed very easily and very early in the course. I recommend that students work ahead and not wait until the deadline!

In preparation for tests, ensure that you have a quiet, undisturbed environment as well as good, reliable internet. Have a back-up plan for internet interruption: a mobile phone with data hot-spot capability is a very good idea.

Tests are primarily multiple choice in format. Tests include material in lectures as well as chapters assigned within the modules being tested.

**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. Aggregated results will be presented throughout the course and findings will be linked to course content. There is a PDF of the blank survey illustration.

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 16** and is worth 20% of your total grade (i.e., largest single assessment component). After being graded (which may take up to a month), you *may* resubmit a second version of the essay (due **March 23**), perhaps incorporating the feedback. 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 & write something totally incorrect), at which point the original grade will stand. Students who submit no first essay (i.e., on Feb 16) are bound by this same increase limitation (i.e., no submission on Feb 16 = 0%, 2nd submission -no matter how good- cannot be higher than 10%). **The essay can be started immediately; do not wait until the deadline to complete this essay.**

Summary: Learning & Assessment Task	Value	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%	<b>Weekly: the date specified in the schedule above 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 (optional resubmission: 23 March)	20%	<b>Feb 16 by 11:59pm Eastern Daylight Time</b> (Waterloo, ON: Time Zone GMT-4)
4. Term Tests x 6 (each valued at 10%) -covers lectures & text -mostly multiple choice -closed book	60%	<b>Jan 24, Feb 7, Feb 28, March 14, March 28, &amp; exam period</b> begin by <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. 36-hour time frame.

\*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 *not* plagiarise the textbook wording. Turnitin will be used to flag any material that closely approximates the textbook language. If students elect to use this alternative, the instructor must be informed by Jan 14 (the first due date).

## 9.0 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 the weekly in-text review questions, there is a No-Excuses-Needed Extension Policy:

- Every weekly chapter set 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 (e.g., Feb 22 → Feb 24; March 5 → March 7). Students do not need to ask for an extension, they can just take it.
- For the essay, there will be a 5% per [any portion of the] day -weekends counted- penalty for late submissions.
- There are 36 hours in which to complete the tests. If you miss a test, you must provide documentation to support a request for a make-up test (see below re: documentation information). All tests must be written; no re-weighting of tests will occur.

### B) *Missed Course Assessment Components*

Students are entitled to a rescheduling of course assessment components 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 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 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.

The same process holds for compassionate or religious claims; a claim must be supported by 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; stress-induced allergies; 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). Making an instructor aware of pre-existing conditions prior to a request for accommodation based on that condition is a wise course of action.

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.

## 10.0 IMPORTANT DATES

Relevant Deadlines	Holidays
Classes commence: Jan 5 Tuition Fee Refund: Jan 25 Reading week: Feb 21-25	Drop WD deadline: March 22 Classes end: April 5 Final Assessment Period: April 8-26

## 11.0 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/](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].

**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,



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 2022 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies. This could change as advice on in lab studies progresses.

### ***Educational focus of participation in research***

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

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

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

### **How to participate?**

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

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

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

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

More information about the REG program in general is available at:  
[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

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

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

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

## RELIGIOUS ACCOMMODATIONS

## Winter 2022 Religious Observances

<i>Date</i>	<i>Religious or spiritual observance</i>
Thursday, January 6	Christmas (Armenian Apostolic Church)
Friday, January 7	Christmas (Christian-Coptic & Eastern Orthodox)
Friday, January 14	Orthodox New Year (Orthodox Christian)
Sunday, January 16 - Monday, January 17	Tu B'Shevat (Judaism)
Monday, January 17	Tu B'Shevat (Arbor Day)
Thursday, January 20	Bodhi Day (Buddhism)
Saturday, February 5	Vasant Panchami (Hindu)
Wednesday, February 16	Magha Puja (Buddhism)
Monday, February 21	Mi'Kmaq and Nova Scotia Heritage Day
Thursday, February 25 - Friday, February 26	Purim (Judaism)
Tuesday, March 1	Maha Shivaratri (Hindu)
Wednesday, March 2 - Thursday, April 14	Ash Wednesday, Lent (Christian)
Wednesday, March 2 - Sunday, March 20	Nineteen Day Fast (Bahá'í)
Thursday, March 3	Losar (Tibet) Chotrul Duchen (Tibetan Buddhists)
Tuesday, March 16 - Wednesday, March 17	Purim (Judaism)
Wednesday, March 17	Holi (Hindu)
Monday, March 21	Nowruz/New Year (Bahá'í) Persian New Year
Saturday, March 26	Birth Anniversary of Prophet Zarathustra (Zoroastrian)
Friday, April 1	Hindu New Year (first day of Chaitra)
Saturday, April 2 - Sunday, May 1	Ramadan (Islam)
Sunday, April 10	Palm Sunday (Christian) Ram Navami (Hindu)
Wednesday, April 13 - Friday, April 15	Songkran (Thailand)
Thursday, April 14	Vaisakhi (Sikh) Mahavir Jayanti (Jainism)
Friday, April 15 (University of Waterloo closed)	Good/Holy Friday (Christian, Christian-Coptic & Eastern Orthodox)
Friday, April 15 - Saturday, April 23	Passover/Pesach (Judaism)
Saturday, April 16	Theravada New Year (Buddhism)
Sunday, April 17	Easter (Christian)
Monday, April 18	Easter Monday (Christian)
Tuesday, April 21 - Tuesday, May 3	Feast of Ridvan (Bahá'í)
Friday, April 22	Good Friday (Christian-Coptic & Eastern Orthodox)
Saturday, April 23	Holy Saturday (Christian-Coptic & Eastern Orthodox)
Sunday, April 24	Easter/Pasha (Christian-Coptic & Eastern Orthodox)
Monday, April 25	Easter Monday (Christian-Coptic & Eastern Orthodox)
Thursday, April 28	Laylatul Qadr (Islam, Night of Power)