

Syllabus for PSYCO 447/505: Self and Identity Section B1, Winter 2021

Meet Your Instructor:

Jennifer Passey, Ph.D.

Preferred Pronouns: She/Her.

Website:

<http://sites.psych.ualberta.ca/jpassey/>

Email: jpassey@ualberta.ca (Please put PSYCO 447/505 in the subject line, and use your ualberta email address for all emails – also see email etiquette policy below)

Course Website: Go to eClass, accessible on the University main page



What is this Course About?

What is the self? Where does our identity come from? How does the self impact our behavior? In PSYCO 447/505 Self and Identity you will learn how our social world, experiences and culture create a sense of self, and how that self guides our behavior, impacts our relationships, and influences our health. This course reviews theory and research on the self, primarily from a social psychological perspective. Topics include: the structure of the self, the source of self-knowledge, neuroscience of the self, self-cognition, self-regulation of behavior, self-presentation, self-enhancement, self-esteem, self and relationships, health, and cultural perspectives on the self. You will collaborate with other students to discuss research ideas and apply research findings to experiences from your daily life. You will generate your own research questions and proposals. You will also learn how psychological scientists use empirical methods to investigate the self.

Inside this Syllabus:

Quick Facts: Where? When?	1	Expectations and Course Policies	7
Learning Outcomes: Where are we going?	2	Tips for Success	9
Materials: What do you need?	2	Grading Policies	9
Learning Assessments	3	Ethical Conduct & Other Considerations	10
Getting Help: When can I ask questions?	6	Detailed Class Schedule	-

Quick Facts: Where? When?

Our regular class time is **Tuesday and Thursday from 2-3:20pm**. Our [detailed class schedule](#) (including dates) is available on eClass, but generally each week will follow this schedule ([also see infographic](#)):

- **Friday nights: Discussion questions on the readings.** After reading the textbook and other assigned articles, you will submit 3-4 discussion questions through eClass which will serve as the basis for our class discussions the following week.

- **Tuesdays: Virtual class discussions.** Attend a virtual seminar (during class time, using the Zoom tool on eClass) to engage in class discussions on the week's topic. Note: These sessions will not be recorded.
- **Thursdays: Student presentations.** Attend a virtual seminar (during class time, using the Zoom tool on eClass) during which 2-3 students will each give individual presentations on articles they've chosen related to the week's topic. Note: These sessions will not be recorded.

Learning Outcomes: Where Are We Going?

I designed this course with specific learning outcomes in mind. If you are willing and able to meet the requirements, but the end of this course you will be able to:

- (1) Identify and describe the core theories involved in research on the self,
- (2) Interpret, critically evaluate, and discuss scientific research on the self,
- (3) Apply the findings from the literature to experiences from your daily life,
- (4) Engage in thoughtful and meaningful discussions with others regarding research in this area,
- (5) Create new research questions and plans in this area of research, and report these proposals in APA-style,
- (6) Clearly and concisely communicate scientific results and a thoughtful analysis of that research to others through a presentation, and
- (7) Recognize the link between efforts in self-management and achievement, and follow instructions, including timely delivery, in response to project criteria.

See eClass for a course map showing the alignment of the learning outcomes to learning activities, assessments, and the APA Guidelines for Undergraduate Psychology Majors 2.0.

A note about withdrawing from this class: Sometimes people find that they are unable or unwilling to handle the demands of a course. If you find yourself in this situation, I encourage you to talk to me as soon as possible. If you wish to withdraw from this course without any record of the course on your transcript, you must do so before Friday January 22nd. If you wish to withdraw from this course with only a withdrawal standing of "W" on your transcript, you must do so before April 9th. **For other important dates,** see the current Calendar for the [Academic Schedule, Dates, and Deadlines](#).

Materials: What Do You Need?

1. Required Text:

Sedikides, C., & Spencer, S. J. (2007). *The Self*. Psychology Press.

Short on cash? If you are choosing between buying food or a textbook, please email me as soon as possible. You might be able to borrow a book from me, or share a book with another student. I also encourage you to reach out to the [Dean of Student's](#) office to see what resources you might be able to access.

2. Prerequisites:

PSYCO 104 or SCI 100, PSYCO 105, STAT 141 or 151 or PSYCO 212, one of PSYCO 342 or PSYCO 347. PSYCO 212 is strongly recommended. Students who have not completed these prerequisites will not be given credit for completing PSYCO 447/505.

3. Technology for Remote Learning:

To successfully participate in remote learning in this course, it is recommended that students have access to a computer with an internet connection that can support the tools and technologies the University uses to deliver content, engage with instructors, TAs, and fellow students, and facilitate assessment and examinations. Please refer to [Technology for Remote Learning - For Students](#) for details. If you encounter difficulty meeting the technology recommendations, please email the Dean of Students Office (dosdean@ualberta.ca) directly to explore options and support.

Please contact me (Dr. Passey) by the add/drop deadline (i.e., Friday January 22nd) if you do not have access to the minimum technology recommended. I will make arrangements for accommodating students who contact me before this date. Failure to do so may result in a zero in any assessment that depends on the minimum technology. Please make sure you visit [On The Hub](#) to access Microsoft Office tools for free.

Student Resources for Remote Learning: Online learning may be new to you. Check out tips for success and find out more about online learning on the [Campus Life](#) page, and specifically on the [Student Resources for Remote Learning](#) page.

Learning Assessments - Overview: How Will We Know If We've Met Our Goals?

Assessment Title	Learning Outcomes	Grade Weight
Discussion Questions Due: Every week	1, 2, 7	30% (Best 8 of 10)
Participation Every class	2-4, 7	20% (Best 19 of 22 sessions)
Presentation One during the term	2, 6, 7	15%
Peer Review of Research Proposal 3 reviews	2, 4	2%
Research Proposal outline Due midway through term	1, 2, 5, 7	3%
Research Proposal Due during final exam period	1, 2, 5, 7	30%*

To see all due dates, see [detailed class schedule](#). *Note: There is no possibility of a reexamination in this course.

This course is divided into 11 units, each completed over 1 week. Each unit will involve the same elements [depicted in this infographic on eClass](#). This course is designed to help you distribute your readings and studying throughout the term, using a combination of reading, writing, and class discussions. These tasks encourage active engagement with the material throughout the entire course, and your learning is supported by several activities that provide several opportunities for feedback. By providing several different types of lower-stakes assessments, the course design:

- a) encourages you to engage in effective learning strategies throughout the term (and receive credit for doing so);
- b) provides “opportunities to fail”, where you can miss or do poorly on some assessments and still recover to do well in the course; and
- c) helps you to manage academic stress, because most of the assessments are low stakes and there isn’t as large a concentration of your grade at the end of the term.

For each unit you will:

- **Read** the assigned readings. You will then **write** discussion questions where you demonstrate thinking beyond the readings. These discussion questions will provide the basis for the next week’s discussion;
- **Discuss** your own and other student’s ideas during our weekly seminar discussions;

During the term you will:

- **Present** recent empirical work to the class and **facilitate** discussion on this research,
- **Create** a novel research proposal, where you **plan** a new learning activity or strategy, and **propose** a method for evaluating its success;
- **Provide thoughtful and constructive feedback** to your peers on their proposals.

Learning Assessments - Details: How Will We Know If We’ve Met Our Goals?

Presentation (worth 15%): Each student will be responsible for giving a presentation and leading class discussion for 25 minutes during one class period. Topics will be selected during the first class period. Although 2-3 students may present on the same day, all students will work alone on their presentations and receive individual marks. Each presenter will meet with the instructor during student hours **at least 1 week prior to their presentation** to receive help and feedback on their discussion. The content of the presentation should draw from recent empirical investigations into aspects of the topic that week, and thus each student will be responsible for presenting 1 empirical article to the class. Students will choose their own article (published no earlier than 2010) from one of the following journals: the Journal of Personality and Social Psychology (JPSP), Personality and Social Psychology Bulletin (PSPB), Self and Identity, Personality and Social Psychology Review (PSPR), The Journal of Personality, Journal of Social and Personal Relationships, or the Journal of Social and Clinical Psychology. However, students should view this as an opportunity to be creative, and feel free to do demonstrations, organize a debate, show brief videos, etc. At the very least, students should prepare an outline of how and where they want the discussion to proceed as well as a list of issues or questions they want the class to discuss. Students should review the Tips for Being a Good Discussion Leader, available on eClass.

All students will evaluate the presenters immediately after the discussion. The grade received on the presentation will be based on the instructor’s evaluation (70%), and the ratings from the class (30%). The presenters will receive both the instructor’s comments as well as a selection of the class’s comments as feedback. Examples of feedback given to excellent and not-so-excellent presentations given by students in a previous class can be found on the course website.

In the case of serious illness resulting in the student being unable to attend their presentation day, the student must notify the instructor before the presentation, and will have these 15% of their final grade calculated as follows: 7.5% of their final grade will be based on the instructor’s

assessment of that student's presentation and discussion materials provided to the instructor no later than 4 days following the presentation date; the remaining 7.5% will be added to the student's research proposal component of the course making the research proposal worth 37.5% of their final grade.

Research Proposal, Outline, and Peer Reviews (worth 35%): Because this is a course about research on the self, you will choose one topic from the course, and propose research to evaluate it. You will create your own project, in which you will: 1) choose a topic from any unit in the course, and develop a novel research question, 2) review the literature relevant to that project, and 3) propose a method for evaluating the answer to that research question in an APA style research proposal. You will complete this project through several steps:

1) Proposal Outline: You will submit an outline of your research plan through eClass by 11:59pm on February 22nd. I will post further details about this outline and a rubric on eClass, and will return feedback on the outlines within 1 week of submission. After receiving feedback, you may wish to change their topic; if so, you should discuss the new idea with me first. Your grade on the outline will be worth 3% of your final grade.

2) Peer Reviews on Proposal Drafts: You will submit a draft of your complete proposal through an eClass workshop tool to receive feedback from your peers. Your own draft is due by 11:59pm April 9th. After submitting your draft, you will complete peer reviews for three other students. The workshop tool will open for you to complete these reviews as of 9am on April 10th, and the reviews are due by 11:59pm on April 13th. Only students who submit their own drafts will be eligible to complete reviews for other students. I've provided further details about how to complete the peer reviews on eClass. You will receive 2% toward your final grade for completing this set of peer reviews. Note: If you don't complete the peer reviews assigned to you, then you won't receive the feedback from your peers.

3) Full research paper: You will submit your final draft of your research proposal through eClass by 11:59pm on April 28th. This paper is worth 30% of your final grade.

Note: For a discussion of late submissions, see the description of Oops Tokens in the Expectations and Course Policies section.

Engagement in Learning About the Self: Taking responsibility for your learning involves actively participating throughout this course. The following low-stakes assessments are designed to have you practice effective learning strategies.

1. Discussion Questions (worth 30%): For each week, you will read a selection of readings from the textbook as well as empirical or review articles from the literature on self and identity. You will then submit 3 discussion questions through a discussion board on eClass. The goal of this task is to: a) encourage you stay on top of the readings, and b) encourage thoughtful close reading of the articles, and c) prepare you for our group meetings (where discussion will be based on these questions). Discussion questions are due during 10 weeks throughout the term (due by 11:59pm see due dates on the [class schedule](#)); your best 8 submissions will be worth 30% of your final grade). I will grade each set of questions out of 15 points); detailed instructions and a scoring rubric are posted on eClass.

2. Participation in Class Discussions (worth 20%): The goals of these activities are to: a) promote active learning and engagement with the course material, b) provide application and

problem solving practice, and c) encourage collaboration and discussion. During 22 class sessions throughout the term, you will attend our group meetings (via the Zoom tool in eClass) and participate in discussions. Mere attendance isn't enough; but, you can't participate if you aren't present. After a careful and critical review of the readings and the discussion questions posted by other students, you will contribute meaningfully (thoughtful, relevant, critical comments) to class discussions. On student presentation days, you will ask meaningful and thoughtful questions and participate in discussion facilitated by the presenter. I will score your participation each day out of 5 points, on roughly the following scale:

0 = absent

2 = attended but did not participate at all or very much (below average)

3 = comments or questions relevant, but did not involve much insight (average)

4 = comments or questions relevant and insightful (good)

5 = several comments or questions showed a significant contribution (excellent)

There are 22 group meetings during the term (see dates on the [class schedule](#)). Your best 19 scores will be worth 20% of your final grade.

Representative Evaluative Material: I've provided examples of research proposals from former students on eClass. I will provide examples of excellent discussion questions as well.

Getting Help: When Can I Ask Questions?

During Class: I encourage everyone to ask questions during our synchronous sessions through Zoom (see Zoom tool on eClass). I will usually "arrive" at least 5 minutes before class, and (on most days) will be able to stay for 10 minutes after class. There will be designated times during each session for you to raise your virtual hand to ask a question verbally, or to type your question into the chat.

Discussion Board: You can post questions at any time through an anonymous eClass discussion board (i.e., your identity won't be visible with your message, though I do have the ability to discover your identity if necessary – see below). I encourage you to post all of your questions here so that everyone can benefit from seeing your question and any responses. Before posting your question, I encourage you to check your syllabus and the other discussion board messages for an answer. This process saves time; yours (because someone may have already asked your question) and mine (because it saves me from answering the same questions over and over again). Although I will try to respond as quickly as possible, you should expect a response within 1 working day (which means if you post a question on Friday you might not get a response until Monday). Sometimes another student will provide an answer to your question (which is great!). If you want to ensure your question is answered (and not deleted) please make sure to use this board for questions about the course content; concerns about the course should be sent to me via email or discussed during student hours. I will delete posts that are rude or otherwise inappropriate, and if necessary bar repeat-offenders from using the discussion board.

Drop-In Virtual Student Hours: Student hours are an opportunity for you to ask questions about this course or your future career plans confidentially. I hold my virtual student hours through Zoom (see link on eClass) with the following drop in times (i.e., not by appointment): Mondays from 1-2:30pm, Wednesdays from 9:00-10:30am, and Thursdays from 11am-12:30pm. I will use the Zoom waiting room feature, which means I'll admit you one-at-a-time.

Email: If your question is about the course content or assessments, please post it on the discussion board. However, if you need to discuss something personal or confidential (e.g., you want to discuss your performance in the course), please see me during student hours, or send me an email. Although I will try to respond as quickly as possible, you should expect a response within 1 working day (which means if you post a question on Friday you might not get a response until Monday). **If you want to ensure you receive a response**, for any email be sure to:

1. Include your first and last name; and
2. **Include the course number (e.g., PSYCO 447) in the subject line;** and
3. Use your U of A email address (or your message might get lost).

Expectations and Course Policies:

What I Expect from You:

- **Participate actively in your own learning.** Success in this class depends on your ownership of and active participation in your own learning. I will ask you to do only those activities that I believe will help you learn. See the [Tips for Success](#) section.
- **Treat others respectfully.** You are expected to treat all your classmates, the teaching team, and yourself with respect at all times (including during online or email communications). For more information see the [Online Etiquette Guidelines](#) on eClass, and the [Ethical conduct](#) section of this syllabus.
- **Act ethically.** You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including copying other's work. See the [Ethical Conduct](#) section for more information.
- **Contact me within the first 2 weeks of class if you need to miss work for religious reasons.** You must contact me by email to request accommodation for missing any participation for religious observance; I may request adequate documentation to substantiate your request.
- **Attend to your well-being.** We will discuss several topics that are unpleasant and/or controversial, or that challenge your pre-existing beliefs about human behavior, making you uncomfortable or anxious. You are responsible for all required topics and activities, so I encourage you to review the posted information in advance so you can anticipate material you find discomforting. If distressed, please see the [Need Help link](#) for resources.
- **Attend class sessions and submit your proposal draft on time.** Participation in the class discussions can't be completed outside of class, so you won't be able to make up participation for these sessions. Drafts of the research proposal need to be submitted in time for other students to read them and provide feedback. Missing any of these tasks will result in a zero; that is, **you won't be able to complete any of these activities late**. Additionally, if students are struggling or behind schedule, I don't think it's helpful to add additional work; thus, I won't offer any make-up work.
 - **But, life happens!** I realize that you might experience illness, domestic affliction, or other events (including computer issues) that might interfere with your ability to complete (or excel on) all of the graded tasks in this course. For that reason, I will automatically drop your lowest marks for a certain number of discussion questions and participation days (while allowing you to maintain your privacy).

- In addition, each of you will have **3 Oops Tokens for the term**. You may choose to exchange these tokens for late submission days (i.e., 1 Token = 1 day late) on the discussion questions, proposal outline, the final proposal submission, or some combination thereof (e.g., submit one set of discussion questions 1 day late, and the final proposal 2 days late). Remember, you have only 3 Tokens for the entire term; so if you use them up on the discussion questions or the proposal outline, you won't have any left for the final proposal (which is worth much more). If you submit a late proposal without sufficient tokens remaining, you will receive a deduction of 20 points (out of 100) per each calendar day (or part thereof) late (e.g., if you submit the final proposal between 11:59pm on the due date and 11:59pm on the next calendar day, you would lose 20 points). The cut-off date will be 5 days after the proposal due date (as I will need to submit final course grades soon afterward).
- If your **situation is ongoing** – and leads you to miss more work than allowed – I encourage you to contact me as soon as possible to discuss your options for the rest of the term (including withdrawing from the course). It might also be a good idea to contact the [Dean of Student's](#) office for their assistance.
- **Submitting the final proposal is mandatory.** If you absolutely must miss submitting this paper due to extenuating circumstance (like severe illness or domestic affliction) you must contact me as soon as possible.
- **Share constructive feedback.** I invite you to share your ideas and suggestions with me, particularly about things I am able to change, and be open to working together to make this course a positive experience for all of us.

What You Can Expect from Me:

- **Be available and present.** I am here to help you in your choice to succeed, and invite you to see out help (see Getting Help section above). I will also send out weekly reminders throughout the course. If my student hours absolutely cannot work for you, respectfully email me your schedule and I will send you an appointment time. Because of our class size, there may be limits on the number of appointments possible.
- **Have materials available as soon as I am able.** I will post any instructions or materials – as soon as they are ready to give you the most time possible to complete all tasks.
- **Arrange for and provide feedback.** I will attempt to provide you with feedback on assessments as promptly as possible, given the size of our class.
- **Act respectfully and ethically.** At all times, I aim to treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, I invite you to talk to me so we can sort out the issue together. To be clear: such a discussion would not impact your grade.
- **Consider remarking requests.** If you feel very strongly that any question was graded unfairly, please submit the **Remarking Request Form** available on eClass. You must submit the form within 2 weeks of the date grades for that assessment were made available on eClass. I will consider your request carefully and will respond via email in approximately two weeks of receiving it. Re-grading may result in an increase or decrease; the re-grade is final.
- **Communicate in absence or emergency situations.** I will notify students of any situations (e.g., my or my child's illness) that require my absence from class or any change in the class schedule of events. In these events, students will be notified of any changes through the

eClass announcements section (and via email). In the event that **Edmonton's COVID-19 status has changed - resulting in daycare closures** - there may be necessary changes to this course, including:

- My student hour availability (meetings might be “by appointment” only);
- Instead of holding synchronous meetings, you will engage in discussions through the discussion board, responding to other students posts.
- Presentations may need to be recorded and shared with the class.

Tips for Success: Making Choices to Learn!

I believe you can master this course material at a high level, if you consistently choose to put in the effort required to do so. As a rough guideline, you should be spending approximately 9 hours on this (and each of your) courses this year (i.e., approx. 3 hours for every 1 hour of scheduled class time). Note that some people will need more time than this.

What Can You *Do* with That Time?

- **Actively read the articles.** Think about what’s being discussed, and take notes in your own words (rather than re-writing what you see). Convert section headers into questions to help you identify the most important points. Watch or read small segments, then write down what you think or recall without looking at the materials. Go back and check what you’ve included and what you missed.
- **Ask questions!** See section on [Getting Help](#) above on asking questions through the discussion board and attending student hours.
- **Stay engaged with the course materials, and use effective time management.** Check off tasks on eClass as you complete them, and use the eClass calendar and Course Completion block to stay on track.
- **Review advice from former students.** Students who did exceptionally well in previous sections of this course have [offered advice to future students](#).
- **Keep focused, and avoid distractions.** For example, don’t review course materials while watching Netflix, talking with a friend, or checking your Instagram. Get adequate sleep and nutrition.

Grading Policies:

Final grades will be reported using letter grades. **This is NOT a curved course.** I will calculate final grades by combining scores for all components of the course into a percentage total for each student. I will convert these percentages into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Assessment grades will be posted under “Grades” on the course website. You won’t be able to access the final exam after it’s graded. Grades are unofficial until approved by the Department and/or Faculty offering the course.

Ethical Conduct (Practices and Policies) & Other Considerations:

Guidelines for Respectful Online Engagement: Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behavior](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner. If you are witness to or the target of abusive or offensive behavior in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Note: In this course, violations of online assessments include collaborating with others (including other students). I expect all discussion questions and proposal outlines, drafts, or final versions to be the student’s own original work.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor. All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Recording and/or Distribution of Course Materials: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Missed Term Work: Students who need to miss more work than allowed ([see Expectations and Course Policies above](#)) must contact me as soon as possible to discuss options (including withdrawing from the course). In extreme cases of illness or family affliction, further accommodation or deferral of term work might be possible (but will be extremely rare). I may request adequate documentation to substantiate the student request. **Deferral of term work or exams is a privilege and not a right;** there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript (e.g., a you may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence for their presentation, and/or
2. Fails to complete at least one set of discussion questions (i.e., completes 0 discussion questions), and/or
3. Fails to submit the Final research proposal, and/or

COVID-19 Updates: Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Services and Resources: General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility Resources (AR) (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible,

inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

Academic Success Centre (1-80 SUB): [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The Centre for Writers (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

First Peoples' House: [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Learning and Working Environment: The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination, harassment, and violence of any kind. It does not tolerate behavior that undermines that environment. This includes virtual environments and platforms.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the course website (e.g., eClass). The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

COPYRIGHT: © Dr. Jennifer Passey, Department of Psychology, Faculty of Arts, University of Alberta, 2021.