

PSYC 948: The Self Fall 2026

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Student Hours: Before/after class and by appointment.

- I have a few times I know in advance that I'll be available each week that you can sign up for without having to email me first. Just click on "Sample Service" at the link below to schedule a meeting.
<https://jill-jacobson.setmore.com>
- If none of those times work, you don't need to send a separate email asking if we can meet. Just send me some days/times when you are free (including any evening or weekend times if you are open to meeting outside of typical business hours), and I will set up a meeting for a mutually agreeable time.

Intended Student Learning Outcomes

After completing this course, students will be able to:

- Describe the major social psychological theories pertaining to the study of the self
- Evaluate the pros and cons of each side of the primary debates about various self-constructs (e.g., the purpose of self-esteem).
- Recognize real world examples of self-phenomena (e.g., instances when they or someone they know has engaged in self-handicapping)
- Interpret the findings of previous research to propose potential solutions to problems related to the self
- Critique arguments presented by the professor or their fellow students in a discussion
- Justify and defend their own positions in a discussion
- Individually write a Stage 1 registered report or registered replication report adhering to the guidelines of the field (e.g., APA Manual)

Course Materials

Copyright of Course Material. Course materials created by the course instructor, Jill A. Jacobson, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell, or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale, or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Required Readings. Available for download from onQ. See the *Course Outline* at the end of the syllabus for the articles and chapters assigned each week.

Course Format

Readings from original sources will be assigned each week and are to be read by the Sunday before the class with which they are associated. We will be using the typical graduate seminar format, so I will not be lecturing. This approach will allow us to move beyond learning simple definitions, etc. and start addressing these issues at a higher level. With a student discussion leader, students and I cannot as easily interact directly because I must be concerned about interfering with the student leader's agenda (and therefore, potentially their presentation mark) as well as the other students' opportunities to contribute to discussion (and therefore, their participation marks). Consequently, to facilitate my ability to share my knowledge and address your concerns, I will be leading the discussion of the readings. To help facilitate discussion, one student will be assigned the role of class contrarian, and **students who are not serving in the contrarian role that week must post 2 discussion questions on onQ no later than Sunday at 6:00 pm.** This way the class contrarian and I will have sufficient time to review the questions in preparation for Monday's class. Students also will write a Stage 1 registered report or registered replication report due in December.

Evaluation Components

Participation. Active class discussion is essential to the functioning of any seminar course. Students are expected to contribute meaningfully (thoughtful, relevant, critical comments) to class discussions with some greater weight being given to quality over quantity of contribution although the latter is still appreciated in a small class like this one. Mere attendance is not enough to get a good grade for this component, but it is imperative in that one cannot participate if one is not here. Students should read the articles and chapters carefully and critically by the Sunday before the class for which the readings were assigned.

Discussion Questions. All students including the contrarian must post 2 discussion questions in the relevant forum on onQ by Sunday at 6:00 pm with a grace period no later than Monday at 12:00 pm. Any questions submitted after that time will not be graded or included in the list for the class. Laptops must be closed during class discussion; I will bring a copy of the questions to class to help refresh your memory. Good discussion questions are more open-ended than targeted questions. Targeted questions should be confined to topics that you did not understand or that need further clarification. Based on my experience, most students can reduce the preambles to their questions substantially. I will give you the opportunity to provide us with the background on your question and any additional explanation of your meaning. You should not have to do any additional reading to form a question, but you are welcome to bring in your experience and expertise on the topic.

Class Contrarian. To help facilitate discussion, each student will be assigned the role of class contrarian for 1 of the 12 weeks. According to the Merriam-Webster dictionary, a contrarian is “a person who takes an opposite or different position or attitude from other people.” The goal of the class contrarian is to disagree and to offer the other side, an alternative explanation, or another point of view. Debate is an effective means of learning because it challenges you to defend your position or beliefs and persuade the other side of the merits of your point of view. It also is valuable practice for comps oral exams and academic job interviews. If you surround yourself only with people who agree with you, you will not learn anything, and that is especially true in a seminar class. The contrarian’s arguments should be substantive and not personal, and the person being opposed also should not take offense because they are being challenged. Learning to disagree and to argue your point is an important skill for an academic, and some lively debate should make for more interesting and informative class discussion.

Written Assignment. The primary assignment for this course is a research proposal related to the course content written either as a Stage 1:

- 1) **Registered Report** - A new article type in which the primary review stage occurs prior to data collection. The Stage 1 manuscript includes the following sections (for more information including a general checklist, see <https://www.cos.io/initiatives/registered-reports>):
 - a) **Introduction:** A review of the relevant literature that motivates the research question and a full description of the experimental aims and hypotheses.
 - b) **Method:** The Method section should include a full description of the sample characteristics and inclusion criteria. It should describe the materials and procedures in sufficient detail that another researcher could conduct the study exactly as intended without further guidance. Ideally, you should provide any code or materials necessary to conduct the study. The Method section should justify for the planned sample size (e.g., an *a priori* power analysis if using null hypothesis significance testing) and the stopping rules for data collection. It should identify all measures that will be collected.
 - c) **Results:** Although a Stage 1 manuscript is reviewed prior to data collection, the manuscript should include a Results section that conveys the analysis plan in detail. The Results section should describe the full analysis pipeline, including all data preprocessing steps and any planned corrections for multiple testing. All planned analyses should be described fully, and any measures that will be used in unspecified exploratory analyses should be identified. The manuscript should include placeholders where the results will be reported, including tables and figures. When a planned analysis is contingent on the results of another analysis, authors should write the Results section with those contingencies in place (like a “choose your own adventure” book). The Results section should fully describe any outcome-neutral criteria (e.g., definitions of ceiling/floor effects, manipulation checks) that must be met for successful testing of the stated hypotheses.
- OR
- 2) **Registered Replication Report** - RRRs combine the results of multiple independently conducted direct replications of an important original study. The Stage 1 manuscript includes the following sections:
 - a) An overview of the original article and the specific study that will be replicated. The pre-data version of the manuscript should have a complete introduction and method section with sufficient detail that a laboratory could follow it from start to finish to conduct the study properly and without assistance in their own laboratory. The paper also should have a Results section that describes the planned analyses and includes placeholders for the eventual results.

- b) Justify why that study has high replication value by addressing the criteria below. Specifically, suitability of a study for an RRR reflects whether:
- The study has been influential in the field
 - The study is methodologically sound and the interpretation of the result unambiguous
 - The study forces a reconsideration of an important theory or establishes the foundation for a theoretical position
 - The study has not yet been the subject of published replications, or those replications have yielded inconsistent results
 - There is reason for substantial uncertainty about the size of the effect

Assignment Submission Policy

Please see Queen's Graduate School policy on accommodation and academic consideration (including the relevant forms) at <https://www.queensu.ca/academic-calendar/graduate-studies/admission-registration/> (scroll down to "Accommodation for Graduate Students with Disabilities"). To build in flexibility and promote accessibility and inclusion for all students, this course uses universal design including built-in grace periods where possible.

Written Submission. The written assignment must be submitted in electronic format (i.e., Word, PDF) on onQ. It must be originally and individually written and should follow the format of the 7th edition of the *Publication Manual of the American Psychological Association*. The written assignment has a built-in 3-day grace period, which aligns with the policy for Academic Considerations. If you have extenuating circumstances when the submission is due, and these circumstances will last up to 3 days, you can use the grace period without applying for formal Academic Considerations through the Portal. The grace period is automatically applied to papers submitted up to 3 days late. However, if your circumstances will last more than 3 days, and you have documentation, please use the Academic Considerations Portal. If you have accommodations that allow you to have extensions on assignments, the extension time begins the day the written assignment is due, not at the end the 3-day grace period. The grace period is part of your extended time.

Late Policy: Written assignments submitted beyond the grace period will be penalized 2 letter grades per day that they are late unless arrangements have been made. So, for example, if your initial grade for the written assignment was an A, but the document was submitted after 5:00 pm on the Monday following the written assignment's Friday due date, your final grade for the written assignment will be a B+.

Statement of Academic Integrity

All discussion questions and the written assignment in this course must be originally and individually written. If you are uncertain about what constitutes plagiarism, please review Queen's Graduate School policy on academic integrity at <https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>.

Generative Artificial Intelligence (AI) Tools

Students must submit their own work and cite the work that is not theirs. Generative AI writing tools such as ChatGPT are only permissible when explicitly noted in the assignment instructions. In these cases, be sure to cite the material that they generate. Any other use constitutes a Departure from Academic Integrity.

Student Code of Conduct

As a Queen's student, you are bound by the Student Code of Conduct available for review at https://www.queensu.ca/secretariat/sites/uslcwww/files/uploaded_files/policies/board/StudentCodeOfConduct.pdf. The code is the foundation for the university's non-academic misconduct (NAM) system, which provides a process for identifying and addressing misconduct within the Queen's community, encouraging informal resolution of grievances while taking into account the well-being of each student and the safety and well-being of the community.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the

internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's University Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Evaluation

You are responsible for all materials on onQ. See the above for the relevant grace periods and late submission policy.

Weighting of evaluation components. I will be using a variation of TWARKing (assigning test weights after results are known; <http://datacolada.org/56>) for the calculation of your final grades. Specifically, the component on which you perform the best will be worth the most and the other three components will be weighted equally in determining your final grade. You must complete all components to pass this course (i.e., if you do not, you will receive a failing mark for the class regardless of your performance on the other components of the course).

Grading Method. All components of this course will receive letter grades, which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale, and your course average then will be converted to a final letter grade according to Queen's Official Grade Conversion Scale.

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark	Numerical Course Average (Range)
A+	93	90-100
A	87	85-89
A-	82	80-84
B+	78	77-79
B	75	73-76
B-	72	70-72
C+	68	67-69
C	65	63-66
C-	62	60-62
D+	58	57-59
D	55	53-56
D-	52	50-52
F48 (F+)	48	49 and below

PSYC 948 Course Outline 2026

Week	Date	Topic	Contrarian
1	September 14	What is the Self?	--
2	September 21	Culture	Zoë
3	September 28	Identity	Ariane
4	October 5	Self-Knowledge	Jessica
Fall Break	October 12	Canadian Thanksgiving	No class meeting
5	October 19	Self-Esteem: Construct & Theories	Laura
6	October 26	Importance of Self-Esteem	Ella
7	November 2	Developmental Perspective	Eylül
8	November 9	Motivational Perspective	Stephanie
9	November 16	Self-Presentation	Ivol
10	November 23	Self and Others	Amanda
11	November 30	Self-Regulation	Ally
12	December 7	Clinical/Health Perspective	Rajesh
Exam	December 18	Registered Report/Registered Replication Report	Submit on onQ by 5 pm