

## PSYC 221 Cognitive Psychology

**Territorial Acknowledgement:** Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

**Instructor:** Dr. Jillian O'Connor

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Phone: 613 533 6059

Office: Craine Rm C406

**Office hours:** Please schedule a virtual meeting here: <https://calendly.com/profjoconnor>  
Meeting times are automatically set to 15 minutes. If you require more than 15 minutes, you may book another meeting immediately following the first.

**Contacting me:** Email is my preferred method of contact. Please enter "PSYC 221" in subject line. Please note that I respond to emails within approximately 48 hours (although usually the same day), Monday to Friday, generally between 9 and 5pm.

**Teaching assistants:** TBA via onQ

**Course times & location:** Winter 2022, Jan 10-Apr8 2022

Mon 8:30-10 AM

Thurs 10-11:30 AM

Number of credits: 3.0

Modality: remote until Feb 27<sup>th</sup> in-person from Feb 28<sup>th</sup> onwards

Pre-requisites: PSYC 100. Exclusion A maximum of 6.0 units from COGS 200; COGS 201; PSYC 220; PSYC 221.

**Course materials:** *available from the Queen's Campus Bookstore*

[Cognitive Psychology +MindTap by Goldstein](#)

A MindTap access code is required for this course. The access code is included in the textbook bundle, or it can be purchased separately. Access codes can be purchased online here:

<https://www.campusbookstore.com/textbooks/access-code-search-engine>

**Calendar description:** An introduction to the empirical study of mental processes. Topics include perception and attention, working memory, long-term memory, visual imagery, problem-solving, language, and decision-making.

**Learning outcomes:** Upon completion of this course the student will be able to understand and describe:

1. Foundational research within cognitive psychology
2. The major theories of each area of cognitive psychology
3. Current research methods in cognitive Psychology
4. Conceptual issues and real-world application of theory.

**Course format:** The course will operate in a remote format until at least Feb 27<sup>th</sup>. The course may then move to in-person format on Feb 28<sup>th</sup>. Until Feb 27<sup>th</sup>, the course will run in the following manner:

**Mondays: 8:30-9:30am** synchronous session via Zoom. These synchronous sessions are to provide you with an opportunity to ask questions, review material, and stay current with the status and expectations of the course, such as assignments. We will also be discussing the results of Coglabs during these sessions. The sessions will be recorded and posted via onQ within 72 hours. All material covered in these sessions is testable on exams.

**Thursdays:** Asynchronous lectures. Short, multi-part lecture recordings will be available for each week's topic. Recordings will be posted for each topic in its entirety. Be sure to review the lectures each week, during the scheduled topic. You will have an opportunity to ask questions or clarify concepts during the synchronous sessions.

**Suggested Time Commitment:** In this course, you should expect to invest on average 10-12 hours per week. This will include the time you spend in class, studying course material, and completing homework or preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the hours per week and avoid 'cramming'. This way you will be more likely to complete the course successfully and remember what you learned longer.

**onQ :** Throughout the term, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities. If you have general questions about anything in the course and that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 48 hours. Any other questions that you would prefer to share privately, please contact your TA or instructor.

**Grading Scheme & Method:**

| <b>Evaluation</b> | <b>Date</b>                                    | <b>% of Course Grade</b> |
|-------------------|--|--------------------------|
| Test 1            | Feb 17   | 20                       |
| Test 2            | Mar 21   | 20                       |
| Topic Papers      | April 1  | 20                       |
| Coglabs           | See schedule below                             | 5                        |
| Mastery Training  | See schedule below                             | 5                        |
| Final Exam        | TBA: During Final Exam<br>Period (April 14-30) | 30                       |

**Course timeline:** The following schedule reflects the order of topics. Lecture topics may be covered before/after the scheduled date depending upon factors such as topic progression. The instructor reserves the right to modify the contents of this syllabus as necessary. Any changes made to the course calendar will be communicated to students in a timely manner. All dates and times in this syllabus are EDT/EST.

| <b>Week</b> | <b>Date</b>      | <b>Topic</b>                       | <b>Chapter</b> | <b>Due Dates</b>                        |
|-------------|------------------|------------------------------------|----------------|---|
| <b>1</b>    | Jan 10<br>Jan 13 | History & Methods                  | 1              |   |
| <b>2</b>    | Jan 17<br>Jan 20 | The Brain                          | 2              | Coglab: Müller-Lyer Illusion            |
| <b>3</b>    | Jan 24<br>Jan 27 | Perception                         | 3              | Coglab: Visual Search                   |
| <b>4</b>    | Jan 31<br>Feb 3  | Attention                          | 4              | Coglab: Operation Span                  |
| <b>5</b>    | Feb 7<br>Feb 10  | Short-Term & Working<br>Memory     | 5              | Coglab: Levels of Processing            |
| <b>6</b>    | Feb 14<br>Feb 17 | <b>TEST 1</b>                      |                | Mastery Training 1-5                    |
|             | Feb 21<br>Feb 24 | <b>Winter Break</b>                |                |   |
| <b>7</b>    | Feb 28<br>Mar 3  | Long-term Memory                   | 6<br>7         | Coglab: False Memory                    |
| <b>8</b>    | Mar 7<br>Mar 10  | Autobiographical Memory            | 8              | Coglab: Prototypes                      |
| <b>9</b>    | Mar 14<br>Mar 17 | Knowledge                          | 9              | Coglab: Mental Rotation                 |
| <b>10</b>   | Mar 21<br>Mar 24 | <b>TEST 2</b><br>Visual Imagery    | 10             | Mastery Training 6-9                    |
| <b>11</b>   | Mar 28<br>Mar 31 | Language                           | 11             | Coglab: Wason Selection<br>Topic Papers |
| <b>12</b>   | Apr 4<br>April 7 | Decision Making<br>Problem Solving | 13<br>12       | Mastery Training 10-13                  |

**Important University Dates**

| <b>Date</b> | <b>Event</b>                                       |
|-------------|--|
| Jan 10      | Classes start                                      |
| Jan 21      | Last day to add courses                            |
| Jan 21      | Last day to drop courses without financial penalty |
| Mar 4       | Last day to drop without academic penalty          |
| April 8     | Classes end  |
| April 14-30 | Final Exam period                                  |

**Assessment of Learning Outcomes:** Your grade in this course will be calculated based on your performance on the assessments as documented in this syllabus. There are no other opportunities for credit other than those documented in this syllabus. Grades on assessments are allocated based upon demonstrated mastery of the materials and skills as evaluated by the instructor and/or TAs. Students must complete the topic paper, the final exam, and one of the two tests to pass the course.

**Grading Method:** All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

| <b>Grade</b> | <b>Numerical Course Average (Range)</b> |
|--------------|---|
| A+           | 90-100                                  |
| A            | 85-89                                   |
| A-           | 80-84                                   |
| B+           | 77-79                                   |
| B            | 73-76                                   |
| B-           | 70-72                                   |
| C+           | 67-69                                   |
| C            | 63-66                                   |
| C-           | 60-62                                   |
| D+           | 57-59                                   |
| D            | 53-56                                   |
| D-           | 50-52                                   |
| F            | 49 and below                            |

**Tests:** Tests will be held online via onQ Feb 17<sup>th</sup> and in-class or/online Mar 21<sup>st</sup> during regularly scheduled class time. The exam will cover all course content, including but not limited to lecture material, assigned readings, Coglabs, and live zoom sessions. Tests 1 and 2 are non-cumulative. The final exam is cumulative. You may only have your student card and writing implements visible during the test. Phones, dictionaries, pencil cases, etc. are strictly prohibited during the test. Please ensure your cell phone is turned off. Students will not be permitted to

enter the after another student has completed the test and exited the room. Students who arrive late to an exam will not be provided with additional time.

Failure to write one of the tests on the assigned date will result in a “0” for that test, barring exceptional circumstances which must be approved by the instructor prior to the scheduled exam date when possible. Exceptional circumstances are limited to serious illness or on compassionate grounds. Students will not be excused from exams on the basis of work schedule or recreational activities, including travel plans.

Students who miss one of the two midterms and have been excused from the exam (such as by an approved academic consideration), will have their grade reweighted in the following manner: 30% written test, 40% final exam.

**Coglabs:** 5% of your final grade is based upon completion of assigned Coglab activities. All Coglabs must be completed by 11:59pm on the due date. You may complete the Coglabs at any time prior to the deadline. In the interest of universal design for learning, Coglabs are graded best 7/8. This means that if you do not submit a Coglab for any reason (including but not limited to short-term academic consideration, late enrollment, technical difficulties, or unforeseen events), then the missed Coglab will not count against your grade.

Be sure to read and understand the instructions and the debriefing for each Coglab. Any of this information may be tested on exams. Coglab is access via Mindtap. **You must register with your full name in the correct course in order to receive credit for completed Coglabs. Do not include any punctuation or diacritical marks in the spelling of your name.** You receive a passcode to Mindtap with your textbook. If for any reason you do not have a passcode from a textbook, you can request temporary access for 14 days by going to <https://www.cengage.com>, registering for a student account, and following the prompts. Once you have completed the Coglab, your participation is automatically recorded on Mindtap – there is nothing to submit to onQ.

| Due by 11:59pm on: | Coglab               |
|--------------------|----------------------|
| Thurs Jan 20       | Müller-Lyer Illusion |
| Thurs Jan 27       | Visual Search        |
| Thurs Feb 3        | Operation Span       |
| Thurs Feb 10       | Levels of Processing |
| Thurs Mar 3        | False Memory         |
| Thurs Mar 10       | Prototypes           |
| Thurs Mar 17       | Mental Rotation      |
| Thurs Mar 31       | Wason Selection      |

**Mastery Training:** 5% of your course grade will be based upon completion of Mastery Training (to level 1) for each chapter of the textbook. This activity facilitates distributed practice for key concepts. Grades will be assigned based upon the mastery score for each chapter. You may complete Mastery Training at any time prior to the scheduled deadlines. However, do not wait

until the due date to begin. Each section is estimated to take approximately 20 minutes over 4 days. In the interest of universal design for learning, each chapter of Mastery Training are graded best 12/13. This means that if you do not complete one chapter's mastery training for any reason (including but not limited to short-term academic consideration, late enrollment, technical difficulties, or unforeseen events), then the missing score will not count against your grade.

| Due by 11:59pm on: | Mastery Training |
|--------------------|------------------|
| Feb 16             | Chapters 1-5     |
| Mar 20             | Chapters 6-9     |
| April 7            | Chapters 10-13   |

**Topic Papers:** Students will develop a question regarding a cognitive process in the context of everyday life and attempt to answer the question by examining and reporting primary literature. Further information will be available onQ and discussed in class.

**Assignment submission & Late assignments:** Topic papers are submitted through the course onQ in .doc(x) format. Coglabs and Mastery Training activities are completed via Cengage. Emailed assignments are not accepted and will not be graded. Students may access MS word via Microsoft 365: <https://www.queensu.ca/its/software/available-software/microsoft-365-apps-enterprise/tutorials/office-windows>

Unreadable/incorrect/corrupt/empty/incomplete files or files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted. Students are not permitted to revise their submissions in any manner once the deadline is passed. It is the student's responsibility to ensure that their document is (1) readable and (2) in the correct format.

In the interest of Universal Design for Learning, students are allotted a 72-hour grace-period for submission of all assignments (with the exception of tests and the final exam). Submissions after these deadlines will be subject to a 15% penalty per day and will not be eligible for credit 3 days after the grace period has expired.

**Timing of Final Examinations:** The final exam is cumulative and will cover all course materials, including lectures, Coglabs, live zoom sessions, and readings. The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. See <https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies> for departmental policies regarding missed final exams.

**Winter term deferred exam period** May 12th-15th 2022: Students receiving permission to write a deferred final exam are expected to write their exam during this deferred exam period.

Requests for individualized deferred exam dates will not normally be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply. The Exams Office will set a conflict-free schedule for each student.

**Course Feedback:** At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys, questionnaires, and exit tickets. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback will be sought throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

**External Software:** This course makes use of Cengage for Coglabs and Mastery Training. Be aware that by logging into the site, you will be leaving onQ, and accessing the Cengage platform. Your independent use of that site, beyond what is required for the course, is subject to the Cengage terms of use and privacy policy. You are encouraged to review these documents, using the links here, before using the site: <https://www.cengage.ca/legal/terms-gale/>, <https://www.cengagegroup.com/privacy/>

Students are encouraged to work with the most recent versions of software, including web browsers, Java, Flash, and Adobe Reader.

**Web Browsers:** onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ. For technology support ranging from setting up your device, issues with onQ or to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

**Discussion Guidelines:** University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

**Accommodations for Disabilities:** Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a

disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

**Academic Consideration for Students in Extenuating Circumstances:** Assignments in this course have been designed with flexibility for academic consideration for all students: 72 grace period for assignment submission, best 7/8 Coglabs, best 12/13 Mastery Training. This means that "Short term Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) are not applicable and long-term requests will be handled on a case-by-case basis if required.

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor Name: Jillian O'Connor

Instructor email address: [jillian.oconnor@queensu.ca](mailto:jillian.oconnor@queensu.ca)

Your professor requests email/phone communication within 2 days of receiving verification of your Consideration request. Students are encouraged to submit requests as soon as the need becomes apparent and to contact their professor as soon as possible once consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).



**Academic Integrity:** Queen's students, faculty, administrators and staff all have responsibilities for upholding the [fundamental values of academic integrity](#); honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Issues of academic integrity that are particularly relevant to this course are as follows (adapted from <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>):

1. **Plagiarism:** Presenting another's ideas or phrasings as one's own without proper acknowledgement. For example: Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement, copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, or submitting the same piece of work in more than one course without the permission of the instructor(s).
2. **Use of unauthorized materials,** such as possessing or using unauthorized study materials or aids during a test copying from another's test paper, using unauthorized calculator or other aids during a test, unauthorized removal of materials from the library, or deliberate concealment of library materials.
3. **Facilitation:** Enabling another's breach of academic integrity, such as by making information available to another student, knowingly allowing one's essay or assignment to be copied by someone else, buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.
4. **Falsification:** Misrepresentation of oneself, one's work, or one's relation to the University, such as by altering transcripts or other official documents relating to student records, impersonating someone in an examination or test, submitting a take-home examination written, in whole or in part, by someone else, or fabricating or falsifying laboratory or research data.

**Copyright of Course Materials:** Unless otherwise stated, all course materials are copyrighted and are for the sole use of students registered in PSYC 221. The materials may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in this course. Course materials created by the course instructor,

including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. 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 (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express written 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.

**Turnitin Statement:** This course uses 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 to detect plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process. Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), 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, 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.

**Equity, Diversity and Inclusivity Statement:** Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

**Expectations:** Students in this course are expected to attend class (in both body *and* mind), be prepared to learn, participate, and contribute productively to the course environment. Students can help prepare themselves by reading the assigned material before class (recommended) and keeping up to date on materials e.g., via onQ. Students must take personal responsibility for their learning and actions, such as by taking the initiative to try to find the answers to their questions, clarify concepts, and complete required assignments to the best of their ability. In

turn, students can expect that I will provide a welcome and stimulating class environment. I value equity, fairness, and transparency in all aspects of the course. I encourage student questions, discussions, and engagement, whether in-person or online. I will act as a guide to the course content, provide supplementary information, and highlight important concepts. I have high expectations for students and will do my utmost to help each student excel. Throughout this course, there will be opportunities for you to interact with your instructor, TA, and your peers. The professor, TA, and students in this course are expected to “act in good faith,” which means fair and honest dealings, interactions, and communications. You are expected to behave with integrity at all times, both in face-to-face interactions and when engaging with each other online. See the discussion guidelines which I expect each of us to adhere to when interacting with one another, whether in person or online.

**Participant Pool Information:** Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department’s Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

**How to sign up for studies:** We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3<sup>rd</sup> week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information in the 3<sup>rd</sup> week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

**What if I don't want to participate?** Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

**Off-Campus Students:** please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

**What if I can't make a research appointment?** Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 *unexcused* no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

**Who should I contact for help?** \*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at [participant.pool@queensu.ca](mailto:participant.pool@queensu.ca).