

## Alternate Assignment for Research Participation Credits

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- **Submission Deadline:** The deadline for submitting alternate assignments is **April 6 at 5 PM**.
- **Grading:** Assignments will receive a pass or fail.
- **Grading Deadline:** All assignments will be graded and credits posted to Sona by **April 11 at 5 PM**.
- All inquiries about alternate assignments should be addressed to [ppadmin@uoguelph.ca](mailto:ppadmin@uoguelph.ca). **YOUR COURSE INSTRUCTOR AND TAS DO NOT READ NOR GRADE ALTERNATE ASSIGNMENTS.**

Participation in research studies has been an important part of the Psychology Department's curriculum for decades. Participating in a research study gives you first-hand experience with the research process and the science of psychology. Participation also enables you to actively contribute to the success of ongoing research at the University of Guelph.

Participation in research should be voluntary. If you do not want to participate in research, you have the option of completing alternate assignments to satisfy the research-participation component of your course. Completing alternative assignments involves reading one of the research articles from the [Approved Article List](#) below, and then sending a 400-500 word written summary and critique of the article to the Participant Pool administrators at [ppadmin@uoguelph.ca](mailto:ppadmin@uoguelph.ca). Each alternate assignment you complete satisfactorily is equivalent to a 1 credit research experiment. You may complete as many assignments as needed to fulfill the research participation component of your course, although you must select a new article from the approved list each time. You are also welcome to fulfill the research participation component of your course using a combination of alternate assignments and participation in studies.

### Your summary and critique should describe:

- The background and purpose of the study.
- The methods used in the study, making sure to note the specific hypotheses tested, and any independent and dependent variables.
- The key findings and implications of the study. We do not expect you to fully understand all of the statistical tests as many of these tests are only taught in upper year courses. Based on the authors' discussion of their results, however, you should be able to identify the key findings and how this article contributes to the field of psychology.
- Your personal assessment of the article. Were there any aspects of the research that you found particularly interesting or well executed? Were there any aspects that seemed weak or strange?

### Mandatory formatting of your assignment:

- Microsoft Word 2003 format (i.e., .doc) and Portable Document Format (.pdf).
- 400-500 words.
- Double spaced, 12-point Times New Roman font, with 1 inch margins.
- **Assignments that do not meet the formatting requirements will not be graded.**

### Submitting your summary and critique:

- E-mail your summary and critique to [ppadmin@uoguelph.ca](mailto:ppadmin@uoguelph.ca)
- The subject line must read "Alternate Assignment [Article title], course and section number"
- Late assignments will not be accepted. The submission deadline is **April 6** at 5 PM.
- You will receive a confirmation of receipt within one week of submission.

## Grading

- The summary is graded by the administrators of the participant pool as being either satisfactory or unsatisfactory (i.e., pass/fail). If your assignment is graded as satisfactory you will receive 1 participation credit (i.e., equivalent to participating in a 1-credit research experiment). No credit is awarded for unsatisfactory assignments.
- To receive a grade of satisfactory, the writing in your summary must be clear and easy to understand and the summary must address all of the points listed under the section “Your summary and critique should describe” above.
- **Late assignments will automatically be graded as unsatisfactory.**
- Once we receive your alternate assignment, you will receive a confirmation e-mail and a grade posted on Sona within one week.
- **PLEASE NOTE THAT YOU WILL NOT BE ABLE TO RE-DO ALTERNATE ASSIGNMENTS IF THEY ARE GRADED AS UNSATISFACTORY.**

## Approved article list

- Bartz, J. A., Tchalova, K., & Fenerci, C. (2016). Reminders of social connection can attenuate anthropomorphism: A replication and extension of Epley, Akalis, Waytz, and Cacioppo (2008). *Psychological Science*, 27, 1644-1650. [\[LINK\]](#)
- Carpenter, J., Preotiuc-Pietro, D., Flekova, L., Giorgi, S., Hagan, C., Kern, M. L., ... & Seligman, M. E. (2017). Real men don't say “cute”: Using automatic language analysis to isolate inaccurate aspects of stereotypes. *Social Psychological and Personality Science*, 8, 310-322. [\[LINK\]](#)
- Credé, M., & Phillips, L. A. (2017). Revisiting the power pose effect: How robust are the results reported by Carney, Cuddy, and Yap (2010) to data analytic decisions? *Social Psychological and Personality Science*, 8, 493-499. [\[LINK\]](#)
- Day, M. V., & Fiske, S. T. (2017). Movin' on up? How perceptions of social mobility affect our willingness to defend the system. *Social Psychological and Personality Science*, 8, 267-274. [\[LINK\]](#)
- Hsee, C. K., & Ruan, B. (2016). The Pandora effect: The power and peril of curiosity. *Psychological Science*, 27, 659-666. [\[LINK\]](#)
- O'Brien, F., Bible, J., Liu, D., & Simons-Morton, B. G. (2017). Do young drivers become safer after being involved in a collision? *Psychological Science*, 28, 407-413. [\[LINK\]](#)
- Rattan, A., Savani, K., Chugh, D., & Dweck, C. S. (2015). Leveraging mindsets to promote academic achievement: Policy recommendations. *Perspectives on Psychological Science*, 10, 721-726. [\[LINK\]](#)