

# Introduction to Feminist Research in Psychology: Theory, Methods, and Practice



PSY 493 | FALL 2020 | 3 Credits  
Online Instruction for COVID-19  
Instructor: Dr. Lucy Thompson

## Contact Information

Instructor's name: Lucy Thompson

Pronouns: She/Her/Dr.

Email: [aymorluc@msu.edu](mailto:aymorluc@msu.edu)

Office Hours:

- **Mondays** at 3:00pm – 5:00pm (Eastern Time Zone)
- Outside of these times by appointment.

Research Consultations:

- **Tuesdays and Wednesdays** at 1:00pm - 5:00pm (Eastern Time Zone)
- Outside of these times by appointment.

### Scheduling a meeting:

To schedule office hours or a research consultation, click on the google calendar link below and book an appointment slot ([click this link for more information about Google appointment slots](#)). When you book an appointment, you will create a calendar appointment with a Zoom link and password. Use this information to access the meeting.

Booking link: [Click here to book an appointment via Google Calendar](#)

***Please book appointments by 5pm the day before.***

Contacting me:

If you have questions about the lectures, activities, or assignments, you should utilize the discussion boards in D2L in the first instance. I will be actively monitoring the discussion boards for the course and you will receive a faster response to your question if you post it here. If you have a question, it is also highly likely that somebody else has the same question. Discussion boards are a useful shared resource for questions and answers, which can benefit the whole group. Before you post a question about the course, make sure you've checked the syllabus and the D2L site. If you have a question that is specific to your situation or sensitive in nature, please contact me directly.

The best way to reach me directly is to book an appointment in office hours or send me an email. I typically check email throughout the day, but only reliably during normal business hours (9 am – 5 pm; Monday - Friday). I typically respond to emails each day between 4pm and 5pm. If you send me an email in the evening or at the weekend, you should expect a response in

normal business hours. I will try my best to answer your email as quickly as possible, but please bear in mind that some questions will take longer to answer than others. If you have multiple queries, please include these in one email to ensure an efficient and timely response.

## About this Course:

This is an upper level writing course exploring one specific area of psychological knowledge and practice in depth. In this class, you will learn about issues in the field of feminist psychology, along with the origins, assumptions, and goals of this diverse field. You will also learn about feminist research and use your learning to complete your own qualitative research project on a chosen topic. This course is suitable for students who are committed to advancing feminist goals through their work. This course will be of interest to students wishing to learn more about critical and feminist issues in the field of psychology and develop research skills in this area.

## Course Description

Psychological knowledge is largely derived from white, androcentric narratives about human behavior and its 'causes'. Within mainstream Euro-American psychology, theories and assumptions are largely modelled on classic research, derived from samples of mainly white, cisgender, heterosexual, middle-class men. Feminist psychology developed out of a politics of inclusion, which sought to transform this androcentric, universalized narrative. This course explores the historic emergence of the discipline of feminist psychology through to contemporary debates within the field, and moves beyond the borders of American psychology toward diverse global feminist perspectives. Specifically, this course provides an opportunity to develop practical research skills and expertise in the field of feminist psychology through completion of an independent research project on a chosen and relevant topic.

## Learning Objectives

- Develop a critical understanding of feminist psychological theory, methods, and practice.
- Gain an applied understanding of feminist research design, data collection, and analytical techniques in psychology.
- Obtain practical skills in data collection, analysis, interpretation, and reporting through completion of a research project on a topic related to feminist psychology.

## Required Reading

**We will not be using a textbook in this class.** Readings consist of journal articles and selected book chapters. All readings will be posted to D2L. These readings provide the basis for class lectures, research activities, and assignments.

## Prerequisite

This course provides an introduction to the field of feminist research in psychology. A foundational understanding of mainstream psychological research and perspectives at the 100, 200, or 300 level is beneficial, but not required. You do not need any prior knowledge of feminist psychology or qualitative research to take this course.

## Course Delivery

This course has been redesigned from an in-person format to an **online asynchronous** format due to the COVID-19 pandemic. This format has been chosen to allow you maximum flexibility as you manage your studies this semester. Everybody's schedule will be different, and asynchronous delivery allows you to access the course content and plan your studies in ways that work best for you and your schedule.

### Course content:

In this course, you will complete and report an independent qualitative research project using the content and resources provided. The course is delivered via weekly modules in the D2L course site. Each week, the class content will support you to move one step closer to completing your coursework and assignments. This will require active learning, including:

- Watching mini-lectures, taking notes, and integrating perspectives/ideas into your work.
- Reading journal articles and book chapters in order to understand principles, assumptions, and methods; taking notes; integrating perspectives/ideas into your work.
- Completing independent research activities using lectures, readings, and worksheets.
- Completing assignments based on your research activities and using assignment guides.

The course is arranged in a lecture/workshop format. Lectures are asynchronous and will be recorded and uploaded into D2L. Lectures will review key content from the readings and present information about the weekly activities. Lectures do not replace or substitute readings. Workshops are also asynchronous. Workshops will be completed using worksheets, which will be uploaded into D2L. These worksheets will help you to complete your research activities. The lecture(s) and readings will inform and guide your research activities each week.

**Content should be completed in the order it is posted in the D2L site.** For example, if the lecture is posted at the top of the list of content for the week, followed by the readings and then the worksheet, you should watch the lecture, then complete the readings, then complete the worksheet. All weekly course materials will be released at the same time each week to give you maximum flexibility in managing your learning, but you should complete the activities in the order they are listed.

Instructor interaction and support:

Opportunities for one-on-one synchronous interaction and support are available via office hours, and weekly research consultation sessions.

- **Office hours** are on Mondays at 3:00pm-5:00pm or outside of these times by appointment. If you are not free at this time, please email to arrange an alternative and mutually convenient time for us to meet. Please note that I am typically engaged in research activities on Thursdays and Fridays, so my time on these days may be more limited.
- **Research consultations** are on Tuesdays and Wednesdays at 1:00pm -5:00pm in weeks 3-14 (except for Thanksgiving week). Research consultations provide dedicated time to discuss your research, ask questions, and seek further guidance on specific aspects of your work. **These sessions are entirely optional.** If you are happy following the course materials asynchronously and using the discussion boards, that is absolutely fine. However, if you have questions or would like to discuss ideas, appointments provide time to do this. Appointments are 15 minutes long, so please prepare accordingly and come with specific questions about your work so that we can use the time effectively. Appointments can be booked via the Google Calendar link provided in the 'Scheduling a meeting' section on page 2 of this syllabus.

**Important note on Zoom and camera use:** Your privacy is very important. There is no obligation or pressure to turn on your camera in our meetings. **I will always assume that we are not using our cameras, unless you choose to turn on your camera in the meeting.** If you turn on your camera, I will turn on mine, but there is no obligation to do so.

## D2L Course Site

The syllabus, lectures, readings, activities, and information for assignments can all be found on the D2L course site. **To get started with this course in D2L, visit the 'Start Here- Week 1' section.** Weekly modules will be released via D2L at **5pm on Sunday** before the beginning of each week. You may complete weekly activities at your own pace during each week, but you should aim to complete the activities by the end of each week to stay on track with this course.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the Distance Learning Services Support Site: [Click here to access the Distance Learning Services Website](#)
- Visit the Desire2Learn Help Site: [Click here to access the D2L Help Site](#)
- Or call Distance Learning Services: 1-800-500-1554 or 517-355-2345

## Technical Requirements

To access the course, you will need a stable internet connection that allows you to access the course, stream and/or download course content from D2L, and upload written and video assignments. Please contact me immediately if you need a workaround for this and I will do what I can to help.

### Computer Skills:

To complete the course, you will need to know how to write in a word processing program, use presentation software, record a research presentation and upload it to a D2L discussion thread, search a library database, book appointment slots in Google Calendar, and connect to a virtual meeting.

## Policy on Presence

Students in this class are adults who can be trusted to manage competing demands on their time and attention. This course has been designed in recognition that our day-to-day lives now carry more demands than we ordinarily have to deal with, and gives you the flexibility to construct a schedule that works for you. However, with this freedom comes the responsibility to actively manage your time. While there are no synchronous sessions to attend, **'attendance' in this class means completing the weekly course content and activities, engaging with me as necessary and appropriate, and submitting your assignments correctly and in a timely manner.**

On some occasions - especially during these difficult and unpredictable times - it may not be possible to engage with the materials and/or complete activities as planned in a given week. If this happens, you should communicate with me about the situation so that we can put appropriate measures in place. My main priority is to support you to learn something valuable this semester, but our bigger priority is our health, safety, and wellbeing. I am here to support you as we all try to balance these contending priorities, and we will find a way through this semester together.

## Assignments

This is a writing course. With the exception of one research presentation, all of the assignments are written assignments. There are no exams for this course. A total of 500 points are available for this course. These points are split between four written assignments, a completed workbook based on your research activities, and a research presentation/review.

Activity	Points	% of final grade
Assignment 1: Introduction & literature review	75 points	15%
Assignment 2: Methodology	75 points	15%
Assignment 3: Analysis	100 points	20%
Assignment 4: Final research paper	150 points	30%
Workbook	50 points	10%
Research presentation	25 points	5%
Presentation reviews	25 points	5%
<b>Total</b>	<b>500 points</b>	<b>100%</b>

### Written Assignments

Your four written assignments constitute four sections of a research report/draft manuscript based on your research activities. **You have the opportunity to receive feedback on assignments 1, 2, and 3, and resubmit improved versions with assignment 4.** Below is an overview of each assignment. Detailed **content guides and rubrics** for the assignments are available in the D2L course site. These documents contain specific information about the content to be included in each assignment. **Please read these carefully and follow the guidance when preparing your assignments.**

#### Assignment 1: Introduction & Literature review (75 points)

The introduction and literature review should be **1000 words**, not including references. This assignment constitutes the first of four sections that will together comprise a research report/draft manuscript based on your research activities. The introduction and literature review should include the following:

- An introduction to the broad topic area you chose to study
- Identification of the specific focus of the study
- Review of the literature, identifying gaps to justify the specific focus of the study
- Research aims based on gaps in the literature

***Assignment 1 is due at 5:00pm on Friday 10.02.20***



## Assignment 2: Methodology (75 points)

The Methodology should be **1000 words**, not including references. In this section, you should provide a justification for the methodological approach you adopted, and a detailed description of the data collection process. The methodology section should include the following:

- A statement and justification of the overall research design: Why was this design the most appropriate for your study?
- Data collection approach, including a detailed description of sampling criteria; ethical considerations
- Detailed description of data collection process: How/where did you find your data?
- Detailed description of the full data sample, including type of data; sources; number of units of analysis; average length of units of analysis

***Assignment 2 is due at 5:00pm on Friday 10.23.20***

## Assignment 3: Analysis (100 points)

The analysis should be **1500 words**, not including references. In this section, you should give a description of the analytical approach, followed by a detailed description of your findings. The analysis section should include the following:

- Analytical method and steps: Give an overview of the selected analytical method (e.g. thematic analysis; discourse analysis), justification for selecting this method, and a detailed description of the analytical steps, including examples from your data.
- Report of the research findings (i.e. main themes or discourses identified). This should include a description of each theme or discourse, followed by illustrative extracts from the data with explanation/interpretation to show how each extract illustrates that theme or discourse.

***Assignment 3 is due at 5:00pm on Friday 11.13.20***

## Assignment 4: Final research paper (150 points)

The final research paper should be **4500 words**, not including references. The final research paper should include **revised versions of assignment 1** (Introduction and literature review), **assignment 2** (Methodology), **assignment 3** (analysis), and **an additional section: Discussion of findings**.



## Discussion of findings

The discussion of findings section should be **1000 words**. The discussion can be integrated with the analysis, or presented in a separate section. The discussion section should present a theoretical account of the findings in relation to previous research, discussion of the implications of the findings, and recommendations for future research. The discussion section should include:

- Discussion of how your findings relate to previous research and theory, including research discussed in your literature review, to contextualize your findings in relation to previous findings.
- Consideration of the implications of these findings: For example, do your findings confirm previous research, or did you discover something new? What do your findings contribute to the field of knowledge around your chosen topic more broadly? How do your findings change understandings of your chosen topic (if at all)?
- Recommendations for future research and practice based on your findings.

***Assignment 4 is due at 5:00pm on Friday 12.4.20***

## Workbook (50 points)

Throughout the semester, you will complete worksheets that will help you to design and carry out your research. These worksheets will provide guided activities for your research project, including identifying a research topic and focus, developing research aims, designing a sampling strategy, and completing your analysis. You should complete these worksheets each week in order to make progress on your research project. At the end of the semester, you will submit all of the completed worksheets, and any additional materials you developed while carrying out your research, as one complete workbook. There is no word limit for the workbook.

***Workbooks are due at 5:00pm on Friday 12.11.20***

## Research Presentation (25 points)

Your research presentation should give an overview of the research completed for this class and should be submitted as a recorded presentation to the 'Final Research Presentations' discussion thread in D2L. Presentations should be no longer than 10 minutes. Include the title of your research project as the subject line when posting your presentation. When recording your presentation, you can use any form of recording method you like, and you are free to choose whether you would like to appear in your recording, or record only the slides. You may use any visual method you like to present your research (e.g. PowerPoint; Prezi; Infographic), but your presentation should be *accessible* ([click this link for guidance](#)) and include the following information:

- Title of the project and name of presenter
- Research topic, aims, and rationale for the project
- Data collection and analysis: Data collection process; sample information; analytical steps
- Findings: Main themes and/or discourses
- Discussion and recommendations for future research

***Presentations are due at 5:00pm on Wednesday 12.9.20***

Presentation Reviews (25 points)

As part of the presentation process, you will also watch and review **2 presentations** posted by other students in the class. Peer review is a central part of academic practice, and this activity is designed to help you develop skills in this area.

For the presentation reviews, you will pick two presentations posted by others in the 'Final Research Presentations' discussion thread. You will then provide a review for each presentation, using the guidance in the assignment guide for Research Presentations and Reviews, which is provided in D2L. Reviews should be posted as a reply to the original presentation post.

Guidance for choosing presentations to review:

- When picking presentations to review, choose topics that are relevant to your interests or connected to your own research.
- Please only select presentations with fewer than 2 reviews. If a presentation already has 2 reviews, please choose another so that all presenters have the opportunity to receive feedback on their work.
- While you only need to review two presentations for this class, you may watch as many as you please, if you are interested. This activity is designed to provide a similar experience to an asynchronous conference, so feel free to watch any of the presentations that interest you.

**PLEASE NOTE: You will not see the other presentations until you have posted your own presentation to the discussion thread. You must post your presentation in order to access the other presentations and complete your reviews.**

***Presentation reviews are due at 5:00pm on Friday 12.11.20***

***Remember: More detailed guidance on assignment content is available in the 'Assignments' module on D2L.***

## Submitting Assignments

You should submit assignments via the agreed submission mode by 5:00pm on the assignment due date. If you cannot submit your work on time, there are a number of accommodations available to you, which are outlined below. All assignments should be submitted electronically, but the submission mode for written assignments is different to presentations and reviews, so please familiarize yourself with the assignment submission procedure for each assignment in advance of the deadline. You should begin the assignment submissions process with sufficient time prior to the deadline, to allow for any technical issues to be resolved.

## Policy on missed or late work

Written assignments, workbooks, and presentations reviews (but not presentations) all have a **no-questions-asked 48-hour grace period**. This provides you with an additional 48 hours (if needed) to complete your work. You are not expected to work on weekends to complete and submit assignments, but this time is available should you need it.

### Written assignments

Written assignments should be submitted to the relevant D2L assignment drop box by 5:00pm on the specified due date. There is a **48-hour grace period** for all written assignment deadlines in this class. You do not need to inform me if you intend to utilize the 48-hour grace period.

### Workbooks

Workbooks are due on Friday December 11<sup>th</sup> at 5:00pm via the D2L assignment drop box. There is a **48-hour grace period** for the workbook deadlines. You do not need to inform me if you intend to utilize the 48-hour grace period.

### Presentations

Presentations are due in week 15 to give you ample time to plan and complete the work. Presentations must be completed or submitted on or before 5:00pm on Wednesday December 9<sup>th</sup> 2020, so that students have time to view and review presentations by Friday December 11<sup>th</sup>. There is **no grace period** for presentations, because other students will need to access these in order to complete their reviews. Please work on your presentation throughout the semester to ensure that you submit your presentation on time for review.

### Presentation reviews

Presentation reviews are due by Friday December 11<sup>th</sup> at 5:00pm. There is a **48-hour grace period** for the presentation reviews. You do not need to inform me if you intend to utilize the 48-hour grace period.

Sickness and/or other unexpected circumstances:

We are living in uncertain and unpredictable times. While it is in your interests to complete the activities on time to keep up in this class, I will understand if you are not able to complete or submit every assignment by the specified due date or time. For this reason, there is a 48-hour grace period for your written assignments, workbook, and presentation reviews. There is **no grace period** for presentations, because other students will need to access these in order to complete their reviews on time. If you find yourself in an unexpected situation that is impacting your ability to complete or submit work **beyond the grace period**, please contact me to negotiate an extension. Please communicate with me **as soon as possible** so that I am aware of the situation, and so we can work to arrange appropriate accommodations.

If you find yourself in a longer-term situation that will limit your ability to complete this class, please contact your academic advisor **as soon as possible**. I will be as flexible as possible with deadlines within the constraints of the course schedule, but if you find yourself in a position that requires more than this, you should discuss your options with your academic advisor.

**Late penalties will be applied if you do not contact me to renegotiate a deadline and submit late work for this class.**

Late penalties

If you do not reach out to arrange a revised deadline, the following late penalties will apply:

- **For assignments with a grace period:** For every calendar day (24 hours) beyond the grace period that the assignment is late without an agreed extension, 10% of the assignment grade will be deducted.
- **For assignments without a grace period:** For every calendar day (24 hours) that the assignment is late without an agreed extension, 10% of the assignment grade will be deducted.
- Assignments that are more than 5 days late **beyond the grace period** and/or **without an agreed extension** will not be accepted, and will be graded at zero.

**PLEASE NOTE:** This policy has been developed to reflect the COVID-19 pandemic. The course policy on late or missed work is flexible for this reason. Please use this policy responsibly, and bear in mind that extensions may impact your ability to receive timely and useful feedback on your work.

# Class Schedule

Lectures (L) are in white; Workshops (W) are in grey

Week	Block	Week beginning		Topic	Reading
1	Introduction	09/02/20	L	No Lecture or Workshop -	Read Syllabus and 'Start Here' materials.
			W	Complete 'Start Here' module.	
2		09/07/20	L	Introduction to PSY 493	Review D2L site and 'Week 2' module activities.
			W	No workshop	
3	Block 1: Perspectives and Themes	09/14/20	L	Introduction to feminist psychology(ies)	Capdevila & Lazard (2015) <i>Psychology of women: questions of politics and practice</i>  Segalo & Kiguwa (2015) <i>Through our own eyes: A conversation between two South African psychology feminist scholars</i>
			W	Identifying a research topic	
		09/18/20	Fri	<i>Send proposed research topic via email to <a href="mailto:aymorluc@msu.edu">aymorluc@msu.edu</a></i>	
4		09/21/20	L	Mainstream psychology & Feminist critiques	Thompson (2017) <i>Mainstreaming 'Women' without feminisms in psychology</i>  Bohan (1993) <i>Regarding Gender: Essentialism, Constructionism, and Feminist Psychology</i>
			W	Literature review workshop: Building a rationale	
5		09/28/20	L	Feminist research and practice in psychology	Mattos (2015) <i>Feminist psychology: Researches, interventions, challenges</i>  Walsh (2015) <i>Objectivity and Intersectionality</i>  Wilkinson (1988) <i>The role of reflexivity in feminist psychology</i>
			W	Designing research questions and aims	
		10/02/20	Fri	<i>Assignment 1 Due at 5:00pm via D2L drop box</i>	
6	Block 2: Research Methodology	10/05/20	L	Feminist methodologies and approaches	Gergen (2017) <i>Qualitative methods in feminist psychology</i>  Rosenthal (2016) <i>Incorporating Intersectionality into Psychology</i>
			W	Research design workshop: Introduction to qualitative research design	
7		10/12/20	L	Feminist research design	Rutherford, Capdevila, Undurti & Palmary (2011) <i>Feminisms and Psychologies</i>  Cole (2009) <i>Intersectionality and research in psychology</i>
			W	Research design workshop: Designing your study	

Week	Block	Week beginning		Topic	Reading
8		10/19/20 (mid-semester)	L	Data collection: Sampling and collecting qualitative data	Evans, Elford & Wiggins (2011) <i>Using the Internet for Qualitative Research</i>
			W	Data collection workshop	
		10/23/20	Fri	<b>Assignment 2 Due at 5:00pm via D2L drop box</b>	
9	<b>Block 3: Data Analysis</b>	10/26/20	L	Data analysis 1: Thematic analysis	Terry, Hayfield, Clarke & Braun (2017) <i>Thematic Analysis</i>
			W	Data Analysis Workshop	
10		11/2/20	L	Data analysis 2: Discourse analysis	Arribas-Ayllon & Walkerdine (2017) <i>Foucauldian Discourse Analysis</i>  Farvid & Braun (2013) <i>Casual Sex as 'Not a Natural Act'</i>
			W	Data analysis	
11		11/9/20	L	No lecture – Time for data analysis	<b>No set reading</b>
			W	Data analysis	
		11/13/20	Fri	<b>Assignment 3 Due at 5pm via D2L drop box</b>	
12	<b>Block 4: Interpreting and reporting findings</b>	11/16/20	L	Interpretation: Developing a theoretical account	Willig (2017) <i>Interpretation in Qualitative Research</i>
			W	Data interpretation: Developing a narrative	
13		11/23/20	L	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>  Leavy & Harris (2019) <i>Public Scholarship and Critical Perspectives</i>
			W	Data interpretation: Developing a narrative	
14		11/30/20	L	Presenting Qualitative Data	<b>No set reading</b>
			W	No workshop – Time to work on assignment 4; Presentation; Workbook.	
		12/4/20	Fri	<b>Assignment 4 Due at 5pm via D2L drop box</b>	
15	<b>Last week of classes</b>	12/7/20	L	No lecture or workshop – Submit Presentation; Presentation Reviews; Workbook	<b>No set reading</b>
			W		
		12/9/20	Wed	<b>Research presentation due via D2L Discussion Thread</b>	
		12/11/20	Fri	<b>Presentation reviews due via D2L Discussion Thread Workbook due via D2L drop box</b>	

## Grading Policy

Grade	Points
4.0	450 – 500 points
3.5	425 – 449.9 points
3.0	400 – 424.9 points
2.5	375 – 399.9 points
2.0	350 – 374.9 points
1.5	325 – 349.9 points
1.0	300 – 324.9 points
0.0	Less than 300 points

**Please do not ask me to adjust your grade unless you think I have made an error in the grade calculation or reporting:** It is a violation of both university policy and ethical and fair practice to 'bump up' grades for individual students. If you think I have made an error in calculating your final grade, please notify me immediately. I will only adjust a grade in the event that I have made an error in the grade calculation. Under no other circumstance should you email me to request an adjustment to your grade.

## Accommodations for students with disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](https://www.rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please bring this form to me in my office hours at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored. You can find out more here: <https://www.rcpd.msu.edu/>

## Classroom Practices

This class is built around the feminist principles of shared respect, collaboration, dignity, and safety. In online spaces, there is an expectation that all participants will work to uphold these principles. In this class, we value each other as peers who bring unique knowledge and expertise based on our different histories and experiences, and encourage a culture of care and inclusion. We also recognize that, within and outside of academic spaces, systematic oppression excludes some whilst providing others with disproportionate privilege and power. This class provides space in which to question and challenge systematic oppression, not uphold it. With this in mind, it is our shared responsibility to:

- Interact in ways that demonstrate respect for others.



- Reflect on the assumptions we bring to a particular topic (and where these come from).
- Consider the systems of privilege and oppression at work in our own lives and the lives of others, and understand their impacts on our relationships with others.

Some of the topics covered in this course may be sensitive in nature, and may resonate with us personally. Following the principle that ‘the personal is political’, our personal experiences often resonate with others, and sharing these within comfortable boundaries can be an empowering experience. However, if there are topics in this class that you find uncomfortable, please do not feel obliged to discuss them in your work. If there are topics that you find impossible to engage with, please talk to me so that we can arrange alternative study. **If you are affected by anything discussed in this class, remember that I am a mandatory reporter, and therefore I must report allegations of sexual assault or sexual harassment, suspected child abuse/neglect, and credible threats of harm to oneself or to others, when they involve MSU students, faculty, or staff (see *Limits to Confidentiality* below). If you do not feel comfortable reporting to me, I can direct you to confidential support, or you can visit MSU’s [Center for Survivors](#) website for resources.**

## Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the [MSU Police Department](#)) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

## Academic Assistance

This is a university and you are expected to produce college level work. If you have any trouble with assignments or the material covered in class, please make an appointment to speak with me as soon as possible. I’d like to see you succeed in class and can work to help find solutions

when you are having difficulties with the course materials. Additionally, the university has resources to assist students, such as the Campus Tutorial Center, the Campus Writing Center, Adult Student Services, and more. A lot is expected of you, but the university has resources available to help you produce your best work.

## Academic Integrity

It is an expectation of this course that written assignments are the product of your own intellectual and research activities, and activities completed in class. It is expected that the written work you submit is a product of your own learning, and represents your own ideas or the ideas of others **when cited**. Assignments will be graded on various criteria, including originality and creativity in the development of ideas. Though it is useful to bounce ideas off of peers, it is not appropriate to prepare individual written assignments in collaboration with others. While I encourage good scholarly practices in academic writing and referencing in this course, I reserve the right to determine appropriate penalties for collaboration or plagiarism on individual written assignments, including the deduction of points.

## Academic Honesty

[Article 2.III.B.2](#) of the SRR states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Psychology adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Therefore, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Website to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment. As faculty, I am required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

## Turnitin

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will

make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool.

**You should submit papers to Turnitin drop boxes without identifying information included in the paper (e.g., name or student number).** The Desire 2 Learn system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Your submissions will be retained only in the MSU repository hosted by Turnitin.

**In choosing to use Turnitin in our class, I have agreed to follow five guidelines.**

They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

**Please read and check this syllabus before asking questions via the D2L discussion threads/email/office hours to make sure I have not already answered your question. If there is anything you need to know that is not included in this document, please get in touch with me and I will be happy to help.**

I look forward to working with you this semester!