

## **PSY 236, Personality Psychology**

**Fall 2019**

**Monday, Wednesday from 12:40 – 2:00**

**In room 118, Psychology**

### Contact Information

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Psychology 224

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349

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### Required Materials

This course will use Tophat, including the custom textbook, *Personality*, I wrote for this course.

You must also read one of the biographies listed at the end of this syllabus. Many are available at the MSU library, and all are available for purchase in paper and online versions through online retailers.

Other readings will be provided to you via D2L. Their due dates are listed on the course calendar below.

Top Hat will be used in this course for the course textbook, as well as attendance, quizzes, in-class activities, and exams. This also means that if you do NOT use Tophat, you cannot get credit for any quizzes or in-class activities, nor can you read the course textbook, which will substantially and negatively affect your grade.

## Course Overview

This course covers major aspects of human personality, with a particular emphasis on the structure of personality and how personality develops across the lifespan from early life through old age.

## Course Goals

At the end of this course, I hope you will have gained an appreciation of (1) both the lawful nature and the complexity of patterns of human personality; (2) why individual differences in personality exist; (3) what the different levels of personality are; (4) how the different levels of personality develops over the lifespan; and (5) how personality science helps us to understand an individual human life.

## Course Calendar

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
8/28/19	Introduction		
9/4/19	What is personality and why does it exist?	Chapter 1	<b>Take home syllabus quiz due</b>
9/9/19	Where does personality come from?	Chapter 2	<b>Homework # 1 due (Big 5 personality test); Deadline for signing up for Top Hat</b>
9/11/19	Scientific study of personality	Chapter 3	
9/16/19	Traits	Chapter 4  Funder, D. C. (1991). Global traits: A neo-Allportian approach to personality. <i>Psychological Science</i> . 2, 31-39.	
9/18/19	Traits		
9/23/19	The emotional core of personality	Chapter 5	<b>Psychobiography assignment # 1 due</b>
9/25/19	Conscientiousness	Chapter 6	
9/30/19	The Big Five	Chapter 7	
10/2/19	Why personality matters	Soto, C. J. (2019). How replicable are links	

		<p>between personality traits and consequential life outcomes? The Life Outcomes of Personality Replication Project. <i>Psychological Science</i>, 30(5), 711-727.</p> <p>Chapter 8</p>	
10/7/19	Why personality matters		
10/9/19	<b>Exam 1</b>	<b>Exam 1</b>	<b>Exam 1</b>
10/14/19	Stability and how personality develops	Chapter 9	
10/16/19	How personality develops		
10/21/19	Motivations	<p>Chapter 10</p> <p>Vergauwe, J., Wille, B., Hofmans, J., Kaiser, R. B., &amp; De Fruyt, F. (2018). The double-edged sword of leader charisma: Understanding the curvilinear relationship between charismatic personality and leader effectiveness. <i>Journal of Personality and Social Psychology</i>, 114(1), 110-130.</p>	<b>Psychobiography assignment # 2 due</b>
10/23/19	Values	<p>Landis, B., &amp; Gladstone, J.J. (2017). Personality, income, and compensatory consumption: Low-income extraverts spend more on status. <i>Psychological Science</i>, 28(10), 1518-1520.</p>	
10/28/19	Interests		
10/30/19	The life story	Chapter 11	<b>Psychobiography assignment #3 due</b>
11/4/19	The life story		
11/6/19	<b>Exam 2</b>	<b>Exam 2</b>	<b>Exam 2</b>
11/11/19	End of life issues		
11/13/19	Personality processes	<p>Caspi, A., &amp; Moffitt, T. E. (1993). When do individual differences matter? A paradoxical theory of personality coherence. <i>Psychological Inquiry</i>, 4(4), 247-271.</p>	<b>Psychobiography assignment #4 due</b>

11/18/19	Personality processes		
11/20/19	Culture	Chapter 12 Ramírez-Esparza, N., Gosling, S. D., Benet-Martínez, V., Potter, J. P., & Pennebaker, J. W. (2006). Do bilinguals have two personalities? A special case of cultural frame switching. <i>Journal of Research in Personality</i> , 40(2), 99-120.	
11/25/19	Person-situation debate: part 2		
11/27/19	Biological bases of personality		
12/2/19	Personality myths		<b>Psychobiography assignment # 5 due</b>
12/4/19	Review		
12/10/19	<b>Final EXAM</b>	<b>12:45-2:45 PM</b>	118 Psychology

## Course requirements

### Attendance and attention.

You should attend all class meetings, and importantly, you should strive to minimize distractions to your learning and maximize your attention to the course. Practically speaking, this means you should refrain from engaging in other activities during class (i.e., checking your phone/the internet) and get yourself into a mindset conducive to learning by listening actively, using smart note-taking practices, and asking questions. I will make slides available to you digitally for you to review, save, and edit. You might consider refraining from using your laptop to take notes. There is evidence that students who take handwritten notes perform better on tests of deep comprehension of material than those who take notes using computer (Mueller & Oppenheimer, 2014). Make the most of your time in class! I will provide you with all slides used in class. You can edit and add notes to the slides using TopHat. Teaching assistants will also post their notes from class on D2L for you to review.

Attendance will be taken using Top Hat. Top Hat has a location identification function that prohibits you from entering an attendance code if you are not in the classroom. I occasionally take attendance more than once during class, so if you leave after submitting the attendance code you may miss the 2<sup>nd</sup> and be marked as absent for that class.

### Completion of assigned readings.

The assigned readings are the primary material for stimulating class discussion and will also serve (along with lecture material) as the basis for exam questions. You are responsible for completing the material listed for each course meeting. I will periodically give short in-class quizzes (using Top Hat) covering material in the readings (see below).

## Exams.

There will be 3 exams. Exams are NOT cumulative (although the last exam is given during our assigned final exam period, it is also not cumulative).

## Quizzes and in-class activities.

I will periodically administer brief (1-4 item) quizzes in class. In addition to providing an incentive for attending class, quizzes provide an opportunity for you to solidify your knowledge of the material. There is consistent evidence that repeated testing of material results in greater learning. Therefore, a subset of quiz items will also appear on your exams. Taking the quizzes gives you advance knowledge of some exam items. Quizzes will be administered using Top Hat; 50% of each quiz grade will be for participation (completing all items) and 50% for correct answers. Therefore, you will get partial credit just for answering the questions. Expect that there will be at least 1 quiz item during each class period, with a maximum of 5 questions in any one class period.

I will administer a take-home quiz regarding the syllabus. The purpose of this quiz is to ensure that you are knowledgeable about the course requirements and have had the opportunity to think about them and plan for the workload ahead. This is to be submitted via the D2L dropbox labeled "syllabus quiz". You should be able to get 100% on this assignment.

We will periodically do in-class activities for which you will receive points via Top Hat for participation.

## Homework and psychobiography assignment.

You will have several opportunities to use the information you learn in this course to demonstrate how personality science helps us to understand ourselves, others, and how people shape their worlds.

First, I will assign a handful of brief homework assignments during the semester. These are to be turned in via D2L on the due date(s), which will be announced in class and via D2L. **There will be between 3-6 such brief assignments over the course of the semester. Each is to be submitted in their own D2L assignment folder.**

Second, you will apply the information you learn in this course to demonstrate how personality science can help us to understand the psychology of an individual person. To do so, you will read one of the biographies listed at the end of this syllabus and complete several short exercises applying personality theory and evidence to the biographical material. The work will be distributed across the semester, and you will be given a grade for each element that you turn in. The final piece of work will be due during finals week. Please know that I consider the clarity and quality of your written work in my grading of those assignments; therefore, you should edit them carefully to eliminate any spelling or grammatical errors and to make sure you are communicating your ideas as clearly as possible. You will be provided with a rubric for each of these prior to their due date.

The **main goal** of these assignments is to **use the information you gained from the book, other course readings, and lecture materials** to inform your reading of the biography or autobiography you chose. You should clearly connect your analysis of the book to material from class and class readings and demonstrate your understanding both of the course

material and how it applies to the subject of your biography/autobiography. Your personal reaction to or analysis of the subject will be less useful in demonstrating your knowledge of personality science than your critical analysis, based on the material you learned in class.

### Psychobiography Assignment # 1: Selecting your biography

For this assignment, please report on which of the biographies listed at the end of the syllabus you have selected for your psychobiography project. One sentence will suffice.

### Psychobiography Assignment # 2: Given an initial impression of your biographical subject

Please submit 1-2 paragraphs describing your initial impressions of your biographical subject, based on what you have read to date. Any of the following are appropriate topics: personality-relevant behaviors, important life events, life circumstances that seem important to understanding his/her personality, and important change over their lifespan. Maximum length =  $\frac{3}{4}$  page, double-spaced.

### Psychobiography Assignment # 3: Describe the basic personality trait structure of your subject

Please submit a description of your biographical subject's profile on the 5 traits that make up the Big Five/Five Factor model of personality (e.g., average, low, high). Provide a rationale/evidence from the biography for your estimate of their standing on each trait. Maximum length = 1.5 pages, double-spaced.

### Psychobiography Assignment # 4: Describe the important motives, life tasks, and values of your subject

Please submit a description of your biographical subject's central motives, life tasks, and values that are relevant to understanding his/her personality. Maximum length = 1 page, double-spaced.

### Psychobiography Assignment # 5: A 3-page description of the personality of your subject

Describe your analysis of your biographical subject's personality, including each 'level' of personality. Provide evidence from the book to defend your analysis. Describe how the subject 'operates' as a function of these personality levels, how their levels combine together to explain important parts of their life, and how their personality can help to understand how their life unfolded. Minimum length = 3 double-spaced pages, maximum length = 5 double-spaced pages.

Here are some common **errors** made by previous students that resulted in **lower grades** on this final psychobiography assignment. Do your best to avoid them. They include: (1) describing the person in ways not relevant to personality/including irrelevant information about the person that is not telling with respect to their personality or personality development; (2) relying on minor examples to characterize personality traits, rather than drawing on multiple examples across the person's behavior, choices, or life trajectory; (3) giving an "armchair psychoanalysis" of the subject (especially trying to explain why the person behaved the way they did as a function of their early home environment), rather than the point of the assignment, which is to do a personality analysis using the concepts you learn in this class (4) only including

an analysis of traits, and leaving out information about the other layers of personality, including motives and narratives.

## Participation in psychological research.

To provide you with firsthand experience with how psychological research is conducted, you will be required to participate in research being conducted in the Department of Psychology through the Human Subjects Participant Pool. Much of the literature on personality traits and processes is based on data collected using just these methods. Seeing “the other side” of research will give you a different perspective as you learn about the findings of research and how to critique its methods.

This assignment is worth 3% of your final grade. To receive full credit, you must complete 3 hours (i.e., 3 credits) of experiments through the SONA system. Sign up for these experiments early in the semester; the last day you can participate is **Friday, December 6<sup>th</sup>**.

It is your responsibility to sign up, participate in the experiments, and to allocate your research credits to PSY236 using the SONA system. The instructor does not have access to a

***Alternative to research participation: If you do not wish to participate in psychology experiments, you may obtain credit by writing a one-page paper for each point (i.e., 3 one-page papers for full credit). If you wish to pursue this option, you must request the paper requirements from the instructor.***

## Submitting things to D2L

**IMPORTANT: I cannot read files submitted using the pages program; you must submit as a word (.doc or .docx) or pdf document or type directly into the submission portal. I will NOT consider late submissions incurred when you attempt to correct the use of a disallowed document format, so please follow this guideline when you submit anything to D2L.**

## Honors option

For students in the Honors College, you may complete an honors option for this course. That entails writing a more detailed version of the final psychobiography assignment (minimum length = 9 double-spaced pages; maximum length = 15 double-spaced pages) that will be graded for achievement of honors by your ability to use the course material critically and the sophistication and clarity of the ideas presented.

To do the honors option, you must initiate an Honors Option Agreement Form, located on the Registrar’s website by selecting “Student-Instructor Forms”. I will approve the agreement and at the end of the semester, if you have satisfied the requirements for Honors, I will complete the approval.

## Grading

**Exams: Total = 50%**

Exam 1: 15%

Exam 2: 17.5%

Exam 3: 17.5%

**Syllabus quiz: Total = 5%**

Syllabus quiz = 5%

**In class assignments & quizzes: Total = 10%**

**Homework assignments: Total = 5%**

**Participation in psychological research: Total = 3%**

**Psychobiography assignments: Total = 27%**

# 1 = 2%

# 2 = 3%

# 3 = 5%

# 4 = 6 %

# 5 = 11%

## Grading Scale

90-100	4.0
85-89	3.5
80-84	3.0
75-79	2.5
70-74	2.0
65-69	1.5
60-64	1.0
<60	Fail



## Disclaimer

**Elements of this syllabus are subject to change per the discretion of the instructor. Any changes to this syllabus will be provided to the students in writing; the syllabus will be updated to reflect any changes and uploaded to D2L. You will be notified in class and via D2L if there are any changes.**

## Top Hat

The deadline for signing up for Top Hat is 9/9/19. On that date, we will begin to use Top Hat for formal evaluation of attendance and for in-class activities and quizzes. If you do not have Top Hat by that date, you will receive grades of 0 for these activities and quizzes and will not have your attendance registered.

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <http://app.tophat.com/e/545484>

Note: our Course Join Code is **425017**

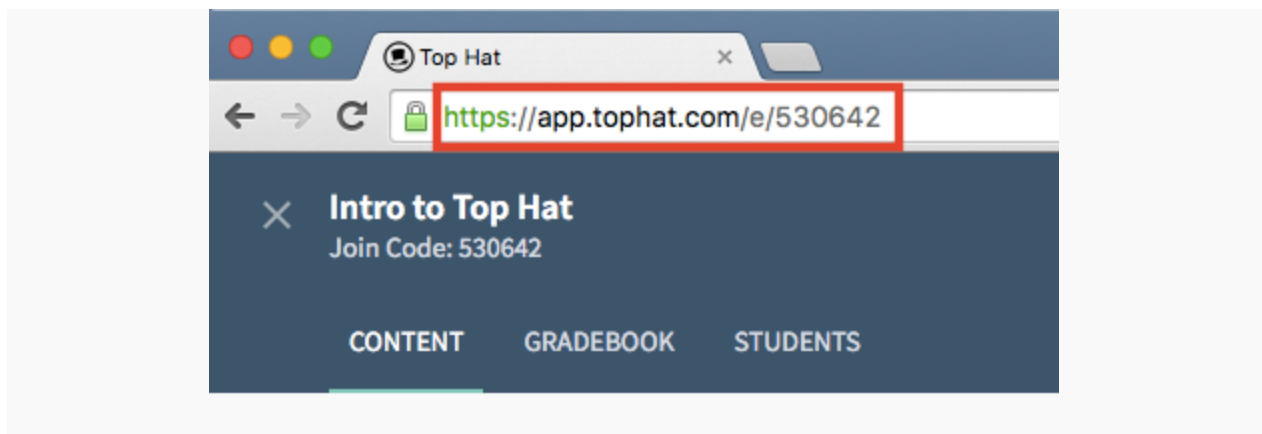
Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: [www.tophat.com/pricing](http://www.tophat.com/pricing).

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, or by calling 1-888-663-5491.

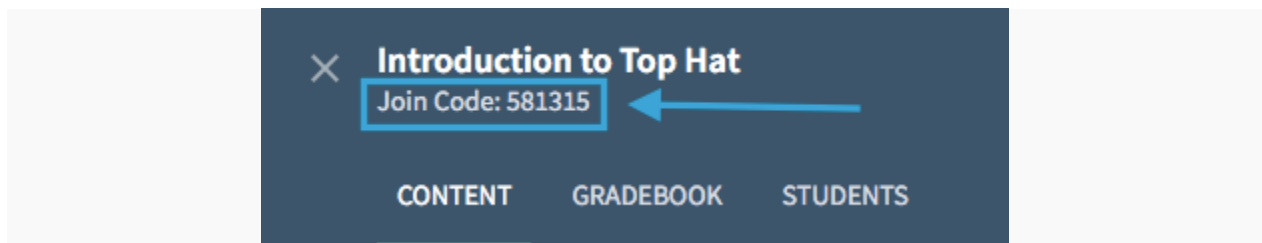
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### Notes:

1) For your unique course URL, when logged into your Top Hat course, simply copy and paste the URL address in the address bar



2) As indicated by the image below, your Course Join Code can be found under your course name in the upper left hand corner of your course



3) If you are teaching different courses or sections with Top Hat you'll want to ensure you modify this blurb for *each* of your courses.

4) The email invitation referenced above refers to the email invitation sent from your course Student Manager - for additional information and instructions on inviting your students to your course please see here: [Professor: Inviting Students to Your Course](#)

## Support

Should you require further assistance with Top Hat, our Support Team is here to help! You can contact us directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, the *Contact Support* button on this page, or calling us at 1-888-663-5491.

## Policies

### Policies regarding attendance

It will be difficult to do well in this course if you do not regularly attend class. You will miss quizzes and graded in-class activities if you fail to attend class. You will receive a grade of 0 for missed quizzes and no-pass for missed in-class activities. I do curve the TopHat participation grades at the end of the semester such that a small number of missed classes (1-2) will not detract from your final participation grade.

### Policies regarding missed or late quizzes, exams, and assignments

Excused absences from exams may be granted by the instructor in cases of medical or other emergencies. Proper documentation will be necessary, and granting of make-up exams is solely at the discretion of the instructor. **Late assignments will be penalized 20% for each day following the deadline (20% for 0-24 hours after the deadline, 40% for 25-48 hours after the deadline, 60% for 49-72 hours after the deadline, etc.). An assignment is late if it is submitted to D2L after the deadline. Every assignment submitted via D2L is due on 5 PM of the due date. Please upload early in case you have difficulty with D2L so that you have time to resolve the problem or to inform me of any technology issues you are having that delay your submission.**

### Policies regarding grading

If you believe there is an error or issue with your grade on any assignment in this course, you must raise this issue with the instructor **within 7 days of the date on which you received the grade** (defined as the date on which the grade is posted on D2L). After that point, I will not consider any requests for grade changes.

### Policies regarding recording or dissemination of course material

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials (slides, lectures, homework assignments, rubrics, quizzes) presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may record lectures or any other classroom activities and use the recordings only for their own course-related purposes.
2. Students may share their recordings with other students enrolled in the class, provided that they also use the recordings only for their own course-related purposes.
3. Students may **not** post the recordings or any other course materials online or distribute them via any emails to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

### Policies regarding academic integrity

Article 2.3.3 of the Academic Freedom Report states that “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 as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU website: [www.msu.edu](http://www.msu.edu)).

You are expected to adhere to the Spartan Code of Honor, which is as follows: *“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”*

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, assignments, 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 <http://www.allmsu.com> web site to complete any course work in PSY 236. Students who violate MSU rules may receive a penalty grade, including – but not limited to – a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your coursework. (See also <http://www.msu.edu/unit/ombud/honestylinks.html>).

### Policies regarding extra credit

There is no extra credit option for this class.

### Policies related to the Americans with Disabilities Act (ADA)

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 [www.rcpd.msu.edu](http://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 present your VISA form to the instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible, but cannot be guaranteed.

If you require testing accommodations (additional time, less disruptive room, etc.) you must contact the instructor and present your VISA **at least two weeks before the exam date** to schedule an alternative exam. Typically, I will schedule for you to take the exam during a special exam sessions offered by the Psychology Department. These are held in small group settings every Monday and Wednesday at 3 PM in Giltner, room 346. If you are unable to make the times offered by the Psychology Department, or that option does not meet your VISA accommodations, you may be able to schedule to take your exam at the RCPD office. In either case, the exam must be scheduled well in advance, so you need to adhere to the two week prior notification requirement.

## Approved books for the psychobiography assignments (select one):

### Artists

*Becoming Richard Pryor*. (2014). By Scott Saul. Harper Collins: NY.

*Johnny Cash: The Life*. (2013). By Robert Hilburn. Little, Brown, and Company: NY.

*Dust Tracks on a Road: An Autobiography*. (1942). By Zora Neale Hurston. Harper Collins: NY.

*Life*. (2010). By Keith Richards. Little, Brown, & Company: NY.

*The Kid Stays in the Picture: A Notorious Life.* (1994). By Robert Evans. Hyperion: NY.

*Naked at the Feast: A Biography of Josephine Baker.* (1996). By Lynn Haney. Robson: NY.

*The One: The Life and Music of James Brown.* By R.J. Smith. Gotham: NY.

*Just Kids.* (2010). By Patti Smith. Ecco: NY.

*Little Failure: A Memoir.* (2014). By Gary Shteyngart.

*Hunger Makes Me a Modern Girl: A Memoir.* (2015). By Carrie Brownstein. Riverhead: NY.

*Robin.* (2018). By Dave Itzkoff. Holt & Co: New York.

*Born Standing Up: A Comic's Life.* (2007). By Steve Martin. Simon & Schuster: NY.

*The Diary of Frida Kahlo: An Intimate Self-Portrait.* (1995). By Frida Kahlo. Bloomsbury: NY.

### Leaders & Innovators

*Alexander Hamilton.* (2004). By Ron Chernow. Penguin: NY.

*Catherine the Great: Portrait of a Woman.* (2012). By Robert K. Massie. Random House: NY.

*Steve Jobs.* (2011). By Walter Isaacson. Simon & Schuster: NY.

*The Autobiography of Malcolm X: As Told to Alex Haley.* (1964). By Malcolm X and Alex Haley. Ballantine: NY.

*The Motorcycle Diaries: Notes on a Latin American Journey.* (2003). Ocean Press.

*The Fish that Ate the Whale: The Life and Times of America's Banana King.* (2013). By Rich Cohen. Picador: NY.

*Eisenhower in War and Peace.* (2013). By Jean Edward Smith. Random House: NY.

*On the Move.* (2015). By Oliver Sacks. Knopf.

*Wolf Hall.* (2010). By Hilary Mantel. Holt: NY. \*

*Barbara Jordan: American Hero.* (1998). By Mary Beth Rogers. Bantam: NY.

*Grant.* (2017). By Ron Chernow. Penguin: NY.

*Endurance: Shackleton's Incredible Voyage.* (1959). By Alfred Lansing. Basic: NY.

*Narrative of the Life of Frederick Douglass, an American Slave.* (1845). By Frederick Douglass.

*Tomorrow Will Be Different: Love, Loss, and the Fight for Trans Equality.* (2018). By Sarah McBride. Penguin: NY.

*Unbroken: A World War II Story of Survival, Resilience, and Redemption.* (2010). By Laura Hillenbrand. Random House: NY.

*The Mayor of Castro Street: The Life and Times of Harvey Milk.* (1982). By Randy Shilts. St.Martins: NY.

## Athletes

*Clemente: The Passion and Grace of Baseball's Last Hero.* (2007). By David Maraniss

*Pistol: The Life of Pete Maravich.* (2008). By Mark Kriegel.

*Hurricane: The Life of Ruben Carter, Fighter.* (2000). By James S. Hirsch. Fourth Estate: NY.

*Wonder Girl: The Magnificent Sporting Life of Babe Didrikson Zaharias.* (2011). By Don Van Natta, Jr. Little, Brown, and Company: NY.

*Have a Nice Day: A Tale of Blood and Sweatsocks.* (2000). By Mick Foley. Harper: NY.

## 'Regular Folks'

*H is for Hawk.* (2015). By Helen Macdonald. Grove Press: NY.

*The Liars' Club: A Memoir.* (1995). By Mary Karr. Penguin: NY.

*Cherry.* (2000). By Mary Karr. Penguin: NY.

*Lit: A Memoir (P.S.).* (2009). By Mary Karr. Harper Collins: NY.

*The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League.* (2014). By Jeff Hobbs. Scribner: NY.

*A Heartbreaking Work of Staggering Genius.* (2001). By Dave Eggers. Random House: NY.

*American Sniper: The Autobiography of the Most Lethal Sniper in U.S. Military History.* (2012). By Chris Kyle, with Scott McEwen and Jim DeFelice. Harper Collins: NY.

*The Complete Persepolis.* (2007). By Marjane Satrapi. Pantheon: NY.

*A Long Way Gone: Memoirs of a Boy Soldier.* (2008). By Ishmael Beah. Crichton Books: NY.

*The Headmaster: Frank L. Boyden of Deerfield.* (1992). By John McPhee.

*In the Darkroom.* (2016). By Susan Faludi. Metropolitan/Holt: NY.

*Let's Pretend This Never Happened: A Mostly True Memoir.* (2012). By Jenny Lawson. Penguin: NY.

*Jarhead: A Marine's Chronicle of the Gulf War and Other Battles.* (2003). By Anthony Swofford. Scribner: NY.

## MICHIGAN STATE UNIVERSITY DEPARTMENT OF PSYCHOLOGY

### **Participation in Psychological Research: Information for Students**

As part of your psychology course, you are encouraged to participate in research projects conducted or supervised by the faculty of the department. The purpose of such participation is to give you some direct experience with real experiments and to give you a better idea of how the work of psychology is actually carried out. Participation is a course requirement for all sections of PSY 101.

**SPECIAL NOTE:** Students under 18 years of age may not participate in any HPR/SON experiments. Special options have been created for students under 18 to meet the 7 hours of participation requirement for PSY101 courses. Please contact Audra Jeffrey at [jeffre22@msu.edu](mailto:jeffre22@msu.edu).

### **Steps in Research Participation: Registering as a Participating Student.**

The purpose of this handout is to go over some of the things you will need to know before participating in psychological research. The first step is registering. This, like nearly all your scheduling activities, is handled through the Internet: <https://msu-psychology.sona-systems.com>. **If you have used SONA in a previous psychology class you do not need to set up another account but you do need to make sure you have the correct class listed for the current semester.**

Among other things you will be asked to select the course and section number to which you wish to have your participation hours credited. It is **critical** that you select the correct course and section number. If you select an incorrect course or section, the participation hours that you earn will not be relayed to the proper instructor and will not be counted in calculating your course grade. **If you are enrolled in more than one participating class you will disperse the participation hours you earn between the classes. Hours cannot be shared between participating classes nor can they carry over to the following semester. For example: You earn 10 Participation hours. You need 7 hours for one course and 5 hours for your second course. You can distribute the earned hours between the two classes and then continue to participate in the HPR/SONA research until you meet your requirement or extra participation hours.**

**Signing-up for research:** You can sign up for experiments 24-hours a day on the Web site. For more information, please consult the document posted on D2L.

**Canceling appointments:** Experimenters have invested a great deal of time and money in preparing an experiment. This goes to waste if you fail to keep your appointment. In such cases, you can cancel your appointment 24 hours prior to the start time. If it is after the 24 hour deadline you need to e-mail the HPR student coordinator, Audra Jeffrey at [jeffre22@msu.edu](mailto:jeffre22@msu.edu).

**Reporting for a research appointment:** Please give yourself enough time to get to the building location and to find the appropriate room for the experiment. **Arriving 10 minutes before the experiment is to begin is suggested.** If you are late, you could find the experiment in progress and the door locked. On rare occasions, an experimenter may not make his/her appointment with you because of unusual circumstances (e.g., a car breakdown, a personal emergency). If this happens contact Audra Jeffrey at [jeffre22@msu.edu](mailto:jeffre22@msu.edu) to report it.

### **Rights of Students Participating in Psychology Research**

**Participation must be voluntary/optional activities.** First, it is Department, University, and Federal policy that no student be compelled in any way to participate in research. If you participate in research, it must be done voluntarily. Therefore, even in classes where research participation is required, students must

be offered one or more alternative activities to meet their requirement. If you want to avail yourself of such an alternative activity, you may get information from your professor. Note that on rare occasions there are more people interested in participating in experiments than there are openings in the experiments. If this occurs this semester, additional alternative activities will be provided later in the semester.

**Participation should be educational.** Second, participating in research should be a learning experience for you. You have a right to obtain information about the experiments in which you serve as a participant. You are entitled to have your questions about the experiment answered. Also, at least five minutes of every experimental session must be devoted to teaching you something about the experiment. You are entitled to receive a written summary of the experiment, including the name and phone number of the person in charge of the experiment, whom you may contact if you have additional questions.

**The right to discontinue participation:** Third, the Department of Psychology is highly concerned that no study be conducted that would in any way be harmful to you. Even so, it is possible that in rare cases you will feel uncomfortable about participating in a study for which you have volunteered. Just remember, you always have the right to leave any experiment. You don't have to explain or justify why you want to leave, and you can never be penalized for leaving.

**The right to receive participation hours:** Finally, if you complete a study, you have a right to receive the participation hours you've earned. For example: Even if an experimenter has an equipment breakdown, you're still entitled to receive credit for the **time** you've spent in the study. Participation hours are not automatically awarded and it may take researchers a few days to record attendance. The HPR does not penalize participants for missing studies but we do appreciate being notified if you cannot make your session.

**Reporting problems:** If you ever encounter some problem or feel that your rights have been violated, we want to know about it. Problems you have will be handled by Audra Jeffrey, the HPR student coordinator, email address [jeffre22@msu.edu](mailto:jeffre22@msu.edu). They will be investigated and appropriate action will be taken. You will need to know the name of the experiment and the date/time you signed up for.

**Conclusions:** We want to emphasize that negative experiences are very rare; most students who serve as participants in research at Michigan State find their participation interesting and enjoyable. When you serve as a participant in psychological research you're benefiting personally by learning more about what the science of psychology is really about, but you're also benefiting many others. Others like the psychologists who are working to get a better understanding of interesting and important behavioral questions. Others like people who will benefit when that knowledge is ultimately applied to everyday human problems like loneliness, depression, divorce, and self-development. And others like future generations of students. Who knows? Perhaps the research you participate in this semester will be featured in future psychology textbooks, just as some of the experiments you'll study this semester had their data supplied by previous generations of MSU students. We hope and expect that you'll put as much in and get as much out of research participation as they did.