

PSYC GU4682
FAQs about Life: Applications of Psychological Research to Everyday Experiences
Fall 2024

PSYC GU4682: FAQs about Life: Applications of Psychological Research to Everyday Experiences (seminar, 4 points). Wednesdays, 2:10 p.m. – 4:00 p.m. Eastern time. 405 Schermerhorn Hall.

Instructor: Dr. Larisa Heiphetz Solomon (lah2201@columbia.edu)

Office hours: Mondays, 1:30 p.m. - 3:30 p.m., 355C Schermerhorn. If you have another class during office hours, please e-mail me to set up a meeting at another time. Please also let me know which of your classes conflicts with my office hours so that I can consider how best to arrange my office hours around popular courses in future semesters. The best way to reach me is via e-mail, and I typically reply to e-mails within 3 business days. I am happy to meet with you throughout the semester to discuss anything related to the course.

- I. Bulletin description
- II. A full description of the content of the course
- III. The rationale for giving the course
- IV. The reading list and weekly syllabus
- V. Course requirements

I. Bulletin description

Prerequisites: Two courses in psychology, with at least one focusing on statistics and/or research methods in psychology, and permission of the instructor.

Review of basic psychological research that is relevant to questions people frequently encounter during the course of everyday life. Potential topics include research on decision-making, emotion, and/or interpersonal relationships.

II. A full description of the content of the course.

Basic psychological research—that is, research whose primary goal is to advance scientific understanding and build theories of human behavior—provides a wealth of information that can help people live better lives. The goal of this course is to introduce students to basic research that can inform their daily living. To this end, we will discuss empirical and theoretical work that sheds light on topics at the center of everyday life, such as decision-making and interpersonal relationships. The course will focus on recent research but will also include classic papers when appropriate, thus possibly giving students an opportunity to read and critique primary literature that they may have previously encountered in textbooks.

Students will read and discuss several journal articles per week and will complete a final project in which they examine the research literature related to a question of interest to them and use this literature to achieve a personal goal. To get the most out of this class, students should be comfortable reading empirical psychological research and have some background in research methods and/or statistics.

III. The rationale for giving the course

This course aims to achieve three goals: (1) helping students learn about theories and empirical findings within psychology, primarily social psychology; (2) showing students how to apply findings from the basic psychological literature to their own lives; (3) improving students' written and oral communication skills. Students will read and discuss several journal articles each week. Additionally, students will write a final paper in which they discuss the psychological literature relevant to one of their personal goals and develop a plan, based on this literature, to help them achieve their goal. Furthermore, students will participate in weekly course discussions, lead a discussion on one assigned article, and give a brief presentation of their final project.

This course is an advanced seminar designed for graduate students, for advanced undergraduate psychology majors, and for students participating in the postbac psychology certificate program. It fulfills the following degree requirements:

- For psychology graduate students, this seminar can count as one of the three graduate-level seminars required for the M.A. degree or as one of the two additional graduate-level elective courses for the M. Phil. degree.
- For undergraduate psychology majors, this seminar will meet the Group III (Social, Personality, and Abnormal) distribution requirement and the seminar requirement.
- For undergraduate students in the joint Neuroscience and Behavior major, this seminar will fulfill the fifth psychology requirement: "One advanced psychology seminar from a list approved by the Psychology Department advisor to the program."
- For students in the psychology postbac certificate program, this seminar will fulfill the Group III (Social, Personality, and Abnormal) distribution requirement and the advanced seminar requirement.

IV. The reading list and weekly syllabus

[Note: Articles preceded by an asterisk are eligible for in-class presentations.]

Week 1 (September 4th): How will this class work? What will we learn?

Please read this syllabus in preparation for our first course meeting.

PART I: DECISION-MAKING

Our decisions underlie many areas of our lives: how we act on a day-to-day basis, what opportunities become possible for us in the future, even how we think and feel. Therefore, we will begin by examining the science of decision-making.

Week 2 (September 11th): How can I make good decisions?

*Banks, A. P., & Gamblin, D. M. (2022). Successful everyday decision making: Combining attributes and associates. *Judgment and Decision Making, 17*, 1255-1286. doi: 10.1017/S1930297500009414

*Kassirer, S., Levine, E. E., & Gaertig, C. (2020). Decisional autonomy undermines advisees' judgments of experts in medicine and in life. *Proceedings of the National Academy of Sciences of the United States of America, 117*, 11368-11378. doi: 10.1073/pnas.1910572117

*Newman, D. B., Schug, J., Yuki, M., Yamada, J., & Nezlek, J. B. (2018). The negative consequences of maximizing in friendship selection. *Journal of Personality and Social Psychology, 114*, 804-824. doi: 10.1037/pspp0000141

Week 3 (September 18th): How can I make ethical decisions?

*Meyers, E. A., Bialek, M., Fugelsang, J. A., Koehler, D. J., & Friedman, O. (2019). Wronging past rights: The sunk cost bias distorts moral judgment. *Judgment and Decision Making, 14*, 721-727. doi: 10.1017/S193029750000543X

*Pillai, R. M., Fazio, L. K., & Effron, D. A. (2023). Repeatedly encountered descriptions of wrongdoing seem more true but less unethical: Evidence in a naturalistic setting. *Psychological Science, 34*, 863-874. doi: 10.1177/09567976231180578

Williams, M. T., Faber, S., Nepton, A., & Ching, T. H. W. (2023). Racial justice allyship requires civil courage: A behavioral prescription for moral growth and change. *American Psychologist, 78*, 1-19. doi: 10.1037/amp0000940

Week 4 (September 25th): What decisions should I make about how to spend my resources?

- *Kumar, A., Killingsworth, M. A., & Gilovich, T. (2020). Spending on doing promotes more moment-to-moment happiness than spending on having. *Journal of Experimental Social Psychology*, 88, 103971. doi: 10.1016/j.jesp.2020.103971
- *O'Brien, E., & Kassirer, S. (2019). People are slow to adapt to the warm glow of giving. *Psychological Science*, 30, 193-204. doi: 10.1177/0956797618814145
- *Whillans, A. V., Dunn, E. W., Smeets, P., Bekkers R., & Norton, M. I. (2017). Buying time promotes happiness. *Proceedings of the National Academy of Sciences of the United States of America*, 114, 8523-8527. doi: 10.1073/pnas.1706541114

PART II: GOALS

We can make excellent decisions but fail to carry them out effectively—in which case, making an excellent decision ends up being. . .not as helpful as it could be. This section of the course will examine the science behind setting and reaching one's goals.

Week 5 (October 2nd): How can I achieve my academic goals?

- *Goyer, J. P., Garcia, J., Purdie-Vaughns, V., Binning, K. R., Cook, J. E., Reeves, S. L., Apfel, N., Taborsky-Barba, S., Sherman, D. K., & Cohen, G. L. (2017). Self-affirmation facilitates minority middle schoolers' progress along college trajectories. *Proceedings of the National Academy of Sciences of the United States of America*, 114, 7594-7599. doi: 10.1073/pnas.1617923114
- *Kirk-Johnson, A., Galla, B. M., & Fraundorf, S. H. (2019). Perceiving effort as poor learning: The misinterpreted-effort hypothesis of how experienced effort and perceived learning relate to study strategy choice. *Cognitive Psychology*, 115, UNSP 101237. doi: 10.1016/j.cogpsych.2019.101237
- *Pietri, E. S., Drawbaugh, M. L., Lewis, A. N., & Johnson, I. R. (2019). Who encourages Latina women to feel a sense of identity-safety in STEM environments? *Journal of Experimental Social Psychology*, 84, 103827. doi: 10.1016/j.jesp.2019.103827

Week 6 (October 9th): How can I reach my goals effectively, even in non-academic contexts?

Note: Topic proposals due via e-mail before the beginning of class.

- *Chwyl, C., Chen, P., & Zaki, J. (2021). Beliefs about self-compassion: Implications for coping and self-improvement. *Personality and Social Psychology Bulletin*, 47, 1327-1342. doi: 10.1177/0146167220965303
- *Mazar, A., & Wood, W. (2022). Illusory feelings, elusive habits: People overlook habits in explanations of behavior. *Psychological Science*, 33, 563-578. doi: 10.1177/09567976211045345
- Rogers, T., Milkman, K. L., John, L. K., & Norton, M. I. (2015). Beyond good intentions: Prompting people to make plans improves follow-through on important tasks. *Behavioral Science & Policy*, 1, 33-41.

PART III: EMOTIONS

Our decisions and goals are deeply intertwined with our emotions. Our feelings can influence how we make decisions, which goals we set, and how effectively we reach those goals. Conversely, reaching our goals—or not reaching them—can certainly influence emotions. This section of the course will examine how to handle negative emotions and how to increase positive emotions.

Week 7 (October 16th): What are some good ways to handle unpleasant emotions?

- Crum, A. J., Jamieson, J. P., & Akinola, M. (2020). Optimizing stress: An integrated intervention for regulating stress responses. *Emotion*, 20, 120-125. doi: 10.1037/emo0000670
- *Ford, B. Q., Lam, P., John, O. P., & Mauss, I. B. (2018). The psychological health benefits of accepting negative emotions and thoughts: Laboratory, diary, and longitudinal evidence. *Journal of Personality and Social Psychology*, 115, 1075-1092. doi: 10.1037/pspp0000157
- *Kalokerinos, E. K., Erbas, Y., Ceulemans, E., & Kuppens, P. (2019). Differentiate to regulate: Low negative emotion differentiation is associated with ineffective use but not selection of emotion-

regulation strategies. *Psychological Science*, 30, 863-879. doi: 10.1177/0956797619838763

Week 8 (October 23rd): How can I feel more positive emotions?

- *Araki, S. (2024). The societal determinants of happiness and unhappiness: Evidence from 152 countries over 15 years. *Social Psychological and Personality Science*, 15, 603-615. doi: 10.1177/19485506231197803
- *McGuirk, L., Kuppens, P., Kingston, R., & Bastian, B. (2018). Does a culture of happiness increase rumination over failure? *Emotion*, 18, 755-764. doi: 10.1037/emo0000322
- *Sun, R., Teulings, I., & Sauter, D. (In press). Why being social and active boosts psychological wellbeing: A mediating role of momentary positive emotions. *Social Psychological and Personality Science*.

PART IV: INTERACTING WITH OTHERS

Everything we've discussed in class so far is intimately connected with social interaction. Other people play a role in our decisions, our goals, and our emotions. Therefore, we will end the course by examining the science behind our interactions with others, using prejudice as an example of an area characterized by negative interactions and close interpersonal relationships as an example of an area often characterized by positive interactions.

Week 9 (October 30th): How can I reduce my biases?

- *Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. L., Joy-Gaba, J. A., Ho, A. K., Teachman, B. A., Wojcik, S. P., Koleva, S. P., Frazier, R. S., Heiphetz, L., Chen, E., Turner, R. N., Haidt, J., Kesebir, S., Hawkins, C. B., Schaefer, H. S., Rubichi, S., Sartori, G., Dial, C. M., Sriram, N., Banaji, M. R., & Nosek, B. A. (2014). Reducing implicit racial preferences: I. A comparative investigation of 17 interventions. *Journal of Experimental Psychology: General*, 143, 1765-1785. doi: 10.1037/a0036260
- *Ofosu, E. K., Chambers, M. K., Chen, J. M., & Hehman, E. (2019). Same-sex marriage legalization associated with reduced implicit and explicit antigay bias. *Proceedings of the National Academy of Sciences of the United States of America*, 116, 8846-8851. doi: 10.1073/pnas.1806000116
- Plaut, V. C., Thomas, K. M., Hurd, K., & Romano, C. A. (2018). Do color blindness and multiculturalism remedy or foster discrimination and racism? *Current Directions in Psychological Science*, 27, 200-206. doi: 10.1177/0963721418766068

Week 10 (November 6th): How can I deal with other people's biases?

- *Chaney, K. E., Sanchez, D. T., Alt, N. P., & Shih, M. J. (2021). The breadth of confrontations as a prejudice reduction strategy. *Social Psychological and Personality Science*, 12, 314-322. doi: 10.1177/1948550620919318.
- *Goh, J. X., Kort, D. N., Thurston, A. M., Benson, L. R., & Kaiser, C. R. (2019). Does concealing a sexual minority identity prevent exposure to prejudice? *Social Psychological and Personality Science*, 10, 1056-1064. doi: 10.1177/1948550619829065
- Kutlaca, M., & Radke, H. R. M. (2023). Towards an understanding of performative allyship: Definition, antecedents and consequences. *Social and Personality Psychology Compass*, 17, 1-12. doi: 10.1111/spc3.12724

Week 11 (November 13th): How can I form relationships?

Note: Research papers due via e-mail before the beginning of class.

- *Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., & Bator, R. J. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. *Personality and Social Psychology Bulletin*, 23, 363-377. doi: 10.1177/0146167297234003
- *Boothby, E. J., Cooney, G., Sandstrom, G. M., & Clark, M. S. (2018). The liking gap in conversations: Do people like us more than we think? *Psychological Science*, 29, 1742-1756. doi:

10.1177/0956797618783714

*Huang, S. A., Ledgerwood, A., & Eastwick, P. W. (2020). How do ideal friend preferences and interaction context affect friendship formation? Evidence for a domain-general relationship initiation process. *Social Psychological and Personality Science*, *11*, 226-235. doi: 10.1177/1948550619845925

Week 12 (November 20th): How can I sustain relationships?

*Jarvis, S. N., McClure, M. J., & Bolger, N. (2019). Exploring how exchange orientation affects conflict and intimacy in the daily life of romantic couples. *Journal of Social and Personal Relationships*, *36*, 3575-3587. doi: 10.1177/0265407519826743

Peters, B. J., Reis, H. T., & Gable, S. L. (2018). Making the good even better: A review and theoretical model of interpersonal capitalization. *Social and Personality Psychology Compass*, *12*, e12407. doi: 10.1111/spc3.12407

Righetti, F., Faure, R., Zoppolat, G., Meltzer, A., & McNulty, J. (2022). Factors that contribute to the maintenance or decline of relationship satisfaction. *Nature Reviews Psychology*, *1*, 161-173. doi: 10.1038/s44159-022-00026-2

Nov. 27th: Thanksgiving break -- no class

Week 13 (December 4th): Student presentations

Note: Reflection papers due via e-mail before the beginning of class.

V. Course requirements

Grades will be determined as follows:

- Attendance/participation (10%)
- Weekly discussion comments (15%)
- Presentation (15%)
- Final project (topic proposal: 15%; research paper: 35%; reflection paper: 10%)

Attendance/participation (10%)

Attendance at each class is mandatory. This policy exists to support the educational experience of everyone in the class. If you are absent, not only do you miss out on the discussion, but your classmates also don't have the chance to learn from your unique insights. Everyone's participation is vital to a small, discussion-based class such as this one.

At the same time, life sometimes throws all of us curveballs, including illness and other emergencies. Therefore, all students have one absence to use in whatever way they deem best, with one exception: the free absence cannot be used on the date of your in-class presentation. Additionally, medical and family emergencies are excusable. In such instances, with my permission, you may write a 3-page paper on a topic of my choice to receive participation credit for that week. This make-up paper will be due before the beginning of the class following the one you missed (e.g., if you missed class on October 2nd and receive permission to write a make-up paper, it would be due by 2:10 p.m. Eastern time on October 9th). Make-up papers should be submitted as a .doc or .docx attachment via e-mail (lah2201@columbia.edu).

If you require more than two excused absences and/or experience an emergency that affects multiple classes, such as prolonged illness or a family situation that prevents you from completing your coursework, please be in touch with your dean. He or she can coordinate with all of your professors so that you don't have to take on this labor, and I am happy to work with you and your dean to find a solution for your particular situation.

Please arrive in class on time and stay for the entire class period. This is for your own benefit as well as that of the other students, since it can be disruptive for students to come in and out during class discussion. If you arrive late or leave early, you will not be able to earn full participation credit for that day.

In addition to coming to class, it's important to participate positively (and do other things that alliterate). Positive participation requires a balance between speaking and listening to your classmates. Please speak up if you have a question or thought to share, and please listen to your classmates' ideas and engage with them constructively. It is perfectly acceptable for you to disagree with someone else's comments—in fact, disagreement can make for lively and thought-provoking discussion! Please phrase your disagreements respectfully. If you feel nervous or hesitant about speaking in class for any reason, I'd be happy to discuss your situation with you.

Each week, participation is graded in the following way: 2 points = you were present in class and participated positively; 1 point = you were present but didn't participate positively and/or were not present for the entire discussion; 0 points = you weren't present, already used your free absence, and did not receive an excused absence.

Weekly discussion comments (15%)

Each week, you are required to turn in a set of discussion comments on that week's reading. Please e-mail me your comments by 11:59 p.m. Eastern time on the Monday before each class. My e-mail address is lah2201@columbia.edu. Comments should be included as a .doc or .docx attachment. You are responsible for making sure that you are attaching (a) the correct file and (b) an uncorrupted file. I will grade the file I have in front of me at the deadline, even if that file is corrupt or contains comments for the wrong set of readings. Files should be named in the following format:

YourLastName_WeekNumber_FAQs_DiscussionComments (e.g., Smith_Week2_FAQs_DiscussionComments). Please also type your name at the top of the Word document. Part of the goal of discussion comments is to prepare for our conversations in class. Therefore, late discussion comments will not be accepted in most circumstances. If you feel that your situation deserves special consideration (e.g., you are hospitalized), please discuss with me as soon as you are able.

For each reading, please include a comment that is about 3-5 sentences long. You do not need to integrate the comments for each article into one cohesive essay; instead, many students find it easiest to include one bullet point or short paragraph per article. **Comments should not summarize the article!** Instead, they should discuss your thoughts about conceptual points related to the readings. Some ideas for what you may wish to address in your comments include the following:

- An interesting connection between two or more of the readings. This could involve synthesizing two seemingly disparate areas or highlighting a contradiction between two sets of findings. (Your total number of comments should still equal the total number of readings, so if your comment for one reading connects it with another reading, you should still write a separate comment for the second reading.)
- Possible extensions or applications of findings, including interesting policy implications or ways to apply the finding to everyday life that were not addressed in the paper.
- Comments about a particularly clever, apt, or unusual experimental design and why it affords a unique ability to learn something about the question of interest.
- Reasons why the authors' conclusions do not follow from their results, alternative explanations for their findings, methodological flaws, and other criticisms. Be civil in your critique and make a good-faith attempt to understand the authors' reasoning. Also, note that authors typically address potential criticisms at the end of an article, often to the reader's satisfaction. . .so you might want to make sure you get that far. Additionally, **you may not use your comment to offer criticisms**

that could be made of the vast majority of psychological studies (the sample size is less than a hundred gazillion, the sample was not nationally representative, etc.). Comments that offer these types of criticisms will not receive credit. Instead, if you wish to offer a criticism, focus on something unique to the paper you are criticizing.

- A proposal for a study that could be conducted to clarify the nature of a finding or address an unresolved issue.

Remember: although it is important to maintain a critical eye when reading scientific papers, some of the best discussion comments will be insightfully positive in nature. Weekly comments will be graded on the following scale: 3 = excellent, 2 = good, 1 = poor. Don't be discouraged if you're not getting 3s right away—this is a learning experience, and there's always room for improvement. **If you submit all required discussion comments (i.e., for every week other than the first week and the last week) on time, I will drop your lowest discussion comment grade.**

Presentation (15%)

During one class period, you will give a short (~10 minutes) presentation on one of the assigned readings. Your presentation should include the following components:

- A brief (2-3 sentences) summary of the article. Assume that your classmates have read the article and just need to have their memories jogged.
- What is one strength of the research presented in the article? Please be specific and explain why you like this particular feature (e.g., why a specific aspect of the design is particularly important, or why a particular conclusion is especially interesting, etc.). Include your own ideas; do not just summarize the authors' arguments about the importance of their topic and/or the amazingness of their studies.
- What is one weakness of the research presented in the article? As with discussion comments, this weakness must be specific to the article on which you are presenting; it cannot be a critique that applies to many psychology studies. If the authors attempted to address your concern, why are their attempts unsatisfactory to you?
- How could this weakness be addressed? For instance, could follow-up studies provide a solution? If so, what would those studies look like?
- What is one practical implication of the article? How can we use the findings from this article in our daily lives, or how can the finding inform public policy? Or, perhaps you think the article is not applicable to daily life outside of psychology labs—if so, tell us why.

Since your presentation is so short, you do not need to cover all aspects of the article. Instead, focus on the one strength, one weakness, and one practical implication that seem most interesting to you. After your presentation, the rest of the class will discuss the article using your comments as a springboard. You may incorporate Power Point slides, videos, etc., if you think that this will enhance your presentation, but you are also welcome to just speak about your article, and doing so may reduce any stress around uncooperative technology.

Please e-mail me by **Thursday, September 5th, at 5:00 p.m. Eastern time** with a list of your top 5 preferred articles (1 = the article you would most like to discuss). You may choose any articles that are marked with an asterisk (*) in the reading list above. I will e-mail you before the next class to confirm your article. To make sure that presentations are spread relatively equally across articles and weeks, I may not be able to assign you your first choice, but I guarantee that you will be assigned one of your top 5 choices. If I haven't received your preferences by the deadline, I will assign you an article that no one else has selected.

Final project (topic proposal: 15%; research paper: 35%; reflection paper: 10%)

Formatting requirements for all three components: 12 point Times New Roman font, one-inch margins, double-spaced, APA format. Length: topic proposal = 2-3 pages, research paper = 12-15 pages, reflection paper = 2-3 pages. Your research paper should include a cover page with your name and the title of your paper. Cover page and references do not count toward the page requirement. An abstract is not required. Please title the components as follows: YourLastName_FAQs_Proposal, YourLastName_FAQs_ResearchPaper, and YourLastName_FAQs_ReflectionPaper.

In your final project, you will address a question relevant to your everyday life, similar to the weekly questions listed on the syllabus. You may write about one of these questions we discussed in class if you'd like, but you can also write about a different question of your own choosing. I must approve your question before you begin writing your paper. I will approve a host of pro-social or socially neutral goals, but I will not approve any questions whose aim is to help you achieve things that I don't feel comfortable helping you achieve (e.g., questions like, "How can I lie to people more effectively?" or, "How can I overcome my aversion to smoking cigarettes?" will not be approved). You will review the literature relevant to your topic, create an action plan to help you achieve a goal based on your topic, spend a week implementing your action plan, and write a reflection paper about your experience.

Prior to beginning your research paper, you will turn in a **topic proposal**. This document should include all of the following information:

- a) your name
- b) the primary topic/question about which you would like to write your paper
- c) references in APA format for 3 peer-reviewed empirical psychology articles (i.e., psychology articles that describe one or more studies and present new data) that you would discuss in your paper
- d) a secondary topic/question about which you would write your paper if your primary topic ends up not working out
- e) reference in APA format for 1 peer-reviewed empirical psychology article that you would discuss in your paper if you wrote about your secondary topic
- f) a brief summary of each of the 4 articles (1-2 sentences); and
- g) a brief explanation of how you would use each of the 4 articles in your paper (1-2 sentences).

The articles that you list in your proposal must not be on the syllabus. (You can use the articles we've discussed in class in your paper as well, but you must include at least 3 empirical, peer-reviewed articles that we did not discuss in class, and these are the references you should include in your topic proposal.)

The course website includes a handout with instructions for how to find articles; please follow these guidelines when doing your literature search.

Topic proposals are due via e-mail before the beginning of class on **October 9th**. Please submit your proposal as a .doc or .docx attachment via e-mail; the file name should be YourLastName_FAQs_Proposal. Late topic proposals may be e-mailed to me as a .doc or .docx attachment; however, they will be penalized 4 points (out of a total of 20 points) for every 24 hours late or portion thereof. For example, if you were going to earn all of the points and you submit the proposal 15 hours late you would earn 16 points, 36 hours late and you would earn 12 points, and so on. Turning in the proposal late may also delay my feedback and prevent you from getting timely comments on your ideas. Talk to me if an emergency prevents you from submitting the proposal on time.

Most of your **research paper** will discuss prior research that has been done on your question of interest. You will review peer-reviewed empirical articles relevant to your question, including at least 3 such articles that we did not discuss in class. The final part of your paper will describe how you plan to use this research to bring about change in your own life and list the specific steps you will follow in a one-week period to help achieve your goal. The final part of your paper will also explain how your action plan derives from prior research on your topic. A good guideline is to devote about two-thirds of your paper to

discussing prior research and about one-third to discussing your plan, but the final length of each section is up to you. Please submit your final paper via e-mail, as a .doc or .docx attachment, before the beginning of class on **November 13th**. Late papers can be submitted as a .doc or .docx attachment via e-mail; however, they will be penalized 10 points for every 24 hours late or portion thereof. Again, please talk to me if an emergency occurs.

After turning in your research paper, you will spend a week implementing your action plan. You will then write a **reflection paper** on your experiences implementing your goal. Reflection papers are due via e-mail as a .doc or .docx attachment before the beginning of class on **December 4th**. Late reflection papers may be e-mailed to me as a .doc or .docx attachment and will be penalized 2 points (out of a possible 10 points) for every 24 hours late or portion thereof.

VI. Plagiarism and academic integrity.

Severe plagiarism (a.k.a. “copying”) is the most overt and deceptive form of plagiarism. This involves deliberately misrepresenting all or part of another person’s work as one’s own. For example, a student might turn in a paper written by another student in a previous term. Another common example is writing containing chunks of “copy-and-paste” from published articles or online sources such as Wikipedia. Representing work as your own if it is not counts as severe plagiarism even if there is no one identifiable author (e.g., if you use text produced by ChatGPT or other programs and represent that text as your own).

Irresponsible plagiarism (a.k.a. “omission”) is the act of paraphrasing or quoting from a source, without giving proper credit to the source. The author does not necessarily explicitly take credit for the idea or materials (but this is nevertheless implied).

Self-plagiarism (a.k.a. “recycling”) is the act of representing one’s own previous ideas or materials as new and original. For example, a student might turn in all or part of the same paper for more than one course. This may not seem as bad as stealing another person’s work, but it is *deceptive*, and therefore unacceptable.

Should I plagiarize?

No. You will be caught, and then you will be sad. Assignments that show evidence of academic dishonesty will receive a zero, and any student who submits such an assignment will automatically be referred to the Office of Judicial Affairs and Community Standards.

For more information about academic integrity at Columbia, please see the following sources:

<https://www.college.columbia.edu/academics/integrity-statement>

<https://www.college.columbia.edu/academics/integrity>

VII. Students with disabilities.

Students with special needs who may require classroom and/or test accommodations should let me know as soon as possible. ODS often requires a few weeks to process an application, so please contact them as soon as you can. The procedures for registering with ODS can be found at <http://health.columbia.edu/services/ods> or by calling (212) 854-2388 (Voice/TTY).

Thanks for reading this far! I am very much looking forward to getting to know you and learning about psychology together.