

# Psychology One Introduction to Psychology

Psych 1/ Psych 1-L

MWF 1:30-2:50PM, Room 420-041

Professor Greg Walton

Course Coordinator: Jennifer Randall Crosby

## *Course Objectives and Requirements*

This course offers an overview of the history, current status, and promise of psychology. Students are expected to master a considerable body of information about the principles of psychology, its methodologies, contributors, and terminology. This course is designed for students who may major or minor in psychology and serves as a foundation for upper level courses in psychology; however, it also serves students for whom this knowledge is a general contribution to a liberal arts education.

\*This quarter we are offering an alternate, LITE version of the Psychology One Course: **Psych 1-L**. **Psych 1-L follows the Psychology One syllabus but excludes Sections and the Research and Writing project.** While both versions fulfill the Social Inquiry Ways requirement, only Psych 1 counts for department major requirements (e.g., Psych major/minor, Product Design major, etc.) Check out the FAQs on page 7 if you need help deciding which version of the course you should take. **Please note that Psych 1-L enrollment is limited by the available space in 420-041.**

By the end of this course, students should be able to:

- a. Recognize and appreciate the psychological dimension of everyday experiences, as well as important social problems (e.g., education, healthcare).
- b. Describe foundational psychological concepts and themes, along with the studies, findings, and scientists associated with these concepts and themes.
- c. Identify and compare major theoretical perspectives on complex psychological phenomena.
- d. Analyze psychological claims with an open-minded yet critical stance, including those that appear in popular portrayals of psychological science (e.g., popular press).
- e. Recognize a variety of methods, both correlational and experimental, that are used to answer psychological questions, and critically evaluate their strengths and limitations.
- f. Understand the basic components of an empirical research article and know how to locate articles on topics of interest.
- g. Generate original research questions and define methods for addressing those questions.
- h. Communicate more clearly orally and in writing.

To achieve these course goals, there are seven required elements of this course: (1) lectures, (2) textbook readings, (3) weekly quizzes, (4) a course event, (5) exams, (6) a research component that includes both (a) experiment participation and (b) \*a research and writing project, and (7) \*sections (\*Psych 1L exempt).

### **1. Lectures**

Lectures will go well beyond what is in the text. In addition to lectures by Professor Walton, faculty with specific areas of expertise will join the course. Attendance for the full class period is required; if you cannot arrive by 1:30 and stay until 2:50, we ask that you drop the course. **Please see our policy on the use of laptops and other technology in class.**

## 2. Textbook Readings

Our textbook is *Psychology, 8th Edition* by Gleitman, Gross, & Reisberg. See the course calendar on page 4 for reading assignments. The Stanford bookstore offers new and used hardbound copies as well as “loose leaf” versions of the text that allow you to reorganize the textbook pages however you like (e.g., incorporated with your notes). A wide range of textbook formats, including fully electronic versions, are available at <http://books.wwnorton.com/books/detail-formats.aspx?ID=13439> Note: older editions of the textbook will not contain updated information that you will be held accountable for on exams.

## 3. Weekly Quizzes

A quiz covering lectures and textbook reading will be posted on Canvas every Friday (or Mondays on exam weeks), by 5 PM, and due on Thursdays at 5PM (except for finals week). The quizzes are designed to review the week’s material and aid in your exam preparation. There will be 8 quizzes over the 10 weeks in the quarter, but only your 6 highest quiz scores will be graded. The quizzes are open-note and open-book but may not be taken in collaboration with other students. You may attempt each quiz up to three times, and we will take your highest quiz score each week, and count all your quizzes for 20% of your section grade, or 10% of your overall grade in Psych 1-L. **You will only be able to access the quizzes for later studying if you attempt them.**

QUIZ TOPICS	RELEASED ON CANVAS	DUE DATE
Introduction, Methods, Evolution	Friday, 1/12 at 5PM	Thursday, 1/18 at 5PM
Biology, Brain, Perception	Monday, 1/22 at 5PM	Thursday, 1/25 at 5PM
Learning, Memory, Thinking, Language	Friday, 2/2 at 5PM	Thursday, 2/8 at 5PM
Intelligence, Emotion, Influence, Social Reasoning	Monday, 2/12 at 5PM	Thursday, 2/15 at 5PM
Prosocial Behavior, Culture, Personality	Friday, 2/23 at 5PM	Thursday, 3/1 at 5PM
Family, Childhood, Adulthood	Friday, 3/2 at 5PM	Thursday, 3/8 at 5PM
Abnormality, Mental Illness, Treatment	Friday, 3/9 at 5PM	Thursday, 3/15 at 5PM
Interventions, Health, Big Picture	Friday, 3/16 at 5PM	<b>Tuesday</b> , 3/20 at 5PM

## 4. Course Event

There will be a **special course event**: A group of professional actors will be performing a staged reading of the Tony-award winning play, *Proof* for the class on Monday, March 5th from 7:00 to 9:00pm in room 041. *Proof* addresses issues of mental illness, stigma, and heredity. Attendance at *Proof* is considered mandatory. Material from the play will be discussed in sections and included on your final exam.

## 5. Exams

**Our exams do not take place during regularly scheduled class times** There will be three exams, each covering one third of the course (lectures & textbook chapters). Each exam includes non-cumulative multiple-choice questions and one or two short-answer essay questions. The third exam (given during the final exam slot) also includes a longer comprehensive/integrative essay question. Exam locations will be announced as the exam dates approach.

**Exam dates are as follows: Thurs, Jan 25<sup>th</sup>, 7PM; Thurs, Feb 15<sup>th</sup>, 7PM; Wed, Mar 21<sup>st</sup>, 3:30PM**

Institutionally approved absences must be verified with Lizzie **at least 1 week** in advance to arrange for alternative exams for exams 1 and 2. No other make-up exams are allowed, except for verified medical illnesses and emergencies. Early exams will not be given.

**To take this course, you must be able to attend the university-assigned final exam slot (WEDNESDAY, MARCH 21<sup>ST</sup>, 3:30-6:30PM)**

## 6. Research Component

### a) Experiment Participation Requirement

Participation in 7 hours of psychology experiments is a requirement of the course. By participating, you gain valuable first-hand knowledge of experimental psychology and contribute to the advancement of the field. Experiments begin the second week of the quarter; the final day to participate is the last day of lecture. If you do not complete your experiment hours by the last day of lecture, you will receive an incomplete for the course. Detailed guidelines are available in the

**Research Participation Requirement handout.**

If you wish not to participate, you may satisfy the requirement by writing a 5-page paper on the ethics of experimentation on human beings. You will need to declare this option before the first exam and turn it in by the second exam. To declare this option or ask questions about the assignment, email the course coordinator, Jennifer Randall Crosby (jrcrosby@stanford.edu).

### b) Research and Writing Project (\*L exempt)

The Research and Writing Project is designed to help you develop the skills necessary to develop, evaluate, and communicate innovative research. The project is divided into several written parts spaced throughout the quarter, including a final revised paper due on March 9. The final grade for this project will be based on the quality of your work on every phase of the project. This project is worth 20% of your course grade. Detailed guidelines are available in the **Research and Writing Project handout.**

## 7. Sections (\*L exempt)

Sections are required, meet once a week for 50 minutes, and count for 10% of your grade. Attendance is 100% mandatory; if you miss a section, you must seek approval from your Teaching Fellow (TF) to attend another section that *same week* or complete a make-up assignment. *For additional information on section make-ups, please see section information on Canvas.*

Attendance is not the only component your TF will consider when assessing your section grade. You can signal your involvement by actively investigating section topics in advance, participating in class discussion and asking questions that show you have done the reading and given thought to concepts, acknowledging and building on others' ideas in section, drawing out ideas or concerns of other students, and visiting your TF regularly during office hours.

Section sign ups will take place during the first week of the quarter. We will send out an online form for you to fill out based on your schedule availability. If you do not fill out the form, you will be assigned to a section on the basis of available space. Sections begin the 2<sup>nd</sup> week of the term. Email Lizzie ([lizzie.wong@stanford.edu](mailto:lizzie.wong@stanford.edu)) with questions about section assignments.

## Psych One Course Calendar

	Date	Lecture	#	Speaker	Reading	Important Dates & Deadlines	
Week 1	M 8 Jan	Introduction	1	Walton	PRLG	<b>Sign up for section!</b> <b>Create SONA account and complete prescreen</b>	
	W 10 Jan	Methods	2	Walton	Ch. 1		
	F 12 Jan	Evolution	3	Crosby	Ch. 2		
Week 2	M 15 Jan	<b>MLK HOLIDAY</b> (No class)				1 <sup>st</sup> week of section	
	W 17 Jan	Biology	4	Walton	Ch. 3		
	F 19 Jan	Brain	5	Crosby	Ch. 4		
Week 3	M 22 Jan	Perception	6	Crosby	Ch 5 (*182-188, 196-212)		
	W 24 Jan	Learning	7	Walton	Ch. 7		
	<b>Th** 25 Jan</b>	<b>EXAM 1, 7PM, Loc. TBA: (1/8-1/22)</b>					
	F 26 Jan	No class				<b>1/26: R&amp;W Lit Search Due at 10PM</b> Alternate Essay Option Due	
Week 4	M 29 Jan	Memory	8	Crosby	Ch. 8	<b>1/29: Eligibility Survey Due at 8pm</b>	
	W 31 Jan	Thinking	9	Crosby	Ch. 9	Meet with TF to discuss R&W topic	
	F 2 Feb	Language	10	MacDonald	Ch. 10		
Week 5	M 5 Feb	Intelligence	11	Walton	Ch. 11		
	W 7 Feb	Emotion	12	Walton	Ch. 12 (*462-464, 484-501)		
	F 9 Feb	Influence	13	Walton	Ch. 13	<b>2/9: R&amp;W Draft Proposal Due at 10PM</b>	
Week 6	M 12 Feb	Social Reasoning	14	Walton	<i>Listen: "The Bad Show"</i>		
	W 14 Feb	Prosocial Behavior	15	Weisz	<i>Listen: "The Good Show"</i>		
	<b>T** 15 Feb</b>	<b>EXAM 2, 7PM, Loc. TBA: (1/24-2/12)</b>					
Week 7	F 16 Feb	No class				Alt. essay due	
	M 19 Feb	<b>PRESIDENT'S DAY</b> (No class)					
	W 21 Feb	Culture	16	Conner			
Week 8	F 23 Feb	Personality	17	Walton	Ch. 15	<b>2/23: R&amp;W Peer Review Due at 10PM</b>	
	M 26 Feb	Family	18	Walton	Ch. 14		
	W 28 Feb	Childhood	19	Crosby			
Week 9	F 2 Mar	Adulthood	20	Crosby			
	M 5 Mar	"Abnormality"	21	Walton	Ch. 16	<b>3/5: Reading of "Proof" at 7PM</b>	
	W 7 Mar	Mental Illness	22	Walton			
Week 10	F 9 Mar	Treatment	23	Crosby	Ch. 17	<b>3/9: R&amp;W Final Draft Due at 10PM</b>	
	M 12 Mar	Interventions	24	Walton			
	W 14 Mar	Health	25	Howe			
	F 16 Mar	Big Picture	26	Walton		Last day of experiments	
	W 21 Mar	<b>FINAL EXAM, (2/14 to 3/16) + Integrative Essay 3:30-6:30 PM, Loc. TBA</b>					

\* Indicates parts of chapters that are emphasized

\*\*Exams take place outside of regularly scheduled class times

## Course Policies

### Laptops and Other Classroom Technology

Active use of laptops and other technology (i.e., cell phones) is **not permitted during lecture**. This policy is based on careful analysis of the scientific literature as well as surveys and discussions with Psych 1 students. Research (including from our own course) shows that using a laptop in class is associated with poorer grades for both laptop users and their neighbors. Research also finds that, even when laptop distractions are removed, taking notes by hand leads to more effective learning. Please see Jennifer or Lizzie if you have questions or concerns about how our technology policy affects necessary academic accommodations (see section on academic accommodations).

### Grading

This course will be graded on a 100-point scale using standard cutoffs for letter grades (A,B,C,D,NP with +/-). Exams and assignments are not graded on a curve. Your final course grade will be determined in the following way:

Psych 1			Psych 1-L		
10%	–	Section Participation	25%	–	Exam 1
20%	–	Exam 1	25%	–	Exam 2
20%	–	Exam 2	25%	–	Exam 3
20%	–	Exam 3	15%	–	Exam 3 Integrative Essay
10%	–	Exam 3 Integrative Essay	10%	–	Quizzes
20%	–	R&W Project			

### Course Web Page – <http://classes.stanford.edu>

Visit at least once a week for lecture notes, outlines, announcements, and quizzes.

### Academic Integrity

Students are expected to adhere to Stanford's Honor Code and are responsible for understanding the University rules regarding academic integrity. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying from another's exam, unpermitted collaboration, and representing another's work as one's own. To view the honor code and receive tips for how to adhere to it, visit: <https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard>

### Academic Accommodations

Students who have a disability, which may necessitate an academic accommodation or the use of auxiliary aids and services in a class, must initiate the request with the Office of Accessible Education (OAE). The OAE will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the OAE as soon as possible; a week's notice is needed to arrange for appropriate accommodations (phone 723-1066; TDD 725-1067). If accommodations are needed, please send your OAE letter to Lizzie.

### **Affordability of Course Materials**

Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. The required edition of the textbook is available used both in the bookstore and online, and there are several copies on four-hour reserve in Green Library. In addition, please note that some students may be eligible for assistance with the cost of course materials through the Diversity & First Generation Office Opportunity Fund. For more information, please see <https://diversityandfirstgen.stanford.edu/resources>, or contact Joseph Brown, the Associate Director of the Diversity and First-Gen Office ([jlbrown@stanford.edu](mailto:jlbrown@stanford.edu); Old Union Room 207). Dr. Brown is available to connect you with resources and support while ensuring your privacy.

### **Lecture Recording**

We record each lecture to give faculty the chance to evaluate their lectures and improve their teaching. We do not distribute these videos to students unless there is a valid university responsibility (e.g., athletic or academic competitions) that prevents lecture attendance.

We understand that team competitions and athletic commitments require students to travel often. If your sport or event is in season and requires you to travel, you may ask your coach to email missed lecture dates to [lizzie.wong@stanford.edu](mailto:lizzie.wong@stanford.edu) and sign our video viewing agreement by the end of week 2. Email Lizzie or stop by room 422 to receive the agreement.

*Please note, there are no exceptions to this policy* and no videos will be distributed beyond the approved dates submitted by the 2<sup>nd</sup> week of the quarter. If you expect to travel to represent Stanford, but are unsure of the dates, please contact Lizzie.

### **Ongoing Improvements**

As part of our ongoing efforts to make this course an even better experience for students, our teaching team continually conducts research to improve our teaching methods. In this course, new teaching methods may be used and various aspects of student performance may be analyzed on an ongoing basis. Information about your individual performance in this course will be kept strictly confidential. If you would like to opt out of participating in any new teaching methods or having your performance analyzed as part of this research, you may do so without penalty. For more information, please contact the instructor or course coordinator.

## Common Questions and Key People

The key people in this course are listed on the following page, along with their contact information. Here are some of the various issues you might encounter and who you should contact:

- Too sick to take an exam or turn in an assignment: Contact your Residence Dean and the Office of Undergraduate Advising:
  - UAR (Undergraduate Research and Advising): (650) 723-2426, [vpue-advising@stanford.edu](mailto:vpue-advising@stanford.edu).
  - Find your Residence Dean at: <http://studentaffairs.stanford.edu/resed/about/contact/rds>
- General questions about experimental participation: [psych1research@lists.stanford.edu](mailto:psych1research@lists.stanford.edu)
- Questions about a specific experiment (rescheduling, following up on credits): the researcher for the study
- Questions about signing up for section or switching sections: [lizzie.wong@stanford.edu](mailto:lizzie.wong@stanford.edu)
- Making up missed sections: Your TF
- Exam arrangements (i.e., athlete make-ups or OAE-approved requests): [lizzie.wong@stanford.edu](mailto:lizzie.wong@stanford.edu)
- Questions or problems with the Psych One Canvas site: [lizzie.wong@stanford.edu](mailto:lizzie.wong@stanford.edu)
- Concerns about grading or other concerns/feedback about the course: [jrcrosby@stanford.edu](mailto:jrcrosby@stanford.edu)
- Finding out more about course topics and opportunities in the psychology department, feedback on ideas for your R&W project, or how to study for exams: Jennifer Randall Crosby or any TF's office hours.

### FAQs: Psych 1 vs Psych 1-L

**1. What's the difference between the 5-unit version and 3-unit version?**

To get the full experience of Psych One, we recommend students take the 5-unit version (Psych1). The 5-unit version includes all the components of the course that are designed to give you an enriching, and fun perspective on Psychology. The 5-unit version satisfies course requirements for the Psychology major and minor, as well as other majors requiring Psych 1. The 3-unit version (Psych1-L) will be much less interactive and will only include lecture, exams, online quizzes, and required research participation.

**2. Oh wow, the 5-unit version sounds great! Why are you offering the 3-unit version?**

We understand that students have a lot on their plate (you're at Stanford after all), so we're providing a lower-unit version that retains the core components of the course for students who are pressed for time, know they are unlikely to major in Psych, and still want to enjoy the great content that lectures and textbook readings provide.

**3. Okay, so if I don't have a lot of time to spare for Psych One, I should take Psych1-L right?**

Possibly—but keep in mind that grades for the 3-unit version vs 5-unit versions are calculated differently. Students in the 5-unit version of the course will likely earn higher grades, on average, because the 5-unit version includes section participation and a writing assignment that are designed to help all students succeed. The 3-unit version bases grades solely on exams and quizzes.

**4. Hmm...okay, now I can't decide =/**

That's okay! Please feel free to email our Course Coordinator, Jennifer Randall Crosby, and ask more questions. The Psych One Team is happy to help figure out which version will help you succeed. **Please be aware that enrollment is limited by the classroom capacity.**

## *Contact Information and Office Hours*

The Psych One teaching team holds regular office hours at the times and locations listed below. Alternatively, please schedule an appointment on their [youcanbook.me](http://youcanbook.me) website.

### **Teaching Team**

Greg Walton	Instructor	<a href="mailto:gwalton@stanford.edu">gwalton@stanford.edu</a>	By appointment	Jordan 244
Jennifer Randall Crosby	Course Coordinator	<a href="mailto:jrcrosby@stanford.edu">jrcrosby@stanford.edu</a>	<a href="http://jrcrosby.youcanbook.me">jrcrosby.youcanbook.me</a>	Jordan 423
Lizzie Wong	Course Administrator	<a href="mailto:lizzie.wong@stanford.edu">lizzie.wong@stanford.edu</a>	<a href="http://lizziewong.youcanbook.me">lizziewong.youcanbook.me</a>	Jordan 422
Rebeca Lopez	Research Participation Coordinator	<a href="mailto:psych1research@lists.stanford.edu">psych1research@lists.stanford.edu</a>	Contact by email	Jordan 422

### **Teaching Fellows**

Mika Asaba	<a href="mailto:masaba@stanford.edu">masaba@stanford.edu</a>	<a href="http://mikaasaba.youcanbook.me">mikaasaba.youcanbook.me</a>	Jordan 292
Dani Beam	<a href="mailto:dbeam12@stanford.edu">dbeam12@stanford.edu</a>	<a href="http://danibeam.youcanbook.me">danibeam.youcanbook.me</a>	Psych Lounge
Alberto Covarrubias	<a href="mailto:acovar21@stanford.edu">acovar21@stanford.edu</a>	<a href="http://acovarrubias.youcanbook.me">acovarrubias.youcanbook.me</a>	Psych Lounge
Cai Guo	<a href="mailto:caiguo@stanford.edu">caiguo@stanford.edu</a>	<a href="http://caiguo.youcanbook.me">caiguo.youcanbook.me</a>	Psych Lounge
Katherine Hermann	<a href="mailto:hermannk@stanford.edu">hermannk@stanford.edu</a>	<a href="http://katherineh.youcanbook.me">katherineh.youcanbook.me</a>	Psych Lounge
Melissa Mesinas	<a href="mailto:mmesinas@stanford.edu">mmesinas@stanford.edu</a>	<a href="http://melissa-mesinas.youcanbook.me">melissa-mesinas.youcanbook.me</a>	CERAS 202
Savannah Pham	<a href="mailto:spham@stanford.edu">spham@stanford.edu</a>	<a href="http://savannahpham.youcanbook.me">savannahpham.youcanbook.me</a>	Psych Lounge
Nidia Ruedas-Gracia	<a href="mailto:nrgracia@gmail.com">nrgracia@gmail.com</a>	<a href="http://calendly.com/nrgracia">calendly.com/nrgracia</a>	CERAS 404



## Psychology One Research Participation Requirement

Research is crucial to the field of psychology and part of what makes the Psychology Department at Stanford so outstanding. As part of your requirement for this class you will **participate in 7 hours of research studies OR alternatively, write a paper** about research ethics. By participating in studies, you will see how concepts you learn in class are being used in current research. Taking part in research also allows you to become part of the next chapter in Psychology's history. Many of the most impactful studies in the field of Psychology have been conducted at Stanford with Psych One students.

### **Steps to Completing your Psych One Research Requirement:**

1. Go to <http://stanfordpsych.sona-systems.com/> and click on Request Account on the right-hand side of the screen. **This is NOT the same site as the Stanford Psych paid studies. Follow this link precisely to ensure you get connected to the correct site. Do not Google it!**
2. Enter your information and associate yourself with the course "Psych 1 Winter 2018."
3. Log-on and complete the SONA prescreen survey (demographic questions).
4. Now you are ready to participate in experiments! Look for the **"Winter 2018 Eligibility Survey"** in the list of available studies. This online study is available at the end of week 1 and you must sign-up for and complete it by **5pm on January 29th**. It's a win-win: You earn 1 credit for completing it and based on your responses researchers may contact you with opportunities to participate in additional studies.
5. Look through the list of available studies to complete your 7 hour requirement.
6. The last day to participate in studies is midnight of the last day of classes. The credit pool is not active during finals week.

### **Minors (Under the age of 18)**

Minors must have their parents complete a consent form prior to signing up for studies. Please contact Rebeca at [psych1research@lists.stanford.edu](mailto:psych1research@lists.stanford.edu) to request a consent form.

### **International Students**

In general, studies for research credit do not require participants to be American born or American citizens to participate. If you have any concerns about your eligibility, please talk to us.

### **Study Cancellations**

Each study has a Participant Cancellation Deadline. If you notify the researcher before the deadline you can avoid an unexcused no-show. The researchers running the studies are often students with busy schedules, just like you. Cancelling with sufficient notice is a courtesy to them and allows a fellow student to potentially fill your spot.

### **Unexcused No-shows**

You can earn an "unexcused no-show" in several ways:

1. Fail to show up for an appointment (in-person study)
2. Arrive to an appointment more than 15 minutes late (in-person study)
3. Fail to complete a survey by the deadline (online study)

An unexcused no-show triggers a **limit** to your SONA account which prevents you from seeing and signing up for available studies. Contact Rebeca at [psych1research@lists.stanford.edu](mailto:psych1research@lists.stanford.edu) to remove the limit. A second unexcused no-show will again trigger a limit. A third unexcused no-show may result in you being asked to leave the credit pool.

### **Attention Checks**

Researchers with online studies often use attention checks (questions with specific answers) to make sure you are engaged and paying attention to the study and not haphazardly answering questions.

Examples of *failed* attention checks:

Marking a box to the question "Do not mark any box for this question"

Marking "Agree" to the question "Mark disagree"

Reading a paragraph about a cat and marking "No" to "Did you read about a cat?"

**If you exceed the failed attention check limit for a study, you will not earn credit for that study.** For some surveys you can only fail one attention check in order to still get credit, for others it may be two or more. Pay attention to individual study consent forms – the number should be very clear.

### **Voluntary Nature of Research**

You do not have to participate in credit studies; you can choose the alternative paper instead, as long as you declare that option by the third week of quarter. **You do not need to participate in any particular study, and may withdraw participation at any time.**

### **Tips for Success**

**Start early!** Aim for at least one study each week. If you start early and earn credits consistently, you should have no problem completing your 7 hours. **Do NOT wait until the end of the quarter – there may not be enough timeslots to accommodate you if you wait too long.**

**Do both online and in-person studies.** Online studies are convenient, but we recommend you do at least one in-person study as it will help you in designing your R&W project. Additionally, there are usually not enough online studies to earn all 7 hours.

**Always read the study description.** Know what the requirements are and what will be asked of you.

**Contact the study researcher directly, if you:**

- Need to cancel an appointment, or are running late
- Misplice your information for the location or other specific details of the study
- Have questions about receiving credits for participation in studies

If you have other questions, comments, or concerns, contact [psych1research@lists.stanford.edu](mailto:psych1research@lists.stanford.edu).

### **Alternative Paper**

If you wish to write a paper about research ethics in lieu of the research participation requirement, you must contact Dr. Crosby ([jrcrosby@stanford.edu](mailto:jrcrosby@stanford.edu)) by the end of the third week of quarter. You will receive instructions and a deadline for the paper.

NOTE: If you are concerned about limited availability to attend in-person studies and/or your comfort level with experiments, consider this option.