

PSYC 447.14
Cyberpsychology
Fall 2022
Instructor: Dr. Claire Midgley

Lecture Location: SA124A

Phone: TBD

Lecture Days/Time: MWF 10:00 - 10:50

Email: claire.midgley@ucalgary.ca
Office: AD216

Office Hours: W/R 11:00-12:00

Course Description

This course examines current research topics in the emerging field of cyberpsychology with a focus on identity and relationships.

Course Format

This is an in-person class held on campus.

Prerequisites

Psychology 300, 301 and admission to the Psychology major or Honours program.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Required Text

No required text. All readings will be articles or chapters that will be accessible on D2L or through the UCalgary library website (<https://library.ucalgary.ca>).

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Identify and understand major theories, components, and findings related to cyberpsychology	Tests	1	A
		2	A
		2	A

Critically evaluate primary research papers, compare and contrast findings, and identify gaps in the literature	Participation, tests, group presentation and paper	4	A
		5	A
		8	A
Discuss research findings, communicate with others, and take different perspectives	Participation	1	A
		4	A
		5	A
		8	A
Work as a group to identify gaps and plan future research	Group presentation and paper	1	A
		2	A
		4	A
		5	A
		8	A
Review and present research and apply theory	Group presentation and paper	1	A
		4	A
		8	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity, and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Assessment Methods

Evaluation Component	Worth	Due Date
Participation	17%	Throughout
Tests (3)	38%	Sept. 23, Oct. 21, Dec. 7
Group Project: Written Research Proposal	25%	Nov. 4 th
Group Project: Presentation	20%	Nov. 14 – Nov. 25

Participation (17%). Active participation in the course will be assessed via three methods.

- Completion of the **Beginning of Semester Survey (0.5%; due Sept. 14th, 11:59pm)** and the **Midterm Reflection (0.5%; due Oct. 12th, 11:59pm)**. The purpose of the former is for me to get to know a bit about you, and for you to submit ideas for potential topics or research questions for the group project later in the semester. The latter is for you to reflect on your approach to the first half of the course and vote on lecture topics for lectures 3.4 – 3.8. Both the Beginning of Semester Survey and Midterm Reflection will be submitted online (via D2L).
- Active participation in **'Test Prep' classes (2% x 3 = 6%; Sept. 21st, Oct. 21st, and Dec. 5th)**. In these classes, you will work together in small groups to identify themes across the lectures and readings covered by the upcoming test. Students will collaborate in creating a shared study document (which can be used during the open-book test). At the end of the class, students will be asked to complete an online form (via D2L) for their participation grade.
- Active participation in the **Group Project Work Session (2%; Oct. 14th)**. Prior to this class, you will have selected your group and research topic, and - ideally - have begun to review some

recent articles to identify gaps in the literature. During this class you will work with your group towards: a) identifying a specific research question and hypothesis, b) creating working outlines for your final paper and presentation, and c) developing a plan to finish both the paper and presentation on time. At the end of the class, students will be asked to complete an online form (via D2L) for their participation grade.

- Completion of 8 **Presentation Reflection Forms (1% X 8 = 8%; Nov. 14th – 23rd)** for other groups' presentations. NOTE: All 8 forms must be submitted online (via D2L) by midnight on Nov. 23rd.

Tests (38%). There will be three tests in this course, all in-class, written answer, and non-cumulative:

- **Test 1 (Sept. 23rd; 8%)** will cover Topics 1 & 2 (including associated readings).
- **Test 2 (Oct. 24th; 15%)** will cover Topics 3-5 (including associated readings).
- **Test 3 (Dec. 7th; 15%)** will cover Topics 6-8 (including associated readings).

NOTE: Tests in this course are open book. For this course, an open book test means that the use of lecture slides, readings, and notes is permitted. The use of online resources (e.g., translation dictionary) is also permitted. Students may not, however, communicate with others about course material or the exam either in person or electronically during exams. **If you miss a test without contacting the instructor within 48 hours of the test (see below), you will receive a score of 0 for that exam.**

Absence From a Test

Makeup tests are **NOT** an option without the approval of the instructor. Students who miss a test have up to 48 hours to contact the instructor to ask for a makeup test. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test with the instructor within this 48-hour period forfeit the right to a makeup test. At the instructor's discretion, a makeup test may differ significantly (in form and/or content) from a regularly scheduled test. Once approved by the instructor a makeup test must be written within 2 weeks of the missed test on a day/time scheduled by the instructor.

Group Project (45%). You will work with 2-3 other students to identify a specific gap in the cyberpsychology literature and propose a study that would contribute to filling this gap. This project will have two components:

- A **Group Written Research Proposal (25%; due Nov. 4th, 11:59pm)**, to be submitted online (via D2L). More information about the structure and expectations for both the presentation and proposal will be given in class and posted on D2L.
- A 20-minute **Group Presentation (20%; Nov. 14th – 23rd)** that will be given in class. Presentation dates will be assigned to groups at random on Oct. 14th.

Policies for missed/late submissions: **Without instructor approval, late submissions will be deducted 10% per day (including weekends) up to a maximum of 50% (5 days), at which point, late assignments**

will no longer be accepted.

Course Credits for Research Participation:

Please note that because this is a 400- level course, **extra Research Participation Course Credit is Not Offered for this Course.**

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Tentative Lecture Schedule

Week	Date	Topic/Activity	Reading/Online Submission
1	W Sep 7 <i>University Lectures begin</i>	Course Introduction	READ: Course outline.
	F Sep 09		
2	M Sep 12	Topic #1: Identity & Self Presentation	READ: (Bacchini et al., 2017; Pfund et al., 2020) SUBMIT (by 11:59pm on Sept. 14th): Beginning of Semester Survey (0.5%)
	W Sep 14 <i>R Sep 15: Last day to drop a class without a penalty.</i>		
	F Sep 16 <i>Last day to add/swap courses.</i>	Topic #2: Perceptions of Others	READ: (Levordashka & Utz, 2017; Tosun & Kaşdarma, 2020)
3	M Sep 19		
	W Sep 21	Test 1 Prep	SUBMIT (by 11:59pm): Test Prep Participation Form (2%)
	F Sep 23	Fee payment deadline for Fall Term full and half courses. Test 1 (Topics 1 & 2; In-Class; 8%)	---
4	M Sep 26	Topic #3: Communication	READ: (Dwyer et al., 2018; Sullivan et al., 2020)
	W Sep 28		
<i>F Sept 30: UNIVERSITY CLOSED for National Day for Truth and Reconciliation</i>			
5	M Oct 4	Topic #4: Romantic Relationships	READ: (Holtzman et al., 2021; Miller et al., 2019; Pronk & Denissen, 2020)
	W Oct 5		
	F Oct 7		

6	<i>M Oct 10: Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
	W Oct 12	Topic #4, cont.	SUBMIT: Midterm Reflection (0.5%)
	F Oct 14	Group Project Working Session	SUBMIT: Group Project Working Session Participation Form (2%)
7	M Oct 17	Topic #5: Groups & Communities	READ: (McInroy & Craig, 2020; Park et al., 2018)
	W Oct 19		
	F Oct 21	Test 2 Prep	SUBMIT (by 11:59pm): Test Prep Participation Form (2%)
8	M Oct 24	Test 2 (Topics 3-5; In-Class; 15%)	---
	W Oct 26	Topic #6: Focus on Social Media	READ: (Orben & Dunbar, 2017; Schroeder & Cavanaugh, 2018)
	F Oct 28		
9	M Oct 31	Topic #7: TBD	READ: TBD SUBMIT (by 11:59pm on Nov 4th): Group Written Research Proposal (25%)
	W Nov 2		
	F Nov 4		
10	<i>Nov 6-12: Term Break No Classes</i>		
	<i>F Nov 11: Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
11	M Nov 14 – F Nov 25	Group Presentation (20%)	SUBMIT: 8 Presentation Reflection Forms (8%)
12	M Nov 28	Topic #8: TBD	READ: TBD
	W Nov 30		
	F Dec 2		
13	M Dec 5	Test 3 Prep	SUBMIT (by 11:59pm): Test Prep Participation Form (2%)
	W Dec 7 <i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>	Test 3 (Topics 6-8; In-Class; 15%)	---
<i>Dec 10-21: Fall Final Exam Period</i>			

Reading List

- Bacchini, D., De Angelis, G., & Fanara, A. (2017). Identity formation in adolescent and emerging adult regular players of massively multiplayer online role-playing games (MMORPG). *Computers in Human Behavior, 73*, 191–199. <https://doi.org/10.1016/j.chb.2017.03.045>
- Dwyer, R. J., Kushlev, K., & Dunn, E. W. (2018). Smartphone use undermines enjoyment of face-to-face social interactions. *Journal of Experimental Social Psychology, 78*, 233–239. <https://doi.org/10.1016/j.jesp.2017.10.007>
- Holtzman, S., Kushlev, K., Wozny, A., & Godard, R. (2021). Long-distance texting: Text messaging is linked with higher relationship satisfaction in long-distance relationships. *Journal of Social and Personal Relationships, 38*(12), 3543–3565. <https://doi.org/10.1177/02654075211043296>
- Levordashka, A., & Utz, S. (2017). Spontaneous Trait Inferences on Social Media. *Social Psychological and Personality Science, 8*(1), 93–101. <https://doi.org/10.1177/1948550616663803>
- McInroy, L. B., & Craig, S. L. (2020). “It’s like a safe haven fantasy world”: Online fandom communities and the identity development activities of sexual and gender minority youth. *Psychology of Popular Media, 9*(2), 236–246. <https://doi.org/10.1037/ppm0000234>
- Miller, D. J., McBain, K. A., Li, W. W., & Raggatt, P. T. F. (2019). Pornography, preference for porn-like sex, masturbation, and men’s sexual and relationship satisfaction. *Personal Relationships, 26*(1), 93–113. <https://doi.org/10.1111/pere.12267>
- Orben, A. C., & Dunbar, R. I. M. (2017). Social media and relationship development: The effect of valence and intimacy of posts. *Computers in Human Behavior, 73*, 489–498. <https://doi.org/10.1016/j.chb.2017.04.006>
- Park, A., Conway, M., & Chen, A. T. (2018). Examining thematic similarity, difference, and membership in three online mental health communities from reddit: A text mining and visualization approach. *Computers in Human Behavior, 78*, 98–112. <https://doi.org/10.1016/j.chb.2017.09.001>

Pfund, G. N., Hill, P. L., & Harriger, J. (2020). Video chatting and appearance satisfaction during COVID-19: Appearance comparisons and self-objectification as moderators. *International Journal of Eating Disorders*, 53(12), 2038–2043. <https://doi.org/10.1002/eat.23393>

Pronk, T. M., & Denissen, J. J. A. (2020). A rejection mind-set: Choice overload in online dating. *Social Psychological and Personality Science*, 11(3), 388–396. <https://doi.org/10.1177/1948550619866189>

Schroeder, A. N., & Cavanaugh, J. M. (2018). Fake it 'til you make it: Examining faking ability on social media pages. *Computers in Human Behavior*, 84, 29–35. <https://doi.org/10.1016/j.chb.2018.02.011>

Sullivan, K. T., Riedstra, J., Arellano, B., Cardillo, B., Kalach, V., & Ram, A. (2020). Online communication and dating relationships: Effects of decreasing online communication on feelings of closeness and relationship satisfaction. *Journal of Social and Personal Relationships*, 0265407520924707. <https://doi.org/10.1177/0265407520924707>

Tosun, L. P., & Kaşdarma, E. (2020). Passive Facebook use and depression: A study of the roles of upward comparisons, emotions, and friendship type. *Journal of Media Psychology*, 32(4), 165–175. <https://doi.org/10.1027/1864-1105/a000269>

Department of Psychology Criteria for Letter Grades

Psychology course instructors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

Academic Misconduct: For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources: <https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 15, 2022.** Last day add/swap a course is **Friday, September 16, 2022.** The last day to withdraw from this course is **Wednesday, December 7, 2022**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>