

REP Paper Option Instructions

As an alternative to the experiment participation option, you may choose to satisfy the REP requirement by selecting research articles or watching videos on a topic that interests you and completing brief quizzes and written reflections about the material. All assignments must be completed through the Papers Module on the Carmen website. Your REP requirement is 28 points, and you can earn up to 4 points per required assignment until your total points reach 28. After that, you can complete extra credit assignments (worth 2 points each) to earn up to 8 points of extra credit. You cannot earn more than a total of 36 points in the Paper Option (28 required + 8 extra credit).

PAPER DEADLINES

<u>Deadlines</u>	<u>Assignment Due</u>
Jun 8, 2026, 9:00pm	** Enrollment Deadline. YOU MUST ENROLL at http://rep.psy.ohio-state.edu to participate in this option.
Jun 19, 2026, 9:00pm	Deadline 1 (at least 1 assignment must be submitted)
Jun 26, 2026, 9:00pm	Deadline 2 (at least 1 new assignment must be submitted)
Jun 26, 2026, 9:00pm	Deadline 3 (at least 1 new assignment must be submitted)
July 10, 2026, 9:00pm	Deadline 4 (at least 1 new assignment must be submitted)
July 10, 2026, 9:00pm	Deadline 5 (at least 1 new assignment must be submitted)
July 17, 2026, 9:00pm	Deadline 6 (at least 1 new assignment must be submitted)
July 24, 2026, 9:00pm	Deadline 7 (at least 1 new assignment must be submitted)
July 24, 2026, 9:00pm No assignments will be reviewed if submitted after this date.	Extra Credit Due (No assignments will be reviewed if submitted after this date.)

Required and extra credit assignments may be submitted at any point in the semester. To ensure you have time to earn all possible points before REP closes, we ask you to **submit at least 1 assignment for each of the numbered deadlines above.**

If a **personal emergency** arises and you cannot meet one of these deadlines, you must notify the REP staff in a timely manner. You may be required to submit sufficient documentation about the emergency.

You will be added to a Carmen course site for REP within several days of enrolling, and by no later than 2 days after the decision deadline listed above. The Carmen course site for REP is separate from your regular Psychology 1100 Carmen course site.

REP Paper Option Assignments:

For each REP Paper Option Assignment, you will read an article or watch a video of your choice and complete a brief quiz asking about the main ideas, research methods, ethical considerations, and potential applications of the results from the article. After each quiz, you will be asked to submit a brief reflection (approx. 150 words) connecting the research to your own life or to something you are learning in your Psychology class.

Grading:

You can earn full or partial points for each completed quiz AND reflection. You should complete a quiz AND a written reflection per paper to complete your assignment. You can earn up to 4 points per required assignment until your total points reach 28. After that, you can earn 2 points per extra credit assignment until your total points reach 36. **If you do not complete the written reflection for any of your assignment you will receive a ZERO regardless of your quiz grade.**

Rubric for Required 28 REP Points:

Multiple choice quiz:	2 pts
<u>Written reflection:</u>	<u>2 pts</u>
Total points (per paper)	4 pts

Rubric for Extra Credit Points (up to 8):

Multiple choice quiz + written reflection	2 pts
Any quiz without reflection	0 pts

※ Until your total points reach 28, you will receive 2 points for each written reflection in addition to your quiz grade per assignment (maximum 4 points per paper). After that, we will manually adjust your quiz scores to either 2 or 0 following the rubric above after checking your reflections.

Instructions for Completing the Paper Option

STEP 1: ENROLLING IN PAPER OPTION AT REP ONLINE AND ACCESSING CARMEN

Enroll in the paper option on the REP website at <http://rep.psy.ohio-state.edu>

- YOU MUST ENROLL in the paper option on the REP website to participate in this option. See the REP General Instruction and contact the REP Office if you have any difficulties.

Students will be added to a Carmen course site for REP within several days of enrolling, and by no later than 2 days after the decision deadline listed above.

- The Carmen course site for REP is separate from the regular Psychology 1100 Carmen course site.
- Log into Carmen (<https://carmen.osu.edu>), and locate the course listed as **“REP Paper Option”**
- Please read the material on the home page and in the “Modules” section thoroughly and check the announcements page often for any news.

STEP 2: SELECT ARTICLES:

Choose an article that interests you from the list available online in the Carmen REP site.

If you do not have access to the REP program’s Carmen site, contact the REP office by the enrollment deadline. [Email REP office.](#)

Article List

Article	Title	Topic
Siefke et al. (2019)	A Context-Change Account Of Temporal Distinctiveness	Neuroscience & Behavior
Sullivan et al. (2019)	Behavioral And Neural Correlates Of Memory Suppression In PTSD	Neuroscience & Behavior
Castellano et al. (2015)	Blood-Borne Revitalization Of The Aged Brain	Neuroscience & Behavior
Thayer et al. (2010)	Effects Of The Physical Work Environment On Physiological Measures Of Stress	Neuroscience & Behavior
Erickson et al. (2010)	Exercise Training Increases Size Of Hippocampus And Improves Memory	Neuroscience & Behavior
Wagner et al. (2016)	The Dorsal Medial Prefrontal Cortex Responds Preferentially To Social Interactions During Natural Viewing	Neuroscience & Behavior
Luo et al., (2019)	5-HTTLPR Polymorphism Is Associated With Nostalgia Proneness: The Role Of Neuroticism	Neuroscience & Behavior
Dye et al. (2023)	<u>Microglia Depletion Facilitates The Display Of Maternal Behavior And Alters Activation Of The Maternal Brain Network In Nulliparous Female Rats</u>	Neuroscience & Behavior
Gwinn & Krajbich (2020)	Attitudes And Attention	Cognitive Psychology
Palmer & Meyer (2000)	Conceptual And Motor Learning In Music Performance	Cognitive Psychology
Morrill et al. (2014)	Distal Rhythm Influences Whether Or Not Listeners Hear A Word In Continuous Speech: Support For A Perceptual Grouping Hypothesis	Cognitive Psychology

Slater et al. (2011)	Increasing Support For Alcohol-Control Enforcement Through News Coverage Of Alcohol's Role In Injuries And Crime	Cognitive Psychology
Gwinn et al. (2019)	The Spillover Effects of Attentional Learning on Value-Based Choice	Cognitive Psychology
Jungers et al. (2016)	Language Priming By Music And Speech: Evidence Of A Shared Processing Mechanism	Cognitive Psychology
Vanunu & Ratcliff (2023)	The Effect of Speed-Stress On Driving Behavior: A Diffusion Model Analysis	Cognitive Psychology
Tompkins (2015)	Mothers' Cognitive State Talk During Shared Book Reading And Children's Later False Belief Understanding	Cognitive Psychology
Scholer et al. (2018)	New Directions In Self-Regulation: The Role Of Metamotivational Beliefs	Cognitive Psychology
DeKay (2015)	Predecisional Information Distortion And The Self-Fulfilling Prophecy Of Early Preferences In Choice	Cognitive Psychology
Golomb (2019)	Remapping Locations And Features Across Saccades: A Dual-Spotlight Theory Of Attentional Updating	Cognitive Psychology
Arkes (2013)	The Consequences Of The Hindsight Bias In Medical Decision Making	Cognitive Psychology
Buelow et al. (2015)	The Influence Of Video Games On Executive Functions In College Students	Cognitive Psychology
Todd & Thaler (2010)	The Perception Of 3D Shape From Texture Based On Directional Width Gradients	Cognitive Psychology
Robinson & Sloutsky (2013)	When Audition Dominates Vision	Cognitive Psychology
Leber & Egeth (2006)	It's Under Control: Top-Down Search Strategies Can Override Attentional Capture	Cognitive Psychology
Centanni et al (2019)	<u>Genetic and Environmental Influences on Decoding Skills – Implications for Music and Reading</u>	Developmental Psychology

Wagner et al. (2010)	Development In Children's Comprehension Of Linguistic Register	Developmental Psychology
Coutellier (2010)	Rodent Models Of Early Environment Effects On Offspring Development And Susceptibility To Neurological Diseases In Adulthood	Developmental Psychology
<u>Yu et al. (2022)</u>	<u>From Integers to Fractions: The Role of Analogy in Developing a Coherent Understanding of Proportional Magnitude</u>	Developmental Psychology
Plebanek & Sloutsky (2017)	Costs Of Selective Attention: When Children Notice What Adults Miss	Developmental Psychology
Vannatta et al. (2009)	Peer Acceptance And Social Behavior During Childhood And Adolescence: How Important Are Appearance, Athleticism, And Academic Competence?	Developmental Psychology
Schoppe-Sullivan et al. (2021)	<u>The Best and Worst of Times: Predictors of New Fathers' Parenting Satisfaction and Stress</u>	Developmental Psychology
Mischkowski et al. (2019)	A Social Analgesic? Acetaminophen (Paracetamol) Reduces Positive Empathy	Social Psychology
Weary et al. (2006)	Adjusting For The Correspondence Bias: Effects Of Causal Uncertainty, Cognitive Busyness, And Causal Strength Of Situational Information	Social Psychology
Staats & Hupp (2012)	An Examination Of Academic Misconduct Intentions And The Ineffectiveness Of Syllabus Statements	Social Psychology
Brunell et al. (2018)	Can Coders Detect Grandiose Narcissism In Others?	Social Psychology
Schoppe-Sullivan et al. (2017)	Doing Gender Online: New Mothers' Psychological Characteristics, Facebook Use, And Depressive Symptoms	Social Psychology
Ewoldsen et al. (2012)	Effect Of Playing Violent Video Games Cooperatively Or Competitively On Subsequent Cooperative Behavior	Social Psychology

Reeves et al. (2022)	<u>When Seeing Stigma Creates Paternalism: Learning About Disadvantage Leads To Perceptions Of Incompetence</u>	Social Psychology
Tylka & Calogero (2019)	Perceptions Of Male Partner Pressure To Be Thin And Pornography Use: Associations With Eating Disorder Symptomatology In A Community Sample Of Adult Women	Social Psychology
Shoots-Reinhard et al. (2015)	Personality Certainty And Politics: Increasing The Predictive Utility Of Individual-Difference Inventories (Shoots-Reinhard et al., 2015)	Social Psychology
Chabrol et al. (2011)	Relations Between Self-Serving Cognitive Distortions, Psychopathic Traits, And Antisocial Behavior In A Non-Clinical Sample Of Adolescents	Social Psychology
Sawicki et al. (2011)	Seeking Confirmation In Times Of Doubt: Selective Exposure And The Motivational Strength Of Weak Attitudes	Social Psychology
Nguyen et al. (2023)	Predicting Academic Performance With An Assessment Of Students' Knowledge Of The Benefits Of High-Level And Low-Level Construal	Social Psychology
Mazzocco et al. (2010)	This Story Is Not For Everyone: Transportability And Narrative Persuasion	Social Psychology
Libby et al. (2013)	Using Imagery Perspective To Access Two Distinct Forms Of Self-Knowledge: Associative Evaluations Versus Propositional Self-Beliefs	Social Psychology
France et al. (2011)	Enhancing Blood Donation Intentions Using Multimedia Donor Education Materials	Social Psychology
Strunk et al. (2013)	Cognitive Therapy Skills Predict Cognitive Reactivity To Sad Mood Following Cognitive Therapy For Depression	Clinical Psychology
Christian (2014)	Effects Of Stress And Depression On Inflammatory Immune Parameters In Pregnancy	Clinical Psychology

Jackson et al. (2017)	Executive Function And Internalizing Symptoms In Adolescents And Young Adults With Congenital Heart Disease: The Role Of Coping	Clinical Psychology
Sheridan et al. (2004)	Experimental Models Of Stress And Wound Healing	Clinical Psychology
Anderson & Emery (2014)	Irrational Health Beliefs Predict Adherence To Cardiac Rehabilitation: A Pilot Study	Clinical Psychology
Vasey et al. (2012)	It Was As Big As My Head, I Swear!: Biased Spider Size Estimation In Spider Phobia	Clinical Psychology
Anderson et al. (2023)	Depression In Association With Neutrophil-To-Lymphocyte, Platelet-To-Lymphocyte, And Advanced Lung Cancer Inflammation Index Biomarkers Predicting Lung Cancer Survival	Clinical Psychology
Hayes (2020)	Sweat So You Don't Forget: Establishing The Feasibility Of Exercise Breaks During University Lectures	Clinical Psychology
Olson et al. (2018)	Targeting Body Dissatisfaction Among Women With Overweight Or Obesity: A Proof-Of-Concept Pilot Study	Clinical Psychology
Cheavens et al. (2012)	The Compensation And Capitalization Models: A Test Of Two Approaches To Individualizing The Treatment Of Depression	Clinical Psychology
Wells-Di Gregorio et al. (2012)	Impact Of Breast Cancer Recurrence And Cancer-Specific Stress On Spouse Health And Immune Function	Clinical Psychology
Cox et al. (2020)	Examining The Effects Of Mindfulness-Based Yoga Instruction On Positive Embodiment And Affective Responses	Clinical Psychology
Walton & Tiede (2020)	Brief Report: Does "Healthy" Family Functioning Look Different For Families Who Have A Child With Autism?	Intellectual and Developmental Disabilities
Tassé & Wehmeyer, 2010	Intensity Of Support Needs In Relation To Co-Occurring Psychiatric Disorders	Intellectual and Developmental Disabilities

Witwer & Lecavalier (2008)	Psychopathology In Children With Intellectual Disability: Risk Markers And Correlates	Intellectual and Developmental Disabilities
Walton et al. (2022)	<u>Putting “ME” Into Measurement: Adapting Self-Report Health Measures For Use With Individuals With Intellectual Disability</u>	Intellectual and Developmental Disabilities
Leser et al. (2018)	Smoking Behaviors Of Adults With Developmental Disabilities And Their Direct Support Professional Providers	Intellectual and Developmental Disabilities
Lecavalier et al. (2006)	The Impact Of Behaviour Problems On Caregiver Stress In Young People With Autism Spectrum Disorders	Intellectual and Developmental Disabilities
Petty (2015)	Confidence: What Does It Do?	Video Topics
Cravens-Brown (2015)	Gender Norms: Always Limiting, Sometimes Deadly	Video Topics
Beauchaine (2019)	Structural And Functional Correlates Of Adolescent Self-Harm	Video Topics
Lindsey (2016)	The Origins of Color Communication	Video Topics
Mazzocco (2019)	The Problem With Racial Colorblindness	Video Topics
Saygin (2019)	Who Will Your Child Become?	Video Topics

STEP 3: COMPLYING WITH PAPER OPTION REQUIREMENTS:

The Paper Option for REP is designed for students to gain exposure to research conducted in psychology. The goals of this assignment are to 1) enhance understanding of the basic theories and methods for guiding research studies and 2) encourage students to apply the knowledge learned in class to their lives.

Important aspects of your article responses:

1) Part 1: Quiz

- Read the article (or watch the video) carefully, then complete the associated 5-question quiz on Carmen.
- You can reference the article as you are taking the quiz but remember that you will only have 15 minutes to complete the quiz.

- You may retake each quiz up to 3 times.

2) **Part 2: Reflection (150 words):** Next, submit a written reflection about the same article you read (or the video you watched) for the quiz. Reflect on how the research relates to what you are learning in Psychology or how it applies to your life. Your reflection may include how the research expands on a topic covered in class, how it covers new information beyond what is included in the course, how the research either supports or contradicts information presented in class, or another way the research is relevant to your life.

Examples of questions to answer:

- How is this research relevant to my life or personal experiences?
- How does the research elaborate on a concept or principle from the text or lecture?
- How does the research provide evidence for or against some principle described in class?
- What new ideas are introduced that go beyond what is covered in class?

WARNING: Any assignments containing incomplete reflections or reflections written in a foreign language will receive a zero. Please make sure your reflections are close to the word limit (150 words) and written on your own. Turnitin will be enabled for reflection submissions. **High similarity scores will be carefully reviewed and sent to the Committee on Academic Misconduct (COAM) if plagiarism is suspected.** This includes submitting work from a past class to your current class, even if you modify it. **Work that is suspected of using generative AI will be carefully reviewed and sent to the Committee on Academic Misconduct (COAM) if plagiarism is suspected.**

STEP 4: CHECKING YOUR GRADES AND COMMENTS

- Your scores for the paper option will be available in the REP Paper Option Carmen site throughout the semester.
- You may view your scores for all assignments in the "Grades" section of the REP Carmen site.
 - Please look at the **Total points** at the bottom, not the percentage.
- REP Paper Option grades will appear in your main Psych 1100 Carmen gradebook at the end of the semester.
- If you encounter a problem, please email REP coordinators promptly.

STEP 5: EXTRA CREDIT (optional)

- Eight extra credit points are available by completing quizzes and reflections for additional articles/videos.
- You may complete additional assignments to earn **up to 8 extra credit points once you reach 28 for the REP requirement.**
- **You should not complete more than 15 total quizzes AND reflections.** This limit is set to encourage you to read a smaller number of papers more thoroughly in order to encourage a better understanding of the research.

FREQUENTLY ASKED QUESTIONS:

What if I decide I don't want to do the paper option?

You have until the deadline to choose your REP option (see REP syllabus) to request a change. Contact the REP staff, and we will update your account so you can start participating in experiments.

What if Carmen is down (unavailable campus-wide) on the day the assignments are due?

If the Carmen system is unavailable from campus on due dates, students will be contacted by email with alternate completion instructions. Please retrieve your articles at least a week before the assignments are due, so that you can prepare for your quizzes in advance of the due date. If you cannot

access the articles from Carmen's REP course site, it is your responsibility to get help from your instructor or the REP coordinators (Lazenby 222; [Email](#)) at least 1 week before the assignments are due.

What if my internet access goes down on the due date?

Plan ahead to have your assignments submitted in advance of the deadline. If you do not have access from home, you may use any campus computer lab to submit your work.

I can't see my REP grades in my Psychology 1100 Carmen gradebook—why aren't they showing up?

To see the REP points you've earned during the semester, log in to the REP Carmen site. REP grades are not posted to the main Psychology 1100 Carmen site until near the end of the semester.

Who should I contact if I have a problem with the REP Carmen site or the paper option?

Email the REP Coordinators at ASC-PSY-rep@osu.edu

The following section on plagiarism is an excerpt from the Ohio State University Libraries (http://library.osu.edu/sites/copyright/copyright_faqs.php?cat=plagiarism).

Copyright and Plagiarism

What is plagiarism?

Plagiarism is using others' ideas and/or words without clearly acknowledging the source of that information. It may be intentional (e.g., copying or purchasing papers from an online source) or unintentional (e.g., failing to give credit for an author's ideas that you have paraphrased or summarized in your own words). ([UIUC](#))

How do I know if I am plagiarizing?

You are committing plagiarism if you:

- Submit a paper to be graded or reviewed that you have not written on your own.
- Copy answers or text from another classmate and submit it as your own.
- Copy answers or text from an online source (e.g., Wikipedia, etc.) and submit it as your own.
- Quote or paraphrase from another paper without crediting the original author.
- Cite data without crediting the original source.
- Propose another author's idea as if it were your own.
- Fabricating references or using incorrect references.
- Submitting someone else's presentation, program, spreadsheet, or other file with only minor alterations.

This is not a definitive list — any action in which you misleadingly imply someone else's work is your own can constitute plagiarism. ([PSU](#))

Why is plagiarism a problem?

When you commit plagiarism, you hurt yourself and the community in the following ways:

- You deny yourself the opportunity to learn and practice skills that may be needed in your future careers. You also deny yourself to opportunity to receive honest feedback on how to improve your skills and performance.
- You invite future employers and faculty to question your integrity and performance in general.

- You commit fraud on faculty who are evaluating your work.
- You deprive another author due credit for his or her work.
- You show disrespect for your peers who have done their own work. ([PSU](#))

What is unintentional vs. intentional plagiarism?

Unintentional plagiarism: Research-based writing in American institutions is filled with rules that beginning writers may not be aware of or don't know how to follow. Many of these rules have to do with research and proper citation. Sometimes you may not be sure what needs to be cited and what doesn't.

Intentional plagiarism: It may seem easy and harmless to copy and paste sections from articles or papers found online to fill an assignment. You should keep in mind, however, that although such behavior may seem harmless, it actually degrades the quality of education that you are receiving and devalues the degree that you are working toward. ([UIUC](#))