


Research Methods in Psychology

Psyc 217 Sections 001 and 002 (3 credits)

Winter 2012/2013 Term 1



CLASS MEETINGS: Monday, Wednesday, Friday, 9-9:50am (Section 1); 10-10:50am (Section 2). Please bring your i>clicker, pen, paper, & your texts if possible. *In order to receive your clicker participation points and to work with your team, you must attend the section for which you are registered.*

CLASS LOCATION: AERL Building, Room 120; **LAB LOCATIONS:** *check Vista for your assigned lab location.

COURSE WEBSITE: PowerPoint slides *after* each lesson, important announcements, assignment submission, and discussion forums can be found on WebCT Vista. *An online version of this syllabus, complete with active links, is available in pdf format on our Vista site.* You are responsible for checking this site frequently, and for registering your i>clicker here. To access it, go to www.vista.ubc.ca and log in using your CWL.



INSTRUCTOR: Dr. Catherine Rawn. *Welcome to our course! I'm here to create conditions in which you can learn (should you choose to do so), and have some fun in the process.*

OFFICE: Kenny 2523

DROP IN OFFICE HOURS: Tuesday 3-4, Wednesday 2-3, Friday 4-5, or by appointment if necessary

E-MAIL: cdrawn@psych.ubc.ca. Please put "217" in the Subject line of all email, use professional tone and style, and use your UBC email account or your message could get filtered. Although I try to respond as quickly as possible, expect at least 24 hours for a reply (not counting evenings and weekends).

WEB: www.psych.ubc.ca/~cdrawn; TWITTER: @cdrawn

TEACHING FELLOWS: TFs are here to help you learn and to help me to evaluate your learning. They will run lab sections, grade papers and exams, hold office hours for you, and respond to (brief!) questions sent via email. If you cannot make their scheduled office hours, email them to work out an alternative appointment time.

NAME: Nick Bedo
OFFICE: Kenny Building, Room 3606
EMAIL: bedo@psych.ubc.ca
OFFICE HOUR: Wednesday 12:00-1:00

NAME: Ben Cheung
OFFICE: Kenny Building, Room 1007
EMAIL: bycheung@psych.ubc.ca
OFFICE HOUR: Wednesday 1:30-2:30

NAME: Kosta Kushlev
OFFICE: CIRS Building, Room 4346
EMAIL: kostadinpk@psych.ubc.ca
OFFICE HOUR: Monday 11:00-12:00

NAME: Meighen Roes
OFFICE: Kenny Building, Room 1910
EMAIL: m.roes@psych.ubc.ca
OFFICE HOUR: Wednesday 12:30-1:30

INTEGRATION OF COURSE IN CURRICULUM: *Prerequisite/Co-Requisite to take this course:* Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. *This course is a Prerequisite for:* Psyc 218 and 359 (Statistics), Psyc 349/449 (Honours), & others. Our course concepts provide a strong foundation for **all** subsequent coursework and research assistantships in Psychology, other behavioural sciences (e.g., marketing, economics, sociology), and for being an informed citizen.

WITHDRAWAL DATES: *Please note that a large portion of this course is devoted to group work. Your group depends on you! If you are considering withdrawing after the second week of classes please see me, your instructor, to discuss your options.* If you wish to withdraw from this course without any record of the course on your transcript, you must do so before September 18. The latest withdrawal date is October 12, which leaves a standing of “W” on your transcript.

COURSE DESCRIPTION

Welcome to *Research Methods in Psychology*. **The purpose of this course is** to help you to understand, remember, and apply the methods and reasoning behind psychological information and research. **This is important because** this solid foundation will help you to become a critical and informed *consumer* of psychological research and *creator* of psychological research. **As a consumer of psychological research**, you will be equipped to read and understand research presented in future courses in psychology, and you will also be equipped to critically evaluate pop psychology and research you see reported in the media. **As a new creator of psychological research**, you will have the basic tools to investigate questions about human behaviour. These tools will serve you well in future studies, particularly in research assistantships, directed studies projects, Honours projects, and even graduate study.

Together, we will strive to reach these goals in a variety of ways. The topics covered in this course aim to cover the **basics of the scientific method, research design and execution, some basic data analysis, and communication of research results**. We will discuss what a psychologist does and why; how psychologists decide on a research plan, how to choose a method, how to evaluate information and data, and then how to draw conclusions regarding why we behave the way we do. We will practice critical thinking, and attempt to apply the material to everyday situations in which we encounter “data” so that when we encounter psychological information and issues, we can assess it from various directions and be well informed. **Learning Appraisals** have been carefully designed to encourage you to demonstrate critical thought, and to reflect the real collaborative nature of research.

Students who successfully meet the course requirements will be able to

- apply core concepts in the philosophy of science (e.g., falsifiability) to enhance critical thinking;
- discuss and apply the basic methodological tools psychological scientists use to test hypotheses about behaviour;
- identify and evaluate the main ethical considerations of psychological research;
- locate an empirical journal article using the university’s library online resources;
- read an empirical journal article, identify the main features of the study design, and summarize its conclusions;
- collaborate with others to design a study to test a psychological hypothesis;
- execute a research study’s methodology as a researcher, and evaluate that methodology in writing;
- describe the rationale underlying basic statistical analyses including correlation and the t-test;
- present research in poster form and a written American Psychological Association (APA) style report;
- discuss research methods, results, and implications;
- use APA referencing and citation style for written work;
- demonstrate competence in various employable skills, including public speaking, formal and informal writing, group collaboration, peer evaluation, as well as creation and synthesis of multiple ideas.

You might be thinking: *That is quite a long list of course objectives!* Indeed, this course is all about actively experiencing research as you engage in learning about it. Many students find it challenging both in content and in the amount of work involved. Be prepared to put in the effort to achieve success. But don’t despair: We’re here to support you and have some fun along the way!

REQUIRED MATERIALS



1. **Cozby, P. C., & Rawn, C. D. (2012). *Methods in Behavioural Research* (Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson.**
 - ◆ This is a nuts-and-bolts style guide to research methods that focuses on the details of how to conduct research. Available new from the bookstore. (*I strongly advise against earlier editions; there are substantial changes.*)
 - ◆ Yes, your instructor is the second author. Please note I am donating all royalties from UBC sales to scholarships.
2. **Stanovich, K. E. (2009). *How to Think Straight about Psychology* (9th ed.). Boston, MA: Pearson.**
 - ◆ This guide to research methods provides a nice complement to the details of the Cozby & Rawn text. It is written from a bigger picture perspective. Available new and used from the bookstore. (*8th edition also ok.*)
3. **Cuttler, C. (2010). *Research Methods in Psychology*. Dubuque, IA: Kendall Hunt.**
 - ◆ This is the lab guide that will help you and your teammates create a successful research project.
4. **i>clicker Student Response System (shown left), available new and used from the bookstore.**
 - ◆ Please bring this to help you participate in every class. Some are available for term-loan from Dr. Rawn.

Financial Hardship: If you are experiencing serious financial hardship and are unable to purchase some or all of the required materials, please see me, your instructor, as soon as possible. There are (limited) opportunities available for loans.

LEARNING APPRAISALS (OVERVIEW)

The distribution of assessments in this course is as follows: 50% for exams, 41% for written and verbal communication related to the research process, and 9% for active participation in the research & learning process. The more you participate, the more you will get out of this course. Questions and constructive feedback are always welcome.

Learning Appraisal	Points	Due Date(s)
Participation	4%	(i>clicker continuous, peer evaluation due Oct 15)
Research Experience Component (REC)	5%	All components must be completed by November 30.
Mini Communicating Psychology Assignment	6%	Recommended: October 1 Final deadline: scheduled start time for final exam
Midterm Exams (2 x 10%)	20%	Wednesday September 26 and Monday November 5
Collaborative Research Project	35%	
Group Oral Presentation (5%)		Friday October 12 (Lab 2)
Group Poster Presentation (10%)		Friday November 30, 5-6:30pm, East Atrium, LSI
Individual APA-style Report (20%)		Monday November 26, start of class
Final exam	30%	Date set by registrar (Exam period: Dec 5-19)
Total	100%	

You'll notice that a variety of activities are used to measure your mastery of course material. There are multiple reasons for this approach to assessment (as opposed to just 2 exams). Here are some key reasons why I use this approach:

- The various modes of assessment require you to think differently about issues as you comprehend them, discuss them, and apply them. Based on research in learning and memory, this multifaceted approach will help to maximize retention and thorough understanding.
- There are differences in peoples' comfort level with different types of assessments. By including a variety, most people will likely find a chance to show their strengths as well as work on skills they find challenging.
- Everyone will practice a variety of skills that will benefit them in future classes, in the workplace, and in their personal lives. These include: professional writing, public speaking, collaboration with others, and synthesis of a range of material (e.g., while studying for exams, working on the group project).

LEARNING APPRAISALS (DETAILS)

Lab-Based Group Collaborative Research Project – 35% Total

The purpose of the Collaborative Research Project (CRP) is to give you an opportunity to work in small groups to generate and test a hypothesis about human behaviour that you are interested in, and to report those results in professional written form. This project has been designed to incorporate as many elements as possible of the process in which psychological scientists engage to gain insight into human behaviour. **As we cover topics such as hypothesis generation, research design, and basic analysis, you will immediately apply your knowledge to your CRP during Lab Meetings led by one of our Teaching Fellows.** You will receive guidance at each stage. Lab Meetings will take place during the class period on **September 30, October 14, October 28, November 9, and November 18.** Attendance at all Lab Meetings and the Poster Session (**November 25, 7-9pm**) is expected. However, the first three lab meetings involve crucial group work and are therefore mandatory. You will lose 20% of your lab grade (i.e., 7% of your course grade) for each of these meetings that you miss (e.g., if you miss 2 out of 2 of those first meetings you will lose 40% of your lab grade).

The vast majority of research conducted in psychology these days is collaborative (R. Kliegl, APS Observer June/July 2008, pp. 29-31). Reflecting this trend, you will work closely in groups of 5-6 on this project. **Group work can be challenging.** In order to help you achieve excellence in your CRPs, each group will have a **private discussion thread on Vista** to collaborate with each other throughout the term. I **require** you to use this as your primary mode for collaboration, because it serves to document the process of creating research and has been helpful in the past to solve group disputes. Finally, I encourage you to **work together in the spirit of collaboration.** You will also have the opportunity to provide **feedback to your teammates** about their performance. We will discuss this further in class. If need be, you are always welcome to **seek us out for help** with your group dynamics.

Lab Structure

LAB MEETING 1 – RESEARCH DESIGN (FRIDAY SEPTEMBER 28): In the first meeting you will meet with your group in your lab break-out room to brainstorm a research question and design a brief, simple, minimal risk experiment to address the question (note: the experiment must not require more than 5 minutes of each participant's time). Our Teaching Fellow will be present to assist and guide you. Since you will only have 50 minutes to come up with a research question and design you should come to this meeting prepared with some ideas. Discussion boards will be set up on Vista for each group a week prior to this lab so that you can toss around ideas with your group prior to this meeting. *See Cuttler's guide, Chapter 1, for further guidance and tips, and Appendix 1 for ideas.*

LAB MEETING 2 – PROPOSAL PRESENTATION (FRIDAY OCTOBER 12): In the second meeting your group will give a 5 minute presentation of your proposed research question and design. During this presentation you should: i) state your research question, ii) sell your idea (i.e., provide information on why this question is interesting and/or important), iii) clearly describe the independent variable and how it will be manipulated, iv) describe the dependent variable and how it will be measured, v) discuss any controls you plan to implement, iv) state your hypotheses. Each presentation will be followed by a 5 minute discussion period where your classmates and teaching fellow will ask questions and provide suggestions for improvement. **THE PRESENTATION IS WORTH 5% OF YOUR GRADE.** All group members will receive the same mark based on the quality of your presentation within the strict 5 minute time limit. *See Cuttler's guide, Chapter 2, for further guidance and tips.*

LAB MEETING 3 – DATA COLLECTION (FRIDAY OCTOBER 26): In the third lab meeting you will collect data for your experiment using your classmates as participants. Your group must arrive to this meeting with all of the materials needed to conduct your experiment. During this meeting you and your group members will be expected to take turns collecting data for your experiment and serving as participants in other groups' experiments. This meeting should be considered a rare one-time opportunity to collect data. *There will be no other time your group will be able to collect data for your experiment. Collecting data outside this lab meeting time and/or*

with individuals other than your 217 classmates and teaching fellows is STRICTLY FORBIDDEN and will result in a major deduction from your lab component grade. See Cuttler's guide, Chapter 3, for further guidance and tips.

LAB MEETING 4 – DATA SUMMARY (FRIDAY NOVEMBER 9): During the fourth lab meeting your teaching fellow will teach you how to meaningfully summarize data as well as how to use Microsoft Excel to calculate descriptive statistics and create graphs. You should come to this meeting prepared with a plan for summarizing your data that you can discuss with your teaching fellow. See *Cuttler's guide, Chapter 4, for further guidance and tips, and Appendix 2 for examples.*

LAB MEETING 5 – WRITING AN APA STYLE RESEARCH REPORT (FRIDAY NOVEMBER 16): During the final lab meeting your teaching fellow will teach you how to write an APA style research report (i.e., the various components of an APA report and style guidelines). You should come prepared with a rough draft of your paper as well as specific questions and problems you are having with its preparation. See *Cuttler's guide, Chapter 5, for further guidance and tips.*

Communicating your Results

After conducting research and generating conclusions, psychological scientists (like all scholars) need to communicate their methods and findings to the scientific community. For your research projects, we consider our class to be a scientific community (e.g., when you receive peer feedback on your ideas in Lab 2), but also we consider all sections of Psyc 217 as our common scientific community. You will be asked to communicate your research findings in written form (Individual APA Style Report), and in poster format (one per group) to be presented at the *Psychology 217 Research Methods Poster Session*.

POSTER SESSION (10%): NOVEMBER 30, 5-6:30PM, EAST ATRIUM OF UBC LIFE SCIENCES INSTITUTE Six hundred students, a dozen Teaching Fellows, and four Instructors from across all seven sections of Psychology 217 will come together to share and learn about each other's research projects. You will be asked to prepare, as a group, a poster that summarizes your research project's hypothesis, method, results, and conclusions. This kind of presentation is common at professional scientific conferences; all of us on the teaching team have presented our research at this kind of poster session. During the poster session, you will be asked to evaluate approximately five of your peers' posters (from a different section). Your own poster will be evaluated by five peers (the average of these five ratings will equal 5% of your grade), as well as a Teaching Fellow (whose rating will comprise the other 5%). More details about how to prepare for the poster and presentation, as well as how to evaluate others' posters will be provided later in the term. NOTE: TO ACCOMMODATE ALL SECTIONS, THE POSTER SESSION IS IN THE EVENING ON FRIDAY NOVEMBER 30. IT IS A MANDATORY COURSE EVENT; MARK YOUR CALENDAR NOW.

INDIVIDUAL RESEARCH REPORT (20%): FORMAT, SUBMISSION (MONDAY NOVEMBER 26) AND GRADING The most important step in the research communication process for researchers is to clearly document their research as well as the contribution it makes to understanding human behaviour in a written manuscript. These written manuscripts are then reviewed by their peers, and (hopefully!) published in a journal. The individual report is designed to give you experiences with a part of this process.

Reports are to be prepared independently; each group member must prepare his/her own report separately from the other group members. Evidence of collaboration or team work in preparing the reports will result in major deductions from your lab component grade and in severe cases may result in a grade of zero on the lab component.

Format: Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph or table), Discussion and References (at least 2). See Appendix A of your Cozby text, the Publication Manual of the American Psychological Association (6th ed.), and Cuttler's guide, Chapter 5, for guidance in writing APA style reports.

Reports must be between 5 and 7 double spaced pages (approximately 1500-1700 words). This page limit does NOT include a cover page, references, graphs, tables or appendices. You must use 12 pt Arial font and margins must be set to 1" all around. Your paper should contain at least 2 references to related empirical journal articles.

Submission: Reports are due on November 26. They must be submitted online to TurnItIn (using our class Vista site) AND an identical hard copy must be submitted to your instructor or teaching fellow. If you fail to do either (submit it in person or to TurnItIn) on or before November 26, your report will be considered late. You will lose 10% for each day the report is late. **To submit your paper on TurnItIn you will need to go to turnitin.com, create an account if you do not yet have one, enter our course ID (5455879) and password (research), and submit your paper.**

Grading: The lab report is worth 20% of your grade. You will be graded on the following: Abstract and Introduction (4%), Method and Experimental Design (4%), Results and Figures (4%), Discussion (4%), APA format and Writing style (4%).

Final Examination – 30%

The final exam will be scheduled by the registrar, but will occur at some point between December 5 and 19 (including Saturdays). You must be available to write your final exam at any scheduled time so do not book any trips for these dates. If you have 3 or more exams scheduled to start and finish within a 24 hour period you may request to write the second exam on a different day. However, you must give the instructor of the second exam one month notice.

The final will consist of a mix of multiple-choice, true/false, fill-in-the-blanks, and written answer questions. **Although the material covered after the second midterm will be featured prominently, this is a cumulative exam.** Research shows greater long term retention with multiple testing—not studying—opportunities (Roediger & Karpicke, 2006). Because this material is important for success in future courses, a cumulative final is most appropriate. More details will be provided on the last day of class.

Midterm Examinations – 2 x 10%

There will be two in-class midterm exams: Wednesday September 26 (covering readings and classes from the beginning of the term) and Monday November 5 (covering readings and classes since the first midterm). Questions may include a mix of multiple choice, true/false, fill-in-the-blanks, and written answer questions with about half a page of writing for each. Tests will require thorough understanding of course material, including the ability to apply and integrate concepts. Each exam will be out of 40-50 points.

Communicating Psychological Research Assignment – 6%

This brief assignment provides you the opportunity to find an empirical journal article using the university's system, identify the major features of the study design, and communicate the most important findings from the study in a compelling way. These skills provide the foundation of communicating about psychological research, and are relevant wherever you take your psychology degree. Your assignment should be no longer than 2 pages, and answer only the questions provided in the handout on Vista. To accommodate your schedule, this assignment is due by the scheduled start time of the final exam. The scheduled start time of the final exam is the absolutely final due date for handing in your Communicating Psychological Research Assignment. No exceptions will be made. That said, I recommend you complete it by October 1.

Research Experience Component (REC) – 5%

As part of this course, you will be asked to spend **four hours participating in psychology studies** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate and sign up for studies by going to <https://hsp.psych.ubc.ca>. If you don't already have a user account you will first need to request an HSP (human subject pool) user account on that webpage. Once you have an account and have logged into it, you will be able to browse through all of the studies in which you can participate, sign up for studies and confirm your accumulated credits. The subject pool typically closes the last week of class so I strongly urge you to participate and confirm your accumulated credits *before* the last week of class. Further instruction on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

Because introducing you to psychological research is an important part of this course, the **REC is required**. However, as an **alternative to participation in subject pool studies you may choose to fulfill the REC by completing four library writing projects,**

for which you read and summarize a research article; each article summary counts as one hour of research participation. You must select a research article (not a letter to the editor, commentary, or review paper) published since the year 2000 in the journal *Psychological Science*. Each summary should be about 500 words and should include the purpose, method and results of the study. **NOTE: THE ARTICLE YOU CHOOSE FOR THE COMMUNICATING PSYCHOLOGY ASSIGNMENT CANNOT COUNT TOWARD THIS CREDIT. WE WILL BE CROSS-CHECKING THE ARTICLES.** If you choose the library option, you must (a) create an account on the online HSP system, (b) include your name, email, student number, course, section, instructor on each summary and (c) submit hard copies of your completed article summaries, together with copies of the summarized articles, to Dr. Toni Schmader at least 10 days before the end of classes.

The REC is worth 5% of your course grade: 1 hour of participation or 1 article summary = 1% x 4, plus 1% for completing the online Tri-Council Policy Statement (TCPS) tutorial (details given in Lab 1). The REC is designed to help you learn more about psychology and how research is conducted and to provide you with first-hand experience with psychological research. This may make understanding research easier and may help you decide whether research is a reasonable career option for you. Indeed, by providing you with a window into the diverse types of research conducted in the psychology department you may find that you are interested in becoming more involved with one of the labs you visit.

Participation – 4%

This course is designed to be experiential – involving group discussion, interactive activities including i>clicker questions, and class projects. Thus, the success of the class for everyone, including your own comprehension of the material, depends upon your active participation. **Class attendance is expected.** If you are absent from class, it is *your* responsibility to find out what was covered, whether any announcements were made, etc. Because of the size of our class, it is challenging to measure individual participation on an ongoing basis. Therefore, your class contribution will be graded on (1) your responses to i>clicker questions in class, and (2) your participation in peer evaluation of your teammates.

3% FROM I>CLICKER QUESTIONS: If you answer at least 75% of the i>clicker questions during a class period, for at least 75% of the classes during the whole term, you'll earn up to 3%.

1% FROM COMPLETING PEER EVALUATION: Constructive feedback is part of any successful team interaction. You have the opportunity to evaluate and offer constructive feedback to your research project teammates – and to receive the same from them. By taking a few minutes to complete the peer- and self-evaluations you will earn 1% toward your own course grade, while promoting effective teamwork. Evaluations will be conducted after Lab 2 (by Monday October 15) for *formative* purposes. That is, it's a chance for you to indicate what your teammates should keep doing well and what they need to work on. Occasionally, peer evaluations indicate a serious problem with a team member. *If such an issue arises, your team will be asked to meet with Dr. Rawn. If evidence indicates a team member is not contributing to the project, that person may not have access to the data from Lab 3, and that person's final report will consequently suffer.*

The software program we will use to conduct these evaluations is called iPeer, and has been used extensively at UBC, particularly in Commerce and Applied Science.

- (1) Log in to: <http://ipeer.elearning.ubc.ca> using your CWL.
- (2) Select our course (Psyc 217 Section 001 *or* Section 002, depending on your enrollment).
- (3) Complete the peer evaluation for each of your teammates and yourself. There are 10 scale items and 3 open-ended responses.

Be honest and constructive in your evaluations. Keep in mind that your teammates will receive the feedback, but will not know which teammate said what.

How to Submit Written Assignments

1. Submit a **hard copy** at the start of the class period in which it is due, and
2. submit an **electronic copy** on TurnItIn by 11:59pm on the due date. Go to turnitin.com, create an account, enter our course ID (5455879) and password (research), and upload the same assignment, but *without identifying information on it*.

The hard copy is considered the master copy and is what will be graded; the electronic copy must match it. The purpose of the online copy is so that we can use TurnItIn to cross-check your paper with an enormous database of websites, past submissions, and published works. To learn more about TurnItIn and UBC's policies about it, see <http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm>.

Learning Tools to Investigate!



We encourage you to take responsibility for your learning and check out what these resources might have to offer you.

TIME MANAGEMENT Tools for managing all your courses: <http://www.arc.sbc.edu/timeschedule.html>, <http://learningcommons.ubc.ca/get-started/study-toolkits/time-management-toolkit/>, and for planning papers: <http://assignmentcalculator.library.ubc.ca>.

LEARNING COMMONS is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online technology tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! <http://learningcommons.ubc.ca>

WRITING SKILLS The UBC Writing Centre (www.writingcentre.ubc.ca) also has tutoring services, including an [Online Writer's Workshop](#). Also, Purdue University offers an amazing collection of information about writing, including using APA style, at their Online Writing Lab (OWL), available at <http://owl.english.purdue.edu/owl>.

PHYSICAL OR LEARNING DISABILITIES Our teaching team and UBC generally is committed to equal opportunity in education for all students, including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, www.students.ubc.ca/access.



A Note about Reading

Reading the text outside of class is essential for success in this course. This class will involve some lectures along with demonstrations, exercises, and discussions. However, in **class lessons cannot cover all the material in the textbooks**; rather, the **goal of lessons** is to (1) highlight the more significant aspects of the readings, (2) discuss topics not well-covered by the readings in more detail, (3) pull together broad themes to make better sense of the readings, and (4) **engage you in discussions, demonstrations, and interactive events designed to help make key material meaningful and memorable**. Not all the material presented in the readings will be discussed in class, and vice versa. Thus, both a careful reading of text chapters and consistent class attendance are strongly recommended. **My strong suggestion is to read each chapter before we discuss it in class** so that you know what questions you want to ask and are able to participate.

What We Expect from You

PARTICIPATION This course is designed to be experiential, involving pair and small group discussions, large group discussions, class activities and writing, i>clicker questions, and regular feedback. Although some class time will be devoted to a traditional lecture format, the success of the class depends upon your active participation.

ATTENDANCE Please come to every class, prepared to participate. Bring your i>clicker (and two spare AAA batteries), a pen and paper (in addition to a laptop, if you choose to bring one), and an open mind. *If you miss class* you are responsible for obtaining missed notes and announcements. You will not be able to regain participation points for missed classes.

RESPECTFUL CONDUCT You are expected to treat all your classmates, your group-mates, your instructor, your TA, and yourself with respect at all times, both in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving to class on time and minimizing distractions for other students.

ETHICAL CONDUCT You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including dishonest use of the i>clicker (e.g., entering responses for an absent classmate). See the section in this syllabus on ethical conduct for more information about plagiarism and exams.

ON TIME ASSIGNMENTS Late research papers will be accepted up to 7 days late, but 10% per day will be deducted *if either the hard copy or the electronic copy is late*. No assignments will be accepted after 7 days (including weekends). Plan ahead to avoid penalties. (Because of the flexible deadline for the Communication Assignment, none will be accepted after the start time of the final exam.)

RESEARCH PAPER RE-GRADE POLICY: If you feel very strongly that your paper was graded unfairly, you may choose to have your paper re-graded by the instructor. To qualify, you must email your TF within 1 week of the day paper grades are posted online (or papers are handed back, whichever is first). Re-grading may result in an increase or decrease, and that re-grade is final.

PRESENCE AT EXAMS & TESTS If you must miss an exam due to an extenuating circumstance like *severe* illness, you or your caregiver must (1) contact me at least 1 hour before the exam start time (or as soon as possible afterward), and then (2) provide a doctor's note or other documentation within one week of notifying me. If both conditions are met, you

may schedule with our TA to write a comparable make-up exam. If **either** condition is not met, you will receive a zero.

FEEDBACK & COMPREHENSION CHECKS You will be consulted regularly for feedback about your learning, what elements of the course are working well for you, and what could be improved. For example, at the end of each class, you will have the opportunity to summarize your learning and ask a question you're curious or confused about. I will take up some of these Comprehension Check questions at the start of the next class. These Comprehension Checks are optional and can be anonymous if you prefer.



We invite you to share your thoughts and suggestions with us, particularly about things we are able to change, and to be open to **working together to make this course a positive experience for all of us.**

What You Can Expect from Us

AVAILABLE We are here to help you and your classmates choose to succeed. Visiting us in person is typically more effective than email for clearing up questions. If our office hours absolutely cannot work for you, respectfully email us a few time and day options to make an appointment.

ONLINE SLIDES PowerPoint slides and handouts will be available *after* class on our WebCT Vista site, in the "PowerPoint slides" folder on the homepage.

PARTICIPATION We will make every effort to keep you interested in class by mixing things up and getting you involved in learning activities designed to help you learn. We will ask you to do only those activities that we believe will help you learn. To help document active learning, we will take some **photographs** throughout the term. Please see your instructor within the first two weeks if you have serious concerns about this.

FEEDBACK We will endeavour to provide you with feedback on learning appraisals (e.g., essays, exams) as promptly and as detailed as possible, given the frequency of appraisals and size of our class.

RESPECTFUL & ETHICAL CONDUCT At all times, we aim treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

Psychology Dept. Grading Policies

To meet department policy, the typical student demonstrating adequate performance on learning appraisals will earn around 67-71% in this course. Read on for details.

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. *Psyc 217 is the one exception to this. Our mean may slightly exceed this value (up to 71%, same standard deviation).* **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student’s academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		



Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

A RANGE: EXCEPTIONAL PERFORMANCE. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B RANGE: COMPETENT PERFORMANCE. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

D-C RANGE: ADEQUATE PERFORMANCE. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

F RANGE: INADEQUATE PERFORMANCE. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on For Key Definitions, Consequences, and How to Act Ethically

Don't try it, don't do it. The consequences are more severe than you may think: you will fail the assignment or test, you may fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Why is Academic Misconduct Treated So Harshly?

Some people don't feel like cheating on a test or taking a sentence or two from someone else's paper without citing it is a big deal. Here's a bit of insight into why we care so much. In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge.

By representing others' ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. **Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.**

Participating in the Academic Community Ethically

What can you do to ensure you are acting ethically? First, recognize that all graded work in this course, unless otherwise specified, is to be **original work done independently by individuals. Groupwork is to be original work created collaboratively by the group.**

VISIT STUDENT TO SCHOLAR RESEARCH AND WRITING TOOL UBC Library and UBC Writing Centre offer an online guide to preventing unintentional plagiarism and organizing your writing. Visit http://www.library.ubc.ca/hss/instruction/sts/Whole_page.htm

USE THE LIBRARY'S RESOURCES, including any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.) When instructed to do so, you may use sources such as Google/Yahoo/MSN Search/etc. to find articles for assignments in this course, particularly Google Scholar.

BE CAREFUL AND CRITICAL OF WHAT YOU READ AND CHOOSE TO CITE. Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate. **Do not** copy and paste text from other sources, even in a draft, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

*If you ever have any questions about what sources to use or how to cite them, please see your Instructor or Teaching Fellow **before** handing in your assignment.*

Our Tentative Class Schedule

The schedule may be modified during the semester. Any changes will be announced in class and posted on Vista. Students are responsible for being aware of these changes, whether or not they attended the class in which any changes were announced.

Wk	Date	Topics	Stanovich Readings	Cozby Readings	Important Events	
1	W Sept 5	Welcome! Course & Vista Overview	Syllabus		Register your i>clicker	
	F Sept 7	Science Basics	Ch 1	Ch 1		
2	M Sept 10	Hypotheses, Falsifiability	Ch 2	Ch 2		
	W Sept 12	Falsifiability, <i>continued</i>				
	F Sept 14	Operationism, Variables and the Experimental Method	Ch 3	Ch 4		
3	M Sept 17	Correlational design	Ch 5			
	W Sept 19	Experimental Design	Ch 6			
	F Sept 21	Experimental Design, <i>continued</i>				
4	M Sept 24	Practical Considerations when Designing Research		Ch 9		
	W Sept 26					Midterm 1
	F Sept 28					Lab #1: Research Design
5	M Oct 1	Experimental Design, <i>continued</i> & Questionnaires		Ch 8 Ch 7 (p. 124-131 only)	<i>Recommended due date:</i> Communicating Psychological Research Assignment	
	W Oct 3	Experimental Design, <i>continued</i>				
	F Oct 5	Ethics of Research		Ch 3		
6	M Oct 8	Thanksgiving Day (UBC closed)				
	W Oct 10	Ethics of Research, <i>continued</i>				
	F Oct 12					Lab #2: Proposal Presentation TCPS Certificate due
7	M Oct 15	Measurement Concepts		Ch 5	iPeer peer- and self-evaluation due	
	W Oct 17	Measurement Concepts, <i>continued</i>				
	F Oct 19	Quasi-Experiments		Ch 11		
8	M Oct 22	Quasi-Experiments & Complex Designs	Ch 9	Ch 10		
	W Oct 24	Complex Designs				
	F Oct 26					Lab #3: Data Collection
9	M Oct 29	Describing Data		Ch 12		
	W Oct 31	Describing Data, <i>continued</i>				
	F Nov 2	Describing Data, <i>continued</i>				
10	M Nov 5					Midterm 2
	W Nov 7	Probabilistic Reasoning & Chance	Ch 10, 11			
	F Nov 9					Lab #4: Data Summary
11	M Nov 12	Holiday in lieu of Remembrance Day (UBC closed)				
	W Nov 14	Inferential Statistics		Ch 13		
	F Nov 16					Lab #5: Writing an APA Style Report
12	M Nov 19	Inferential Statistics, <i>continued</i>				
	W Nov 21	Inferential Statistics, <i>continued</i>			[Online Student Evaluation of Teaching]	
	F Nov 23	Inferential Statistics, <i>continued</i>				
13	M Nov 26	Observation, Case Studies, & Testimonials	Ch 4	Ch 6	Lab Report Due	
	W Nov 28	Generalization and Interpretation Issues	Ch 7, 12	Ch 14		
	F Nov 30	Synthesis, Catch up (Last day of classes)			Poster Session 5-6:30pm, LSI	

Final Exam: The date of the final exam will be set by the registrar. Do not book travel during exam period: December 5 to 19, including Saturdays. It will feature most heavily the new material covered since Midterm 2 (Cozby Chapters 6, 13, 14; Stanovich Chapters 4, 7, 10, 11, 12; all classes), but will include class and reading material from the entire course, as listed above.

The design of this course and syllabus were critically informed by insights from a similar course designed by Dr. A. Carle (U. North Florida), whose peer-reviewed syllabus is available from the *Society for the Teaching of Psychology's Office of Teaching Resources in Psychology* website, as well as syllabi from Dr. A. Perrino (UBC) and Dr. C. Cuttler (UBC), and the experiences of students in all my Psyc 217 Sections since Fall 2008.