

PSYC 217 – RESEARCH METHODS (CHEUNG – WINTER TERM 1)

How do psychological scientists do research, and what does that mean for you?

WELCOME! WHAT IS THIS ABOUT? MATERIALS ASSESSMENTS BAGELS AND SOCIAL MEDIA FUN!
POLICIES RESOURCES COURSE CALENDAR

WELCOME!

Traditional, ancestral, and unceded x^wməθk^wəyəm (Musqueam) territory
University of British Columbia
PSYC 217 – Research Methods
Winter 2018/Term 1
Section 003: MWF 12:00–1:00 pm
Section 004: MWF 1:00–2:00 pm



Instructor: Benjamin Cheung
Office: Kenny 2039
Office hour: Tu/Thu 3:30–5:00 pm
Phone: 604–822–3007
Email: bycheung [at] psych.ubc.ca

Teaching fellows:



Courtney Bryce
Office: Kenny 3506
Office hour: Fri 10:30 am – 11:30 am
Turnitin ID: 22444927
Email: cab523 [at] psych.ubc.ca



Jake Gerlofs
Office: Kenny 3010
Office hour: Mondays 10:45 am – 11:45 am
Turnitin ID: 22444938
Email: jgerlofs [at] mail.ubc.ca



Annie Hayward
Office: Kenny 3504
Office hour: Wednesdays 2:30 pm – 3:30 pm
Turnitin ID: 22444940
Email: anniech [at] mail.ubc.ca



Ryan Tomm
Office: Kenny 3514
Office hour: Tuesdays 12:00 pm – 1:00 pm
Turnitin ID: 22444945
Email: tomm [at] psych.ubc.ca

Password for Turnitin is research217


Syllabus at a glance: You can access other parts of the syllabus using the menu at the top! Some parts that may be of particular interest to you:



Full course calendar (The Google Calendar below only has partial information): [Course Calendar](#)

Information about Bagels with Ben: [Bagels with Ben](#)

Exams and Assignments: [Assessments](#)

PSYC 217

[Today](#) **January 2020** 

 [Print](#) [Week](#) **Month** [Agenda](#) 

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1 Jan	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1 Feb	2

Events shown in time zone: Pacific Time - Vancouver

Calendar

SEARTH THE SYLLABUS

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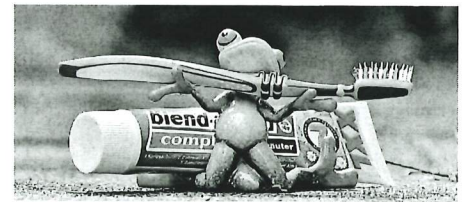
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WHAT IS THIS ABOUT?

9 out of 10 dentists prefer Oral B toothbrushes over that of other competitors'. Also, 1 out of 10 dentists wish that they hadn't accepted Colgate's sponsorship money because now they look like such outcasts.

If these claims sound ridiculous, they are – I made them up; but they are just like the messages we see on a daily basis. You may have found yourself asking:

- How did the researchers get these numbers?
- What do the numbers *really* mean?
- How can I test if this is actually true?
- Does League of Legends really have a more toxic community than Fortnite?



If you didn't ask these questions, no problem! Because by the end of this course, you will. You will be *that friend* on Facebook who questions every "scientific fact" and "statistic" that your friends post. Let's face it – 94.78% of those are wrong or made-up anyway.



The **purpose** of this course is to help you develop the skills to be a critical thinker – both as a consumer of, and contributor to, research. You will gain the knowledge/tools to **critically evaluate** research and **ask** the appropriate questions, **create** new ideas and **design** ways to test your ideas, **analyse** your data, and **communicate** your results to others. To facilitate this process, lab sessions are integrated into the course where you will work with your team to apply what you have learned in the classroom to a research project.

When the course ends, students successfully meeting the course requirements will be able to:

- Identify and explain sound scientific principles and practises in research
- Think critically about everyday pseudoscientific claims
- Create and implement research designs based on scientific principles and practises
- Perform simple forms of data analyses

- Communicate your research findings to a community of your peers
- Write papers in proper APA format
- Use the school's library resources to locate empirical journal articles

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MATERIALS

Required materials (textbooks, assigned readings):



Corbella, L. (July 21, 2013). Corbella: Vancouver's easy drug access may have helped kill Monteith. *Calgary Herald*. Retrieved from <https://windsorstar.com/life/vancouvers-easy-drug-access-may-have-helped-kill-monteith-calgary-columnist> *Note that this was originally published by the Calgary Herald, which subsequently deleted the article.



Cozby, P. C. & Rawn, C. D. (2016). *Methods in behavioural research* (Second Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson. (Note: You need *either* print or e-text, not both. Publisher's online platform not necessary)

If you would like some additional resources from the publisher regarding the text, please go [here](#)

This text must be the *2nd Canadian* edition, and can be found:

On Amazon.ca
Directly from the publisher with multiple product options
From the UBC Bookstore
On Indigo/Chapters



Cuttler, C. (2010). *Research methods in psychology*. Dubuque, IA: Kendall Hunt.

This text can be found:

Directly from the publisher as an e-text
On Amazon.ca
From the UBC Bookstore

Please also go to <http://canvas.ubc.ca> to find all lecture slides, assignment information, peer evaluations, and discussion forums! Your lab groups, lab assignments, and Bagels with Ben groups will also be posted onto Canvas!

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ASSESSMENTS

Assessments of learning:



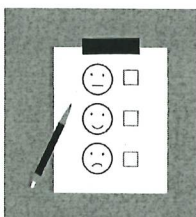
FunDay Monday assignments (5%): One key goal of the course is to help you develop into sharper researchers and more critical consumers of research. Details about these assignment will be posted on Canvas and are due at the beginning of class on **Oct 9** and **Nov 18**.



Midterms (2 x 11%): There will be two non-cumulative midterms: on **Sep 30** (Ch. 1, 2, 4, 8, 9, 7 [p. 131–143]) and **Nov 4** (Ch. 3, 5, 10–12)



Peer Evaluations Completion (2 x 1%): To encourage everyone to contribute to the group project, all of you will be able to evaluate each other and have it count towards your grades. Merely completing a set of evaluations will give you 1%. The first will be due on **Oct 16**, and the second will be due on **Dec 3**.



Lab component (35%): Please go here to view the lab syllabus. A lab component is integrated into the course to facilitate a collaborative group project. There will be 5 lab sessions during which you will meet with your group, guided by your assigned **Teaching Fellow**. All labs are mandatory. You will lose 5% for each lab that you miss.

Over the course of these sessions, you and your group will come up with, and empirically test, a hypothesis. At the end of the year, your group will present the results at a poster session attended by other faculty and university administrators.

Your lab component grade breaks down as follows:

- Participation/Peer Evaluation (5%): The second peer evaluation, due on Dec 3, will count for marks. This is a reflection of each group member's satisfaction with each other's contributions at the end of the term
- Poster session (5%): This will take place on **Nov 29** at the Life Sciences Centre, East Atrium. You and your group will present your research project and findings, while also evaluating several other groups' presentations

- **Final research report (25%):** This is due **Nov 25** at 11:59 pm on Turnitin and Canvas. Late papers will receive a 10% deduction per day that it is late. You can find your TF's Turnitin Class ID next to their picture on the syllabus. The password is on the front page as well.

This is an APA-style paper where you communicate to us your research topic, your study design, your results, and your interpretation of those results. There are many resources available for you, including Appendix A of your Cozby and Rawn text, the APA Publication Manual (6th ed.), and the Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>...and us!



Research Experience (5%): Given the research-focused nature of this course, we ask that you participate in 4 hours of studies from the Human Subject Pool (HSP) at the Department of Psychology. You can access studies at: <https://ubc-psych.sona-systems.com/>. You need an active HSP account for this; if you do not have one, the website will tell you how. More information about the HSP can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>. 1 hour of participation = 1%, so 4 hours = 4%.

You also obtain 1% for completing the Tri-Council Policy Statement (TCPS) ethics tutorial – **mandatory** for anyone involved in research that uses human subjects (including yours). You can access the tutorial here: <http://tcps2core.ca/welcome>

Instead of HSP studies, Students may write 500-word summaries of empirical articles from the journal Psychological Science (published after 2000). Each summary counts for 1%, and should include the introduction, methods, results, and discussion sections of the article. If you opt to write these summaries instead, you must still create an HSP account and register it under our course section. You must submit a copy of your summaries to Turnitin (ID and password information can be found here) by the last day of classes



Final (30%): The final exam will be cumulative of all materials covered throughout the term. The date, time, and location of your final exam will be determined by the Office of the Registrar. Please check the Student Services Centre website for more details once the exam schedule has been released



Early Alert (1%): Students who are in need of help (counselling, financial, housing, etc.) may not seek the necessary services for help for various reasons, including lacking knowledge of appropriate services. This UBC initiative provides aid to these students as early as possible by allowing me to better connect such students to the relevant resources. Students can, thus, get the support they need before problems become too onerous. As a supporter of this initiative, I ask that you watch the brief video about it on the course's Canvas website by Oct 2, and put down your name to acknowledge that you have read it (which will give you the 1%). This means neither that you support this initiative, nor that you intend to use it, only that you have read it and understood what it is. If you have any questions or concerns, please do not hesitate to talk to me

*All written work for this course **MUST** be written independently. UBC subscribes to the Turn-It-In system, which compares submitted work to other sources on its database (including work submitted by your peers) to check for potential plagiarism – which includes either copying someone else's work or reusing your own work without my permission. Plagiarism is a serious offense, and shall also be dealt with seriously. All written work must be submitted to Turn-It-In at <http://www.turnitin.com>. If you do not already have an account, please sign up for one, join your TF's section using their ID on the main page, and the password (research217), and then submit your work when the time comes

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POLICIES

Inside the classroom

Use of class time: I will be ready to go when class starts, and will make good use of the 50 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts, and wait until dismissal — it's quite disruptive to others.

Classroom activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some may be silly, but they are intended to facilitate your learning. Just have fun!

Consideration for others: My role is to provide the best learning environment for you, to the best of my abilities. I take this role very seriously. It is up to individuals whether they will make use of the learning environment. It is not acceptable, however, that one's personal choice of not using the learning environment detracts from others' learning experience. This includes activities such as gaming, watching movies, talking on the phone, and making out. Please refrain from activities such as these that may be distracting to students around you.

The "?" Box: At the front of the class, you will see a small box with a "?" label. This is an opportunity to anonymously:

- Pose questions about materials that you find to be unclear
- Give feedback/make suggestions about my teaching

Depending on time concerns, I will do my best to address these at the beginning of the following class. I would still encourage you to provide your name and/or email address so that, if I am not able to address it in class, I can still address it to you privately, should you wish

Outside the classroom

Emailing: Please allow me a 24-hour window to respond to answer emails, and please make sure to check the syllabus first! (You can even use the search function at the bottom)

Academic Concessions and Other Grading Concerns

During the term, students may experience medical, psychology, or other forms of distress, which may affect performance. In such cases, students should do their best to speak with me *before the exam time, assignment due date, or lab time*. Documentation is not necessary. *Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weighting of each learning assessment cannot be changed*, with exigent circumstances as exceptions.

Academic and Non-Academic Misconduct

Academic misconduct, such as cheating or plagiarism, is a serious offense, and may be subject to punishment by the university. UBC has clear policies about what academic misconduct means: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>. Evidence of academic misconduct may result in a "0" grade for the exam or assignment in question, and may prompt more severe punishment as the University deems appropriate

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and is also subject to punishment by the university. UBC has clear policies about what constitutes non-academic misconduct, found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>. Punishment for both academic and non-academic misconduct may include, but is not limited to, a non-removable notation on the transcript, or suspension from the University.

More information about these issues, including annual reports of student discipline cases at UBC, can be found here: <http://universitycounsel.ubc.ca/discipline/>

Department of Psychology's Grading Policies:

To promote equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology a grading policy for all PSYC courses. For PSYC217, the average final grades across all sections must fall within the range of 67–71%, with a standard deviation of 14%. Scaling *may* be done to bring the class average in accordance with this policy. The scaling may be done by the instructor, or by the Department. Thus, a student's grade is not official until it appears on a student's transcript

Withdrawal dates

If you wish to drop this course without a "W" (or "Withdrawal") on your transcript, the deadline to do so is Sept 16. If you wish to drop this course with a "W" on your transcript, the deadline to do so is Oct 11

University syllabus policy

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here.

SEARCH THE SYLLABUS

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RESOURCES

General resources:

Campus Lightbox: A website that has collected resources across the UBC campus to support students' wellbeing, including religious service hosts, medical clinics, mental health clinics, and many others.

Writing/Studying resources:

Chapman Learning Commons: Located in the Irving K. Barber Learning Centre. Staff can provide feedback on writing, and recommendations for writing and studying strategies.

Purdue Online Writing Lab (OWL): Purdue's OWL website is a fantastic resource that tells you almost all you need to know about how to properly format an APA style paper.

Mental health resources:

The Kaleidoscope: a student-run, student-led mental health support group at UBC with regular meetings. Follow their website for updates on time and location of these meetings!

AMS Speakeasy: a place where you can have one-on-one peer support about a variety of issues surrounding well-being.

UBC Counselling Services: UBC's resident counselling service located in Brock Hall (2329 West Mall). Trained counsellors can take on drop-ins and appointments. If you have an emergency, immediately call 9-1-1, or any of the following crisis services:

- Vancouver crisis line: 1-800-SUICIDE (784-2433)
- Vancouver General Hospital: 604 875 4995
- Campus security: 604 822 2222
- Empower me: 1 844 741 6389 (toll-free)
- Crisis Centre BC: crisiscentre.bc.ca
- Victim link: 1 800 563 0808

Please consult the Counselling Services website for more information about these, and other, mental health resources

Addition resources for supporting Indigenous students:

Indigenous students who are seeking academic support may choose to speak with academic advisors in their departments and/or faculties, all of whom can be found here: <http://aboriginal.ubc.ca/students/academic-advising/?login>

Other relevant resources include:



UBC First Nations Longhouse: A central gathering place for Indigenous students on campus to connect with each other, attend cultural events, watch public lectures, and much more.



The Vancouver Aboriginal Friendship Centre Society: A non-profit organisation that serves the Indigenous community through a variety of cultural programs and events.



The Urban Native Youth Association: An association that focuses on providing Indigenous youth with mentorship, life skills, and cultural connection.

Ask us!

The teaching team is also ready to answer your questions and help you throughout the course. Just get in touch!

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COURSE CALENDAR

Dates are subject to change, but announcements will be made

Wk	Date	Topics	Readings	Important events
1	W Sept 4	Welcome and introduction	Syllabus	
	F Sept 6	Principles of science	Chapter 1	Critique eHarmony
	M Sept 9	Hypotheses and reading research articles	Chapter 2	
2	W Sept 11		Corbella	Discuss Corbella (2013) Bagels with Ben @4pm (G1)
	F Sept 13	Basics of research designs	Chapter 4	
	M Sept 16			Final class to withdraw w/o W
3	W Sept 18			THU: Bagels with Ben @2pm (G2)
	F Sept 20	Conducting experiments	Chapter 9	
	M Sept 23	Experimental designs	Chapter 8 Chapter 7 (p. 131–143 only)	
4	W Sept 25			Bagels with Ben @4pm (G3)
	F Sept 27			Lab 1: Research design (moved to Oct 4)
	M Sep 30			Midterm 1
5	W Oct 2	Special research designs	Chapter 11	Early Alert due THU: Bagels with Ben @2pm (G4)
	F Oct 4			
6	M Oct 7	Complex research designs	Chapter 10	
	W Oct 9			Bagels with Ben @4pm (G5) FunDay Assignment 1 due

F Oct 11			Lab 2: Proposal presentation TCPS 2 Certificate due Deadline to withdraw with W
M Oct 14			Thanksgiving – University closed
7	W Oct 16	Ethics in research	Chapter 3 Peer evaluation 1 due THU: Bagels with Ben @2pm (G6)
	F Oct 18	Types of measurements	Chapter 5
M Oct 21			
8	W Oct 23	Descriptive statistics	Chapter 12 Bagels with Ben @4pm (G7)
F Oct 25			Lab 3: Data collection
M Oct 28			Optional extra data tonight (6–7:30pm)
9	W Oct 30		THU: Bagels with Ben @2pm (G8)
F Nov 1			Lab 4: Data analysis
M Nov 4			Midterm 2
10	W Nov 6	Inferential statistics	Chapter 13 Bagels with Ben @4pm (G9)
F Nov 8			
M Nov 11			Remembrance Day – University closed
11	W Nov 13		THU: Bagels with Ben @2pm (G10)
F Nov 15			Lab 5: APA style
M Nov 18			FunDay Assignment 2 due
12	W Nov 20	To measure and recruit	Chapter 6 Rest of Chapter 7 Bagels with Ben @4pm (G11)
F Nov 22			
	M Nov 25	Generalizability	Chapter 14 Research report due
13	W Nov 27		THU: Bagels with Ben @2pm (G12)
	F Nov 29	Extras and wrap-up	Poster session: 5–6:30 pm (LSC)

SEARCH THE SYLLABUS