

VERSION 2: 18 SEPTEMBER 2020

PSYC 217 SECTIONS 001 AND 002 – WINTER 2020/21 TERM 1

# RESEARCH METHODS IN PSYCHOLOGY



## WHAT IS THIS COURSE ABOUT?

Modern psychology uses the tools of science to investigate behaviour. By successfully completing this course, you will be able to critically understand and contribute to these scientific investigations. Together, we will explore the foundations of the scientific method, the core experimental and non-experimental research designs psychologists most often use to test their hypotheses, and current issues in our science (e.g., replication, ethical practices). You will be able to apply your knowledge to collaboratively design your own research study, collect and briefly analyze data, and present your results in written and poster forms. You will be prepared to critically consume psychological claims made in the media, to engage effectively in future courses in psychology, and to pursue further research experience in the social sciences.

## LEARNING DURING A GLOBAL PANDEMIC

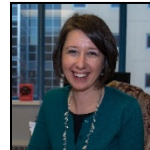
We are striving to learn in the context of a global pandemic. This course has been modified so our learning experiences are fully online, but still rely on a mix of work I'll ask you to do independently, work you'll do with classmates, and work we'll do together... just like "normal." I have designed a mix of asynchronous and synchronous experiences to replace each scheduled class. **As is always true in any of my courses, regular, active engagement is essential for success.** Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively online, and reach out if you need extra support or accommodation.

**Our "Classroom":** [Canvas.ubc.ca](https://Canvas.ubc.ca) is our home in this course. Please check your *Account >> Notifications* settings to ensure you receive announcements and other notices, and to set your time zone. Access to a computer with reasonable internet connection will be important. A webcam and microphone are ideal, but not essential.

**Getting Started:** Please read this syllabus and complete the Course Introduction Module *before* our first Synchronous Class or as soon as possible thereafter.

**Communication:** For how to contact us, please see our [Communication and Support Guide](#) on Canvas.

## MEET THE TEACHING TEAM



**Dr. Catherine Rawn**  
Professor of Teaching  
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[Website](#) | Twitter [@cdrawn](#)

**TEACHING FELLOWS.** TFs are here to help you learn and to help me to evaluate your learning. They will lead your Learning Community, coordinate research labs, grade papers and tests, offer advice and feedback to your Research Group, respond to brief questions on the Canvas Discussion or sent via email.



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## COURSE GOALS

I wrote these course goals to provide direction for all our learning activities and assessments (see [Constructive Alignment](#) for more on this approach to course design). They align with most of our disciplinary guidelines for the undergraduate psychology major ([American Psychological Association, 2013](#)).

**If you are willing and able to meet the requirements, by the end of this course, you will be able to...**

1. define and use key concepts (e.g., reliability, validities, operational definition) central to research methods commonly used in psychology;
2. question claims about psychological phenomena by critiquing the quality of evidence provided;
3. compare experimental and correlational research designs in terms of features, strengths, limitations, variations, analysis strategy, interpretation;
4. contribute effectively in a team to design and conduct a basic experiment with human participants to address a psychological question;
5. analyze quantitative data using basic descriptive statistics and report those results in scholarly formats common in psychology;
6. know and follow ethical guidelines in all aspects of scholarly work (e.g., literature search, design, data collection, analysis, interpretation, reporting);
7. find, interpret, summarize, and appropriately use published quantitative research to understand a psychological phenomenon;
8. recognize the norms, values, strengths and limitations of quantitative psychology, as evident in how we ask questions, design research, report results, and approach replication;
9. situate quantitative ways of making knowledge in the landscape of academic disciplines broadly, as well as how they may contribute to your personal and professional development.

## GUIDING THEORY

I am a social psychologist, and have long been interested in motivation and learning. Increasingly (and especially since COVID-19 moved our learning experiences online) I draw on **Self Determination Theory** ([Ryan & Deci, 2000](#)) to inform my teaching practice. I strive to create conditions that support your experience of autonomy, competence, and relatedness. *Where can you spot applications of this in this course design? What additional*

*ideas do you have for how to apply this theory?* For more information, check <https://selfdeterminationtheory.org>.

## FITTING THIS COURSE IN YOUR DEGREE

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. It is a required course for all Psychology Majors (and not just at UBC; see Norcross et al., 2016).

**Pre/Co-Requisites.** To take this course, you must have taken (or currently be taking) PSYC 101 and PSYC 102. *This course is a Prerequisite for:* PSYC 218 and 359 (Statistics), PSYC 349/449 (Honours), and some other courses.

**Considering Withdrawing? *This is a demanding course, no matter what year you take it.*** If you find yourself unable to handle this course at this time, I encourage you to talk to me, especially if it is after the second week of classes (when groups are formed). Check [these dates](#) to find out whether withdrawing will affect your transcript.

## MATERIALS NEEDED

1. **Cozby, P. C., Mar, R. & Rawn, C. D. (2020). *Methods in Behavioural Research* (3<sup>rd</sup> Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson.**  
(Yes, I am the third author. I donate all royalties from UBC sales to UBC scholarships.)
  - Please purchase through the bookstore to enable Smartbook and eBook access through Canvas.
  - Connect Smartbook (with eBook) access is included with your textbook purchase. Keep your proof of purchase, and follow instructions on Canvas for how to access. Smartbook Adaptive Mastery Quizzes are a recommended graded component of this course.
2. **Required Supplemental Readings**
  - See below for the article list. All are available for download for free from library.ubc.ca.

**Financial Hardship:** If you are experiencing serious financial hardship and are unable to purchase the textbook with Smartbook access, please ask me to arrange access. Our 217 Teaching Team negotiated hard with the publishing company for these codes to support our students in financial need. *(As a first-generation undergraduate student who relied fully on student loans, I understand financial hardship. Please reach out!)* See also the [Student Discounts for Remote Learning](#) page.

## ONLINE CLASS FORMAT 2020

Before the pandemic, the original schedule for class meetings was Monday, Wednesday, and Friday from 9:00-9:50 (Section 1) and from 10:00-10:50 (Section 2). I redesigned this course to follow the MWF pacing of the week as originally scheduled, with flexibility built in wherever possible. **Online systems require I set a deadline to the very minute.** So, rather than anchoring those deadlines to MWF, I have set deadlines on Tuesday, Thursday, and Saturday to maximize flexibility for all students, especially those who need to join us fully asynchronously from around the world.

Everything will be prepared and organized for you in Canvas. **All you'll need to do is go to the Week Module and follow the directions there. If you ever get lost, please revisit the Course Introduction Module.** Of course, please feel free to reach out and ask for help! Below is a table to help give a sense of the general weekly flow of the course. Depending on your Assessment choices (see the next section), not all of these elements will be relevant for you.

Please see Our Class Schedule (last page) for the week-by-week plan and schedule of topics.

Day of the Week	Synchronous: Attendance Expected*	Synchronous: Optional and recommendations Choose either: 9:00-9:50 or 10:00-10:50	Asynchronous Learning Work
Sunday: <i>Prepare your week ahead</i>			Review Canvas Module, read Lesson page, plan your schedule, start chapter reading and Smartbook quiz
<b>Mondays: Units begin by engaging with the material directly</b>		Typical Mondays will be informal, recorded <i>Ask Dr. Rawn</i> sessions. Bring your questions!	Read the assigned textbook chapter, complete Smartbook Learning Quiz, <i>due by tomorrow at Noon PT.</i>
Tuesday			
<b>Wednesdays: Units continue with a chance to apply and practice what you're learning</b>	Weekly <b>synchronous class</b> with Dr. Rawn, customized in response to your Smartbook results		Begin/continue preparations for the 6 Lab Project weeks.  <b><i>Lesson Take-Home Message due by tomorrow at Noon PT.</i></b>
Thursday	[ <i>last day of classes only: multi-section Poster Session</i> ]		
<b>Fridays: Units close with discussion to push your understanding further.</b>	Synchronous attendance expected <i>only</i> for the following events: Lab Meetings 1, 2, 5 Test 1 and 2	Recommendation: use this time to complete your discussion post and replies	<b>Lab 3 and 4 Lab Project Work (All labs)</b>  <b><i>Discussion post due by tomorrow at Noon PT.</i></b> Review this week's Module checklist and optional resources to enhance your understanding.
Saturday			

**Monday Optional Synchronous Events.** Most Mondays will be informal *Ask Dr. Rawn* sessions, which will be recorded for those who can't join us so they can benefit too. Bring your questions!

**Wednesday Synchronous Classes.** We will engage in groupwork activities and discussion using Collaborate Ultra (within Canvas). **\*If your time zone or personal responsibilities make it impossible for you to attend, there will always be an alternative way to engage and contribute.** Please consult each Lesson in Canvas for further instructions, and reach out if there's anything more we can do to help you. *After each class, whether you join us synchronously or asynchronously, you will be asked to complete a Take Home Message (see Weekly Learning Activities, below).*

**Fridays Asynchronous Discussions** and Synchronous Labs and Tests (see Calendar for schedule). If you cannot join us synchronously for Tests, you'll be asked to register for a deferred time in advance.

## LEARNING ASSESSMENTS (YOU HAVE SOME CHOICE HERE!)

These assessments are designed to help you achieve the learning outcomes—and to help me measure that learning. In line with [Self-Determination Theory](#), assessments are structured to support your experience of *autonomy* (e.g., flexible assessment values), *competence* (e.g., weekly learning activities, REC, Smartbook adaptive mastery quizzes, article assignment), and *relatedness* (e.g., research project engagement, Learning Community moderation).

To support your *autonomy*, you may decide the value of particular assessments in the calculation of your final grade by choosing a value from within the ranges provided in the column on the right. Make sure that the values you decide add up to a total grade value of 100% and that you let me know your decision by **sending me a message from the Canvas inbox before 11:59pm PT on Monday 21 September 2020. No changes will be permitted after that date.** If you wish to have your final grade calculated using the proposed value for each item, no email is required to confirm this; the proposed values will be used for all students who have not specified otherwise before the deadline. (See Rideout, 2018, for evidence supporting this flexible assessment approach.)

Regardless of choices, everyone will have the opportunity to meet all Course Goals while practicing a variety of skills that will benefit them in future classes, in the workplace, and in their personal lives. The more Assessment types you choose, the more structure you will have to scaffold your learning across this course. *Please find details of each Assessment below the table.*

Learning Assessment	Due Date (Vancouver Time – see clock on Canvas homepage)	Proposed Value (% of final grade)	<b>OR</b> Choose the value for you (% of final grade)
<b>1. Lab Research Project</b> A. Project Engagement (5%) B. Research Experience Component (1% TCPS, 4% HSP) C. APA-style Report (20%) D. Poster Presentation (10%)	Throughout the Term Throughout the Term  November 30, 11:59pm PT Thursday December 3	40%	40%
<b>2. Weekly Learning Activities</b>	Throughout the Term	3%	3-5%
<b>3. Smartbook Adaptive Mastery Quizzes</b>	10 quizzes (~1/week), due <i>Tuesdays at Noon PT</i>	10%	0-10%
<b>4. Learning Community Online Discussion Moderation</b>	1 discussion moderation (to be scheduled)	0%	0-5%
<b>5. Communicating Psychology Assignment</b>	October 23	0%	0-10%
<b>6. Test 1</b>	October 9	10%	0-15%
<b>7. Test 2</b>	November 6	12%	0-15%
<b>8. Final Exam (Cumulative)</b>	TBD (December 7-22)	25%	15-55%
<b>Total</b>		<b>100%</b>	<b>100%</b>

### 1. [Lab Research Project](#)

The heart of PSYC 217 is the Lab Research Project. You gain experience working in a team to design an experiment from scratch, collect data from classmates, conduct some basic analyses, as well as present your work in a poster session (collaboratively as a group) and a written APA-style report. There are four graded elements to this Project (regardless of which section of this course you take). As you will learn, there is no perfect study, and some of the richest learning can happen from mistakes. Therefore, the grading structure is designed carefully to reward engaging in the research process and applying our course material, regardless of limitations and mistakes in the design and execution of the group's experiment. We measure your ongoing contributions to the group and the research experience, and even greater emphasis on your individual ability to write about research.

You and your Research Group will be guided throughout this process, with a series of 6 “Labs” embedded throughout this course, led by one of our four Teaching Fellows. All instructions, tips, strategies, and deliverables are embedded as Canvas modules, and your TF will be there to support you along the way. Please see Canvas for more information about the Labs.

All labs will have an online module to guide you through the tasks and, starting with Lab 1, offer discussion prompts and submissions that allow you to work with your group and get feedback from TFs asynchronously. (You may wish to create synchronous meeting times with your group, if possible, but we don't anticipate that will be necessary for everyone. Lab 1 includes an orientation to your group space in Canvas, which includes file sharing and other capabilities.)

For Labs 1, 2, and 5, your TF will be holding a synchronous session on the Friday of those weeks (9amPT for section 1, 10amPT for section 2), to offer advice and answer questions, as you work together with your group in a breakout room. You may have group members who cannot join at that time synchronously, and that's ok: they are still contributing through the asynchronous spaces. As you work through the Labs, if your group needs a deadline extension to accommodate teammates who are contributing asynchronously, yes you can have it (within reason). Please apply our Online Discussion Guiding Principles in your groupwork.

### **A. Project Engagement 5%, throughout the term**

The vast majority of research conducted in psychology is collaborative. Reflecting this research approach, you will work closely in group of 5-6 on this project. Groups will be assigned immediately after the add/drop period. To help your group work together, we have developed a series of prompts, tasks, and spaces to collaborate all within the Canvas environment (whether or not you can all get together at the same time). These prompts include a mix of tasks you'll do as a group (e.g., experiment plan with operational definitions), and some you will complete individually (learning reflections, restating experiment plan in your own words, peer evaluations of others' contributions). All of your contributions, including your TF's and your groupmates' evaluations of your contributions, will be combined into this score. We encourage you to work together in the spirit of collaboration. We also know that group work can sometimes be challenging. You are always welcome to ask for advice from me and/or your TF on your team dynamics. Please see the section below called *Supporting Learning with Academic Integrity* for distinctions between acceptable group collaboration and unacceptable collusion.

### **B. Research Experience Component (REC) 5%, throughout the term, as they appear in Canvas modules**

The REC is worth 5% of every PSYC 217 student's 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** (see the Introductory Lab). 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 experience may make understanding research easier (Ceynar Rosell et al., 2006) and may help you decide whether research is a reasonable career option for you.

One way to meet the REC requirement is 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://ubc-psych.sona-systems.com>. If you don't already have a user account you will first need to request an HSP 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 on the last day of class; I strongly urge you to participate before the last week to ensure studies are available. Further instructions on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/human-subject-pool/> in the HSP Information for Participants document.

As an alternative to participating 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. If you choose this library option, you must consult the HSP Information for Participants document for details about the assignment requirements and submission process (including the deadline), available here: <https://psych.ubc.ca/undergraduate/human-subject-pool/>. *Note: The article you choose for the Article Assignment cannot count toward this credit. We will be cross-checking the articles.*

### **C. APA Style Report 20%, your own independent work, due Monday of the last week of classes, 11:59pm PT**

The most important step in the research communication process for researchers is to clearly document their research and 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. This individual report is designed to give you experience with a part of this process. Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph), Discussion and References (at least 2).

See Appendix A of your textbook and resources available on Canvas for more guidance in writing APA style reports, including a detailed grading rubric to help guide your work.

Reports must be between 5 and 7 double spaced 8.5 x 11-inch pages (approximately 1500-1700 words). This page limit does NOT include a cover page, references, graphs, tables, or appendices (if needed, which they usually are *not*). You must use 12-point Arial, Times New Roman, or Calibri font and margins must be set to 1 inch all around. Your paper should integrate into the introduction section at least 2 references to related empirical journal articles (e.g., to set up a foundation for your hypothesis). Articles can also be used in the discussion section to help put results into context. **Submit your report in two places: on Canvas, as well as on Turnitin (details to come).**

#### **D. Poster Presentation 10%, group collaboration, plus independent peer reviews, due on last day of classes**

Approximately 600-700 students, ~16 Teaching Fellows, and 5 Instructors from all sections of PSYC 217 will meet online to share and learn about everyone's research projects (ok, probably not *everyone's* projects, but you're welcome to explore all 100+ posters if you wish!). You will prepare, as a group, a poster that summarizes your research project's hypothesis, method, results, and conclusions. During the poster session, you will be asked to evaluate a selection of your peers' posters (from a different section). Your poster grade will be a combination of your Teaching Fellow's rating and the average of five peers' ratings. 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: This is not an oral presentation. It is a virtual poster session, similar to what our professional society, [Associate for Psychological Science, organized in summer 2020](#).

### **2. Weekly Learning Activities**

Each week I will ask you to engage in a few brief activities. You might think of these activities like you would iClicker participation points: low stakes, yet important for keeping you engaged, building *competence*, and helping me understand what you are learning. There are two activities each week; I may add a few others during the term (check the Week's Module to ensure you have completed the week's activities).

After each Wednesday Synchronous Class (whether you participate live or watch the recording), I will ask you to complete a brief (~5 minute) Lesson Take-Home Message on Canvas, including a question or two that follows up on activities, as well as quick feedback on how the lesson went so we can improve as we go.

Each Friday, our class will engage in asynchronous, online discussion about the topics of the week. We will be divided into Learning Communities (broader than our Research Groups, to further foster *relatedness* and build community among us). I will prepare some prompting questions, from which you can choose. Questions will be geared to help you apply concepts, deepen our understanding of challenging topics, and see research methods all around us. You are encouraged to respond to others' posts to help you and everyone develop their thinking further.

### **3. Smartbook Adaptive Mastery Quizzes**

Would you benefit from regular, low-stakes quizzes to keep you on track for readings and to practice your understanding of key concepts? Would you like to help shape the focus of our Synchronous Classes? Then this *competence*-building option is for you! Each Monday throughout the term, complete the assigned Adaptive Mastery Quiz in the Smartbook (which accompanies your textbook; see Canvas for access instructions). **I'll count your best 10/11**, giving you extra flexibility if you need to miss a week. Take as long as you like (before the deadline) to complete the quiz until you reach Mastery of those concepts. The algorithm adapts questions as you go, depending on whether you answered the last question correctly or not. It also asks you to rate how confident you are, to help improve your metacognitive skills (i.e., how aware you are about what you know – and don't). Research shows greater long-term retention with multiple testing opportunities (Roediger & Karpicke, 2006) and enhanced meta-cognitive skills (Cromley & Kunze, 2020), making this a great investment in learning. On Tuesday afternoons, I'll use the results to build Wednesday's Synchronous Class. If you need to complete the Smartbook quiz late, it can still count, but I won't be able to use your data to inform lesson planning.

### **4. Learning Community Online Discussion Moderation**

Leadership opportunity! As part of our Weekly Learning Activities (see above), everyone will be engaging in online discussions. Choosing this Discussion Moderation assessment option means that 1-2 times during the term, you will help to guide and spur deep discussions among a subset of your classmates. Assessment will be based on the quality and timeliness of your responses to others' posts, and a brief written or audio summary of the key points learned at the end

of the discussion. You will have support from our Teaching Team; I will invite everyone who chooses this option to meet with me to discuss expectations so you have a clear idea of what to do. If you choose this option (with any non-zero weighting), please include 3 weeks when you would be available to moderate the discussion during Friday-Saturday, ranked in order of preference.

## 5. Communicating Psychology Assignment

This short written assignment offers you experience finding a pre-approved empirical journal article using the university's library system, identifying the major features of a study design, and communicating the most important findings in a compelling way. This assignment provides useful experience for your final paper, helps you develop skills communicating about psychological research, and is relevant wherever you take your psychology degree. Rather than taking the form of a single essay, I offer about a dozen specific open-ended questions for you to respond to using Canvas Quizzes. Please see the Communicating Psychology Assignment Guidelines page on Canvas for details.

## 6. and 7. Tests 1 and 2

**Each test will be out of approximately 25 points and will be held on a Friday and administered using Canvas. If you cannot join us synchronously for Tests, you'll be asked to register for a deferred time in advance.** Tests require thorough understanding of course material, including the ability to apply and integrate concepts across relevant chapters/units. Tests are *not* cumulative (in other words, they test only the material *since* the last test). Question types will include a mix of multiple choice, fill-in-the-blanks, and written answers. If you choose not to count these tests toward your grade (declared at the start of the term), you can still write them for practice but they will not count. Whether they count or not, tests are to be completed by you and you alone, using only materials authorized explicitly by me. Please see the section below called **Supporting Learning with Academic Integrity** for more information about expectations during testing.

## 8. Final Exam (Cumulative)

**The final exam date will be set by the Registrar during the official final exam period, and will be administered using Canvas.** The final exam will test your thorough understanding of the entire course's material, including the ability to apply and integrate concepts across chapters/units. Question types will include a mix of multiple choice, fill-in-the-blanks, and written answers. The final exam is to be completed by you and you alone, using only materials authorized explicitly by me. Please see the section below called **Supporting Learning with Academic Integrity** for more information about expectations during testing. [University policy](#) dictates that 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. You must give the instructor of the second exam one-month notice.

## BUILDING OUR COMMUNITY: SUPPORTS, SAFETY NETS, AND POLICIES

***Be kind. Be calm. Be safe.***

– Dr. Bonnie Henry, Provincial Health Officer, British Columbia, Canada

We are living in a time of global pandemic. Some of our classmates are joining us from around the world. Any of our circumstances may change at any time. I invite you to join me in taking inspiration from Dr. Henry as we begin to engage together.

Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively online.

*In this section, you will find...*

- Supporting you (and me) through Personal Emergencies and Challenges
- Support through Learning Communities and Research Groups
- Supporting Each other in our Shared Online Space
- Supporting Learning with Academic Integrity
- Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility
- Psychology Department Policies

## Supporting you (and me) through Personal Emergencies and Challenges

If you experience a personal emergency during this time, please seek the resources and support you need to cope with that emergency. Check <https://students.ubc.ca/health>, and reach out if you don't know how or which resources to access. I'll help as best I can.

Take care of yourself first. Then, reach out to me to check in about the course. I will bring patience, flexibility, and compassion as we work on a solution. You don't need to tell me what has happened. But at this point we can figure out if the built-in safety nets (see below) are sufficient accommodation; otherwise, I'll ask that you review the in-term concession criteria [available here](#), and complete the Self-Declaration form if applicable. In more complex or longer-term affecting situations, please seek [Arts Academic Advising](#).

**Check out these support resources *before* an emergency.** See <https://students.ubc.ca/health> and especially <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak> for ways to care for yourself during the pandemic and beyond. See also the Arts Student Support portal for wellness, academic, and broader support: <https://www.arts.ubc.ca/student-support/>.

**What will happen if the Teaching Team experiences a personal emergency?** It is possible that I or a TF will experience a personal emergency during this course. I will communicate with you immediately and as often as I can, using the Announcements feature in Canvas. We will invite you to continue as much as possible with the scheduled learning activities, and we will communicate with you any modifications (e.g., to availability, timeliness of feedback) that are impacted. We will ask for your patience, flexibility, and compassion, as well as continued dedication to your and classmates' learning during that time.

**Support for Students with Accessibility Needs.** "The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions." If you have ongoing need for accommodation, please contact UBC's [Centre for Accessibility](#). I'll be happy to work with you on accommodations.

**Support for International Students Studying Controversial Topics.** Although I do not anticipate that this statement is relevant in this course, the Provost has asked all of us to include this statement as a reminder in our syllabi: "During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit [the Calendar](#) for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit [UBC resources on Freedom of Expression](#)."

## Support through Learning Communities (LC) and Research Groups

It is my hope and intention that you and every single student in our class will feel a sense of belonging (thereby supporting your experience of *relatedness*). We will engage as a "large" group, with discussion threads and activities aimed at connecting all of us as we learn.

Because our class is so large (about 200 people across the two sections), we will be dividing into smaller groups, thereby supporting your *relatedness* as we build our community and as you develop *competence*. First, we will divide into **8 Learning Community (LC) groups of about 25 people, each led by a Teaching Fellow (TF)**. Your LC will be your primary go-to group for discussions and mini-assignments, and your TF will be there to support you. We will begin LC groups right away, making adjustments as our class roster shifts early in the term.



After the add/drop period is complete, we will divide LCs further into **Research Groups of 4-5 people**. You will be working with your Research Group throughout the term to complete the Lab Research Project, with the guidance of your TF.

Your LC—and later, your Research Group—will appear in your *Groups* tab on Canvas, and will have its own space for discussion, wikis, and collaboration. For each LC, we will create virtual space in Collaborate Ultra for synchronous audio/visual conversation, if possible.

I have carefully considered whether to assign groups. Self-chosen groups support autonomy but *only among those students who are previously connected to other students*. Fully randomly assigned groups may miss chances to connect people who share a time zone. Thus, I will ask you to report in the Course Introduction module if you would like to be in a group with folks in/near to your time zone (if possible).

Option: If you would like an online space within Canvas for an additional self-chosen group (e.g., for studying; see also Academic Integrity section on collaborative studying), we can help you set that up.

## Supporting Each Other in our Shared Online Space

Although we may be spread around the world, we are coming together to do this work of learning. Our Canvas home, including any links we add that connect in or out, is the space we hold for each other for this purpose of learning. This shared learning space is governed by and shaped by all of us.

In order to support our classmates joining us fully asynchronously, we will be recording synchronous sessions that occur in Collaborate Ultra. Recordings include the chat thread. Recordings are *not for sharing beyond our course's Canvas home* (see Academic Integrity, below). Nonetheless, if you have legal or other serious concerns about having your identity recorded in this way, you might consider joining asynchronously. As always, please feel free to come to me to discuss options.

I've been holding space for learning in physical classrooms for about 15 years. This past Summer Term 2 (July-August 2020) was the first time I led an entire course in a completely online space. This might be your first time learning in a completely online space—or maybe you have done this before. Let's all be patient and figure this out together.

One of the first things we will do together is set class engagement guidelines (supporting your experience of *autonomy* and *relatedness*). This [classroom guidelines](#) resource, as well as the UBC Values statement below, help us prepare for how we may want to engage together. Think about how you want to us to engage respectfully together, and what that looks like.

### I endorse UBC's Values Statement, and invite you to do the same:

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: <https://senate.ubc.ca/policies-resources-support-student-success>. (from [Senate Policy: V-130](#); emphasis added)

## Supporting Learning with Academic Integrity

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 our own and others' contributions 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. APA style gives us a formal way to indicate where our ideas end and where others' begin. But academic integrity goes well beyond formal citation. **Welcome to the academic community. You are expected to act honestly and ethically in all your academic activities, just like the rest of us.**

Make sure you understand UBC's definitions of [academic misconduct](#), [consequences](#), and expectation that students must clarify how [academic honesty](#) applies for a given assignment. *Please ask if you're not sure.* (While you're checking out the calendar, you might want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)

**What does academic integrity look like in this course?** *At any time: if you are unsure if a certain type of assistance is authorized, please ask. If you have a need that is unmet by existing course materials, course structure, and/or our learning community members, please ask.*

**DO your own work.** All individual work that you submit should be completed by you and submitted by you. All assessments, large and small, are designed to help you learn Research Methods. It is *unacceptable* to use an editor (paid or unpaid) without my permission to revise, correct, or alter your work, because your submission is no longer your own work. It is *unacceptable* to buy/sell/swap/share assignment questions or answers on any platform. It is *unacceptable* to misrepresent your identity by using someone else to complete any portion of a course (e.g., comment on a discussion board, complete a quiz question). It is *unacceptable* to help someone else cheat.

**AVOID collusion.** Collusion is a form of academic integrity violation that involves working too closely together *without authorization*, such that the resulting submitted work gains unfair advantage over other students because it is a measurement of the *group/pair/others'* understanding rather than the *individual* understanding (definition adapted from [OpenLearn](#)). For example, collusion on an open book test includes working together to write answers or answering someone else's question in a WhatsApp chat. See more examples of collusion [here](#). Assignments that are explicitly the product of group collaboration *have authorization*, so don't count as collusion. Preparing to individually complete an assignment or test by studying together (e.g., discussing concepts, quizzing each other and giving feedback on each others' answers) doesn't count as collusion. In this course, **your final paper should be individually written**; you are presenting your own representation of the research project you previously developed in collaboration with others.

**Can I work with a classmate to co-create study notes?** Yes, you can create your own original collaborative notes (but see below). I recommend using the features in Canvas groups to ensure your work remains protected. Send me a message using Canvas Inbox, and I'll create a Group just for you. That will allow you to upload and share notes, and to work collaboratively on Pages ([see this site for an introduction to these features](#)). I also recommend starting your collaboration with a written agreement that addresses integrity issues, such as these: *Who else can see/use/contribute to these notes? How will we ensure we are not violating copyright?*

**DO NOT share materials provided for you to use in this course.** We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by the Teaching Team or in the textbook are for use in this course by students currently enrolled in PSYC 217 Sections 1 and 2. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow copyright law.

**Can I share your materials with a classmate who is struggling and trying to get caught up?** No, not directly. Please send them the link to where they can find the material in Canvas, after logging in with their CWL. Invite them to reach out to the Teaching Team for more support (e.g., financial need access to the textbook).

**DO acknowledge others' ideas.** Scholars build on the work of others, and give credit accordingly—this is a quality of strong academic writing. In this course, you will learn and practice ways to acknowledge others' work. Citing our sources in both formal and informal ways will be essential, and appropriate, depending on the assignment. For example, much of the way I think and write about academic integrity has been influenced by the work of Dr. Laurie McNeill, including [her excellent wiki](#) that curated many of the above links, as well as Dr. Sarah Elaine Eaton, including her [webinar series](#). *(See what I just did there? In informal writing, such as discussion posts, we can use links and embed references to our fellow humans who informed our thinking. They're my ideas and written in my own words,*

*but I'd be thinking differently if it weren't for my encounter with their scholarly work. When we write more formally, such as for the Research Report in this course, we psychologists use APA style conventions to cite and reference.)*

**DO learn to avoid unintentional plagiarism.** Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism, which can be challenging when first learning to paraphrase. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism). *Please feel free to ask (have I said that enough?).*

## Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility

I trust that when you *can* make deadlines on time you *will* make deadlines on time. Several safety nets are built in to the course for everyone to use without question, explanation or appeal, thereby supporting your experience of *autonomy* and privacy. **If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion, and I expect honesty and flexibility in return.**

- **There is no penalty for missing synchronous learning work (e.g., because of caregiving or time zones) if it is made up in another way.** For every synchronous learning meeting, I will strive to make recordings and activities available for those who need this accommodation. For example, Lesson Take-Home Messages will provide opportunities to answer questions posed/discussed during the synchronous session. *If you have other ideas about how I can best support you, please let me know.*
- **Flexible weighting of Learning Assessments.** You choose how much you can engage with this course from the start. Please see Learning Assessments for instructions on how and when to do this.
- **Late Communicating Psychology Assignment or APA-Style Report:** You will receive TWO 1-Day-Late Passes. Use them all at once (2 days for one assignment), or separate (e.g., 1 day for 2 assignments). After those two days have been used, standard 10% per day deductions will apply (except in emergency circumstances).
- **Smartbook Adaptive Mastery Quizzes:** If you miss the Tuesday noon (PT) deadline, please catch up as soon as you can. I have to manually record completion grades, so if completion grades have already been recorded on Canvas before you have caught up, please let me know so I can check and then update your score. **Project engagement, Weekly Learning Activities.:** If you miss routine asynchronous or synchronous work, please catch up by completing it as soon as you can. If the missed work was time-sensitive and doesn't make sense to catch up, the alternative assignment is this: Submit to me a brief synthesis of your Learning Community's discussion on that week's topic, along with a brief reflection on how you have made progress on that Week's learning objectives (posted at the start of the Lesson).
- **Re-grade request process.** If you feel strongly that a question on any quiz or your paper was graded unfairly, you may submit the [Re-Grade Request Form](#). To qualify, you must submit the form within 2 weeks of the date grades were posted on Canvas. I will consider your request carefully and will respond via email as soon as possible. Re-grading may result in an increase or decrease. That re-grade is final.

## Psychology Department Policies

### Grading



Department-wide policy for 2020: "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. **However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W.** According to these adjusted norms, the average grade in 100- and 200-level Psychology classes will be 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with

a standard deviation of 14. The corresponding figures for 300- and 400-level classes will be 75, 73, and 71, with a standard deviation of 13. 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%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

### 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 originality that flag instances of matching text suggesting possible 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>).

## SUPPLEMENTAL READING LIST

### Ethics and Values Units

Neuroskeptic. (2012). The nine circles of scientific hell. *Perspectives on Psychological Science*, 7, 643-644.  
DOI:10.1177/1745691612459519

Madigan, R., Johnson, S., & Linton, P. (1995). The language of psychology: APA style as epistemology. *American Psychologist*, 50, 428-436. DOI: 10.1037/0003-066X.50.6.428

### Replication Unit

Pashler, H., & Wagenmakers, E.-J. (2012). Editors' introduction to the special section on replicability in psychological science: A crisis of confidence? *Perspectives on Psychological Science*, 7, 528-530.  
DOI:10.1177/1745691612465253

Hamlin, J. K. (2017). Is psychology moving in the right direction? An analysis of the evidentiary value movement. *Perspectives on Psychological Science*, 12, 690-693.

## REFERENCES

Throughout this syllabus I have cited many journal articles. I include them here (1) to model responsible, APA style citation and referencing practices we will be using in this course, and (2) to show you some of the many ways I use research to guide the decisions I make in my teaching practice and course design. These are **not** required reading, but you may find some of them interesting (e.g., Dunlosky et al., 2013).

American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major 2.0*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

- Ceynar Rosell, M., Beck, D. M., Luther, K. E., Goedert, K. M., Shore, W. L., & Anderson, D. D. (2006). The pedagogical value of experimental participation paired with course content. *Teaching of Psychology, 32*, 95-99. DOI: 10.1207/s15328023top3202\_3
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, 14*, 4-58. DOI: 10.1177/1529100612453266
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- Glass, A. L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology, DOI: 10.1080/01443410.2018.1489046*
- Kliegal, R., & Bates, D. (2011). International collaboration in psychology is on the rise. *Scientometrics, 87*, 149-158. DOI: 10.1007/s11192-010-0299-0
- Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education, 30*, 159-167. DOI: 10.1152/advan.00053.2006
- Rideout, C. A. (2018). Students' choices and achievement in large undergraduate classes using a novel flexible assessment approach. *Assessment & Evaluation in Higher Education, 43*, 68-78. DOI: 10.1080/02602938.2017.1294144
- Roediger, H. L., III, & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science, 17*, 249-255. DOI: 10.1111/j.1467-9280.2006.01693.x
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860. DOI: 10.1016/j.cedpsych.2020.101860

## ACKNOWLEDGEMENTS AND COPYRIGHT

UBC Vancouver's Point Grey Campus is situated on the traditional, ancestral, and unceded territory of the [Musqueam people](#). The work of redesigning this course in summer 2020 occurred on the traditional territories of the Musqueam, Squamish and Tsleil-Waututh peoples.

The original design of this course and syllabus (in 2008) 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). Annual revisions to this course and syllabus have been influenced by feedback from students in all my PSYC 217 Sections since Fall 2008, my Teaching Fellows and fellow instructors, American Psychological Association (2007/2013) and Fink (2003). Flexible assessment strategy and language was adopted for Fall 2020, drawing on Dr. Candice Rideout's (UBC, Faculty of Land and Food Systems) scholarly research, advice, as well as her FNH 355 course syllabus (with permission). Academic Integrity language and approach has been greatly informed by the work of Dr. Laurie McNeill and Dr. Sarah Elaine Eaton.




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## OUR CLASS SCHEDULE

This plan is subject to change. Changes will be announced on Canvas.

					
Wk	Anchoring Dates	Theme	Monday <i>Asynchronous: Assigned reading, Smartbook Learning Quiz (see topic below)</i> <i>Synchronous Option: "Ask Dr. Rawn" (starts 9am and 10am)</i>	Wednesday Synchronous Classes (starts 9am and 10am)	Friday <i>Asynchronous: See Your Complete Lesson Guide for that week for links to online discussion, Lab project work</i> <i>Synchronous only on these days (starts 9am and 10am): Tests 1 &amp; 2, Labs 1, 2, 5</i>
1	Sept 9, 11	Begin!	<b>Labour Day. No classes.</b>	Synchronous	
2	Sept 14, 16, 18	Design	Ch 1 Scientific Understanding of Behaviour Ch 2 Where to start	Synchronous	Introduction to Labs (fully asynchronous)
3	Sept 21, 23, 25		Ch 4 Research Design Fundamentals	Synchronous	
4	Sept 28, 30, Oct 2		Ch 8 Experimental Design	Synchronous	<b>Synchronous</b> Lab 1
5	Oct 5, 7, 9		Ch 7 (Selection: Survey question design) Ch 5 Measurement (Reliability & Validity)	Synchronous	<b>Synchronous TEST #1 (Ch 1, 2, 4, 8)</b>
6	Oct 14, 16		Present and Refine	<b>Thanksgiving Day. No classes.</b>	Synchronous
7	Oct 19, 21, 23	Ch 9 Conducting Studies		Synchronous	<b>Communicating Psychology Assignment due</b>
8	Oct 26, 28, 30	Ch 3 Ethics		Synchronous	Lab 3 (fully asynchronous)
9	Nov 2, 4, 6	Analyze, Interpret, and Prepare to Report	Ch 12 Descriptive Statistics <i>Special reading: Neuroskeptic (2012)</i>	Synchronous	<b>Synchronous TEST #2 (Ch 5, 3, 9, 7 selection)</b> Lab 4 (fully asynchronous)
10	Nov 9, 13		Ch 10 (Selections: Threats to internal validity, quasi-experiments)	<b>Remembrance Day. No classes.</b>	<b>Synchronous</b> Lab 5
11	Nov 16, 18, 20		Ch 14 Generalizing Beyond our Study (& Replication)	Synchronous	
12	Nov 23, 25, 27	Disciplinary Context, Values, and Careers	Ch 6 (Selections: Ways of Knowing) <i>Special reading: Madigan et al. (1994)</i>	Synchronous	
13	Nov 30, Dec 2		<i>Special readings: Hamlin (2017), Pashler &amp; Wagenmakers (2012)</i> Smartbook catch up option: complete any previously-missed Smartbook quiz  <b>Paper Due 11:59pm PT</b>	Synchronous	<i>Term ends on Thursday Dec 3.</i> <b>Poster Session Thursday December 3.</b>
<p>The <b>Final Exam</b> will be booked by the registrar during the period <b>December 7 to 22, 2020, including Saturdays. Do not book appointments during this time until you know when your exams are.</b></p>					