WELCOME TO THE COURSE!

Traditional, ancestral, and unceded xʷməθkʷəy̓əm (Musqueam) territory
University of British Columbia
PSYC 217 - Research Methods
Winter 2020/Term 1
Section 003: MW 12:00–1:00 pm
Section 004: MW 1:00–2:00 pm
Note: All times on this syllabus are PST

Instructor: Benjamin Cheung (the Tsern)
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Teaching fellow:

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Tutor ID: TSA
Email: cllee257 [at] psyh.ubc.ca

Gabriel Smith (the Tsern)
Office: Zoom
Office hours: Fri 2:00 pm – 3:00 pm
Tutor ID: TSA
Email: gsmith21 [at] psyh.ubc.ca

Nigel Davies
Office: Collaborative Ultra
Office hours: Wed 2:00 – 3:00 pm
Tutor ID: TSA
Email: ndavies [at] ubc.ca

Francis Tien (the Tsern)
Office: Zoom
Office hours: Fri 2:00 pm – 3:00 pm
Tutor ID: TSA
Email: ftian3 [at] psyh.ubc.ca

Password for Tutorid for assessments in this course 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 MultiMentor: MultiMentor
- Exams and Assignments: Assessments

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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 practices in research
- Think critically about everyday pseudoscientific claims
- Create and implement research designs based on scientific principles and practices
- Perform simple forms of data analysis
- 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
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/vancouver-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.


If you would like some additional resources from the publisher regarding the text, please go to Canvas page for this course and examine the Connect platform.

Directly from the publisher with multiple product options
From the UBC bookstore (just access the course list on the UBC Bookstore here)
On Indigo/Chapters

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

Assessments of learning:

Final Exam: FRIDAY, NOVEMBER 30 (2, 5–8 PM) One key goal of the course is to help you develop into sharper researchers and more critical consumers of research. Details about these assignments will be posted on Canvas and are due at the beginning of class on Oct 14 and Nov 20.

Canvas: (2, 12/4) There will be two non-cumulative exams: on Oct 5 (Chs. 1, 2, 4, 8, 9, 7, p. 125–142) and on Nov 9 (Chs. 3, 5, 10–12)

Lab component: (30%) 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 Assistant. All labs are mandatory. You will have a lower lab component grade if you miss any of the labs. In the mandatory meeting, this will take the form of completing online lab quizzes which you will track. More information can be found since the lab modules become operational on Canvas.

Over the course of these sessions, you and your group will work out a design 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 (20%): To ensure for participation across all group members, complete a peer evaluation due on Dec. 1. This is a reflection of each group member’s participation with each other’s contributions throughout the term, and will count towards the grade for the person being evaluated.

• Poster session (10%) Your poster submission will be due on 5:00 PM on December 6th. An online poster session will then take place between 4:00 PM on December 5 to 10:00 PM on December 6, and you and your group will have prepared a presentation of your research project and findings, while also evaluating several other groups’ presentations.

• Lab evaluation (5%) Each lab syllabus has a different due date. Please be mindful of each one.

Final exam report (15%) This is due Nov 15 by 11:59 PM on Tumblr and Canvas. Late papers will receive a 10% deduction per day that is late.

You can find your TA’s Tumblr Class ID here to view their class syllabus. The password is on the front page as well.

This is an xkcd-style page where you communicate to us your research logic, your study design, your results, and your interpretation of those results. There are many resources available for you, including Appendix A of your Cutsky, Mar, and Eaker text, the APA Publication Manual (6th ed.), and the Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/resource/500-01/).

Research Experience (15%) Given the research-focused nature of this course, we ask that you participate 10 hours of research from the Human Subject Pool (HSP) at the Department of Psychology. You can access studies at http://psych.umn.edu/systems.htm . You must use an active HSP account for this, if you do not have one, the website will show you how. More information about the HSP can be found here. 1 hour of participation = 1%, so 4 hours = 4%.

You also obtain 1% for completing the Trim-Council Policy Statement (TCP) ethics tutorial - mandatory for anyone involved in research that uses human subjects (including you!). You can access the tutorial here: http://tcp.trim-council.org/welcom. It is due by 11/6.

Instead of qualitative studies, Students may write 100-word summaries of empirical articles from the Journal of Psychological Science (published after 2014), such 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 your course section. You must submit a copy of your summaries to your TA for the 2019 Fall term.

Yammer ID: (203334354), password = Research by the last day of classes. Specific assignment details can be found here.

Final Exam (50%): 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 Center website for more details once the exam schedule has been released.

Early Assessments (10%): Students who are in need of helping (e.g., financial, housing, etc.) may not need the necessary services for help for various reasons, including lacking knowledge of appropriate services. This OBC initiative provides aid to these students as easily 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 severe. As a supporter of this initiative, I ask that you watch this brief video about it on the course’s Canvas website by Oct 2, and post your name to your class home to acknowledge that you have read it which will give you the 1%. This means nothing other that you support this initiative, ever that you intend to use it, only that you have read it and understand what it is. If you have any questions or concerns, please do not hesitate to talk to me.

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POLICIES

Special Pandemic Statement from UBC:
During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including change to health and safety considerations. Keep in mind that some UBC courses might cover topics that are considered 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 positive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit here 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 reasons 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 substituted courses. For further information and support, please visit here.

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 while 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 group key concepts in scientific research. Some may be risky, 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 experiences. Please refrain from activities that may be distracting to students around you.

Outside the classroom

Exams: Please allow me a 24-hour window to respond to answers mailed, and please make sure to check the syllabus first if you can use the exam functions at the bottom.

Academic: Concessions and Other Grading Concerns

During the term, students may experience medical, psychological, or other forms of distress, which may affect performance. In such cases, students should do their best to speak with me before the exam, 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 such 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 constitutes academic misconduct: http://www.calendar.ubc.ca/vancouver/index?eventnum=4454,111,595. Offences of academic misconduct may result in a "F" 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.secondharbourubc.ca/campus-support/index?eventnum=53,43,706,0. Punishments for both academic and non-academic misconduct may include, but is not limited to, a non-renewal notice 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://universitysafety.ubc.ca/discipline.

Department of Psychology’s Grading Policies:

To prevent equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology’s grading policy for all PSY courses. For PSY 217, the average final grades across all sections must fall within the range of 67-77%, with a standard deviation of 14%. Scaling may be done to bring the class average in accordance with this policy. This 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 "Withdrew" on your transcript, the deadline to do so is Sep 21. If you wish to drop this course with a "W" on your transcript, the deadline to do so is Oct 30.

Unexcused 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 suicides of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are nottolerated nor in opposition of academic freedom. UBC provides appropriate accommodations for students with disabilities and for religious and cultural observers. 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.
RESOURCES

Inside the classroom

Use of class time: I will be ready to go when class starts, and will make good use of the 57-170 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts.

Classroom activities: Throughout the 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.

Get questions?: You can send me a chat message privately on Collaborate during the lecture, or you can email message me whenever you’d like to post questions about materials that you find to be unclear.

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 mental, psychological, 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 test time. Documentation is not necessary. Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weighing of such 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 at the discretion of the University. UBC has clear policies about what academic misconduct means: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=1,254,111,855. Evidence of academic misconduct may result in a “F” grade for the exam or assignment in question, and may prompt more severe punishment at the University deemed 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 at the discretion of the University. UBC has clear policies about what constitutes non-academic misconduct, found here: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=1,254,750,6. Punishments 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://universitycoun seling.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 PSY217 courses. For PSY217, the average final grade across all sections must fall within the range of 67-71%, with a standard deviation of 14K. Scaling may be done to bring the class grade 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 last class before you must do so is May 31. If you wish to drop this course with a “W” on your transcript, the last class before you must do so is May 27.

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 victims 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.
PSYC 217 - RESEARCH METHODS (CHEUNG - WINTER TERM 1)

MUKBENCH

Some students fear being in an environment that's stuffy and overly academic. Probably not us, and that's one reason this group often get low-reading tags on their CVs. At the same time, (1) it isn't really offering us a real-world perspective, so we're not really suggesting that (2) it's a particularly bad idea. But try it out, you won't regret it. So don't worry about the CV's - we're more interested in the group's own performance. And group assignments are usually "hit-and-run." - We don't even have to turn in your number but we're encouraged to do - you can join in and hang out with other people all groups are posted on Canvas. The details:

<table>
<thead>
<tr>
<th>Day</th>
<th>Start</th>
<th>End</th>
<th>Group</th>
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<tbody>
<tr>
<td>Monday</td>
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<tr>
<td>Monday</td>
<td>8 am</td>
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<td>Thursday</td>
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<td>Group 5</td>
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<tr>
<td>Friday</td>
<td>8 am</td>
<td></td>
<td>Group 6</td>
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</tbody>
</table>

Find the look up photos from other Mukbanch sessions group: the hashtag here are a few others:

Benjamin Cheung  | @BenjaminCheung  | 5 @ 0

Cheering another @mukbanch session this past week! We talked great food and fabrication ideas in these past three days. Stuffed animals popped up all over, and even a cat made an appearance (ex: when students playing in class)

10:50 PM - Mar 28, 2023

See the latest COVID-19 interactions on Twitter

Benjamin Cheung  | @BenjaminCheung  | 3 @ 0

After 2 weeksUbuntu, @mukbanch2 hits back at another version. We talked about all sorts of things this time in (1) the Ubuntu (2) clay fusing. What to do if you got stuck with bars? (!) Storning options for entertaining purposes. A yes, the risks & effects of the new national security law.

11:50 PM - Jul 22, 2023

See Benjamin Cheung  | @BenjaminCheung  | 3 @ 0

Another @mukbanch. We talked about QH's amazing COVID response, dogs suffering in this heatwave, 40 Day Fasting is a common practice in 3D. Full circuit boards bring a whole new meaning to reflections on individual or just before patience! (My wife, Huai, brought it up in a session after a 40 Day Fast line):

12:50 AM - Jul 25, 2023

See the latest COVID-19 interactions on Twitter

1:00
SOCIAL MEDIA CHALLENGE

Apply what you’ve learned, and recognize it in your trying.

I want students to take course material out of the classroom – see how psychology lives and breathes in their daily lives. To accomplish that, I encourage everyone to win the course hashtag #psy217 to tweet about how you see research methodology operating in real life. I will occasionally compile tweets from members of the class and discuss them in class; here are some examples from previous years.

Shana S @shanaspp – Jan 21, 2019

Struggling to find a way to explain what apes do to my parents. Their friends brought over a ‘multiple-use’ colander. I’m supposed to fit all health problems. #UBCsdgCf I’m crying please and help.

Shana S @shanaspp – Jan 21, 2019

Seriously? A homemade contraption with non-FDA approved equipment that’s supposed to increase oxygen content in your blood through a piece of plastic on your feet? There’s literally no evidence. No studies have been replicated w/same results. This is infuriating #ubcsy217

11:11 PM – Jan 21, 2019

See Shana’s other Tweets

Eve @EveLiuora – Oct 4, 2016

Oh man! I guess I didn’t define “psychology” because a lot of my 7+ years of friendships no longer exist! #ahainchleiditas #ubcsy217 #UBCsdgCf

🔗

If a friendship lasts longer than 7 years, psychologists say it will last a lifetime.


See Eve’s other Tweets

Add Engineer @Addin15 – Sep 16, 2016

Really should believe everything you read on the Internet 🤔

#ubcsy217

🔗

A psychological study found that intelligent people are more likely to remain faithful while in a relationship.

10:54 PM – Sep 16, 2016

See Add Engineer’s other Tweets

Add your own to the list:

Add
# COURSE CALENDAR

*Dates are subject to change, but announcements will be made.*

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Important events</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>W Sep 9</td>
<td>Welcome and introduction</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>F Sep 11</td>
<td>Principles of science</td>
<td>Chapter 1</td>
<td>Critique of arisen</td>
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<tr>
<td>3</td>
<td>M Sep 14</td>
<td>Hypotheses and reading research articles</td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>4</td>
<td>W Sep 16</td>
<td>Correlata</td>
<td>Chapter 4</td>
<td></td>
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<tr>
<td>5</td>
<td>F Sep 18</td>
<td>Basics of research designs</td>
<td></td>
<td>Dishonest Correlata (0.70) MalBinCh (p&lt;0.05)</td>
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<tr>
<td>6</td>
<td>M Sep 21</td>
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<td>Final class to withdraw w/o W</td>
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<td>7</td>
<td>W Sep 23</td>
<td></td>
<td></td>
<td>THE: MalBinCh (p&lt;0.05)</td>
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<tr>
<td>8</td>
<td>F Sep 25</td>
<td>Conducting experiments</td>
<td>Chapter 9</td>
<td></td>
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<tr>
<td>9</td>
<td>M Sep 28</td>
<td>Experimental designs</td>
<td>Chapter 8</td>
<td></td>
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<tr>
<td>10</td>
<td>W Sep 30</td>
<td></td>
<td>Chapter 7</td>
<td>p, 125-130 only</td>
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<tr>
<td>11</td>
<td>F Oct 2</td>
<td>Lab 1: Research design</td>
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<td>12</td>
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<td>Lab 2: Proposal presentation</td>
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<tr>
<td>13</td>
<td>W Oct 7</td>
<td>Special research design</td>
<td>Chapter 10</td>
<td>Early Alert due</td>
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<td>14</td>
<td>F Oct 6</td>
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<td>15</td>
<td>M Oct 12</td>
<td>Thanksgiving - University closed</td>
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<td>W Oct 14</td>
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<td>Lab 3: Proposal presentation</td>
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<td>Lab 4: Data collection</td>
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<td>W Oct 21</td>
<td>Ethics in research</td>
<td>Chapter 3</td>
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<td>20</td>
<td>F Oct 23</td>
<td>Types of measurements</td>
<td>Chapter 5</td>
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<td>M Oct 28</td>
<td>Descriptive statistics</td>
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<td>Inferential statistics</td>
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<td>Lab 4: Data analysis</td>
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<td>26</td>
<td>M Nov 9</td>
<td>Exam 1</td>
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<td>27</td>
<td>M Nov 11</td>
<td>Remembrance Day - University closed</td>
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<td>28</td>
<td>F Nov 13</td>
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<td>Lab 5: APA style</td>
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<td>M Nov 16</td>
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<td>30</td>
<td>W Nov 18</td>
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<td>M Nov 23</td>
<td>To measure and recruit</td>
<td>Chapter 6</td>
<td>Lab 6: Final exam</td>
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<td>34</td>
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<td>Generalizability</td>
<td>Chapter 14</td>
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<tr>
<td>35</td>
<td>W Dec 2</td>
<td>Extra and Wrap-up</td>
<td></td>
<td>Research report due</td>
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