WELCOME TO THE COURSE!

Traditional, ancestral, and unceded xʷməθkʷəy̓əm (Musqueam) territory University of British Columbia
PSYC 217 – Research Methods
Summer 2021 / Term 1
Section 92T: MW 10:00 am – 1:00 pm
Class on Zoom
Note: All times on this syllabus are PDT

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The Terman ID for your paper 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 MakeCH mashups
- MakeCH mashups
- Exams and Assignments: Assessments

**PSYC 217**

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<td>27</td>
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Events shown in blue are Pacific Time - Vancouver

SEARCH THE SYLLABUS
WHAT'S THIS ABOUT?

9 out of 10 dentists prefer Oral 8 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 those 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 - 94.7% 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, you should 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 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):


Due to content differences, your text must be the Canadian one, and it must be the third edition (you are responsible for discrepant material if you use earlier versions). 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, assignment information, peer evaluations, and discussion forums! Your lab groups, lab assignments, and MukBenCh groups will also be posted onto Canvas!

Edit
ASSESSMENTS

Your lab component grade breaks down as follows:

- Participation/Peer Evaluation (50%): To receive fair cooperation across all group members, please complete a peer evaluation due on June 18. This is a reflection of each group member’s satisfaction with each other’s contributions throughout the term, and will count towards the marks for the person being evaluated.

- Final session (50%): Your peer evaluation submission will be due at 5:00 pm on June 18. An online peer review will then take place between 6:00 pm on June 16 and 11:59 pm on June 20. You will also be evaluating other group’s peers as well.

- Lab (in-lab sessions and submissions): 30% (submitted in-lab).

Each lab component is associated with one or two topics, team submissions. Please be well prepared for each one.

Final research report (20%): Due on June 19 at 11:59 pm in Teams and Canvas. This report should be 3–7 pages long (i.e., introduction to conclusion, inclusive). Does not include Title page, Abstract, References, Appendices, or Tables and Figures. Late papers will receive a 10% deduction per day that it is late. You can find your year’s Teams Class chat next to their project 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, study design, your results, and your interpretation of those results. Here are some resources available for you, including Appendix A of your Cratty, Mar, and Sapolsky (2010, the John Wiley Press, New York 880), and the Purdue Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/...

Research Experience (10%): Given the research-focused nature of this course, we will ask that you participate in 4 hours of real research from the Human Subject Protocol (HSP) at the Department of Psychology. You can access research studies at: [http://psychology.purdue.edu/...](http://psychology.purdue.edu/...)

You will receive a certificate upon completing the IRB-Council of India (CIV) ethics training and having completed all reports. These include human subjects training in which you can access the training here: [http://research.wayne.edu/](http://research.wayne.edu/)

To complete the IRB-Council of India (CIV) ethics training, you need to read the website and answer all questions. Upon completion, you will receive a certificate indicating that you have completed the training.

The final exam will be a cumulative exam covering all material 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 website for more details once the schedule has been released.

Lab Book (50%): Students who are not on hold for coursework, financial aid, etc. may not seek the necessary services for help with various papers, including lab book submission of appropriate assignments. These lab workbook pages need to be completed by students as an assignment, except for those who have been excused due to medical issues. Students who have been excused due to medical issues should contact the instructor at the beginning of the course to ensure that they are excused from the lab workbook assignments.

All information on this page has been taken from the Course Catalog.
POLICIES

Special Fundamental Statement from UBC:

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 sensitive or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, reproductive governance, discrimination, obesity, gender, or sexuality, and political or geopoli
tical communities. If you are a student being abused, you will be subject to the laws of your local jurisdiction, and your local authorities might take your access to course material or online petition actions against you. UBC is strongly committed to academic freedom, but has no control over foreign university (please visit here for an explanation of the clauses of the University Agreement on Academic Freedoms). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have questions regarding your personal situation, consider postponing taking a course with menorlist risks, until you are back on campus or reach out to your academic advisor to find substitute courses, the 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 55-70 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts.

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 utilitarian, but they are intended to facilitate your learning. Just have fun.

Get questions?: You can send me a chat message privately on Collaboration during the lecture; you can also email message me whenever you’d like to pose questions about materials that you feel to be unclear.

Outside the Classroom

Emailing: Please allow me a 24-hour window to respond to email requests, and please make sure to check the syllabus first (You can even,vize the email instructions at the bottom).

Academic Consequences 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 occurs, 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 weigh
ting of each learning assessment cannot be changed, with or except 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. 

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and will be subject to punishment by the university. UBC has clear policies about what constitutes non-academic misconduct. Read them: http://www.ubc.ca/vicepresident/academic/index.html and http://www.ubc.ca/counselling/information/index.html. 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://www.ubc.ca/vicepresident/academic/index.html.

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 PSYC 217, the average final grades across all sections must fall within the range of 63-72% (subject to academic adjustment), with a standard deviation of 4% being due to being the class average. This deviation is calculated based on the course. The grading may be reduced by the instructor, or the Department, to a student’s grade. This 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 4. If you wish to drop this course with a W on your transcript, the last class before you must do so is June 4.

University Registrar’s policy:

UBC provides resources to support student learning and to maintain healthy (natural) but recognizes that sometimes crises arise and that there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all mem
ers of the academic community. Harassment and discrimination are not tolerated and are 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 access support are available here.
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 E 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 Peer Support: A place where you can have one-on-one peer support about a variety of issues surrounding well-being.

UBC Counseling Services: UBC’s resident counseling service located in Brock Hall (3236 Wesbild). Trained counselors can take on drop-ins and appointments. If you have an emergency, immediately call 5-1-1, or any of the other crisis services:

- Vancouver crisis line: 1-800-SUICIDE (784-7433)
- Vancouver General Hospital: 604 875 4995
- Campus security: 604 822 2222
- estudents: mc 1 604 744 5599 (24-7 emergency)
- Crisis Centre BC: crisiscentre.bc.ca
- Victim link: 1 800 560 0808

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

Additional 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: https://indigenous.ubc.ca/students/current-students/student-resources/program-advising/

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!

Edit:
MUkBench and Social Media Fun!

In this class, I want to make sure that people learn to have fun as well as learn things. This involves two things: MukBench sessions, and the Social Media Challenge. Check them out and participate here for MukBench, and here for the social media experience!

Benjamin Cheung | 张骏 | 장훈
@UBCDrBenCh

Dropping another #MukBench session this past week! We talked great food and delivery deals in these pandemic days, stuffed animals popped up all over, and even a cat made an appearance! Even had student joining in from 🐱

12:31 PM - Mar 28, 2020

See the latest COVID-19 information on Twitter
MUKBENCH SESSIONS

Did you miss #Happetithins? We did! To fill that social void, I'm excited to introduce #Mukbench! A madcap in which my students and I hang out on Camena, eat, and chat! We talked recipes, back off these restrictions, and experiencing accidents. It's nice to laugh in a group again.

Students really missed each other, so I told them I'd continue hosting #Mukbench sessions throughout the summer. It got heavy as we started talking about racism and sexism in the society, and housemates between us in it as we see the form of aggression as we go about our lives (1/2)

Note that #Mukbench sessions are an online adaptation of what usually for: Depths with live sessions. I would bring lengths and vast topics while students and teachers will discuss, and they are safe and feel our sense of problems, for not allowing for those to happen; the one we are the part of our complaining.

If you'd like to see some pictures from past depths with live sessions and other topics we had to look like, go here!
SOCIAL MEDIA CHALLENGE

Apply what you've learned, and recognize it in your lives

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 use the course hashtag #ubcpsy217 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!

@URCDrBenCh #ubcpsy217
id'd like to drink some gin with those experts pic.twitter.com/8dPHG5iuFN

— vemü (@vemü) October 7, 2016

oh man! I guess I defined "psychology" because a lot of my 7+ years friendships no longer exist!! #wheresthedata #ubcpsy217
@URCDrBenCh pic.twitter.com/ewDFAE97hV

— lina (@linaJustLina) October 5, 2016

But I study doesn't tell the whole story... gotta take the weight of the evidence #ubcpsy217 pic.twitter.com/IAH9jGtg4

— The Wombat (@WittyWombat) September 15, 2016

Add your own to the list!

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<td>Hypotheses and reading research articles</td>
<td>Chapter 1</td>
<td>Critique eHarmony Discuss Corbella (2013)</td>
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<td>May 12</td>
<td>Basics of research Designs Conducting experiments</td>
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<td>Experimental designs</td>
<td>Chapter 8, Part of Chapter 7 (see Assessments), Chapter 11</td>
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<td>May 24</td>
<td>Special research designs</td>
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<td>Lab 2 week: Proposal presentation (presentation due Tuesday 11:50 pm) Early Alert due TCPS certificate due MidBenCh (G3)</td>
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<td>Complex research designs</td>
<td>Chapter 10</td>
<td>FunDay Monday due MidBenCh (G4)</td>
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<td>Ethics in research</td>
<td>Chapter 3</td>
<td>Lab 3 week: Data collection until Sunday Jun 6 Final class to withdraw with W</td>
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<td>Types of measurements Descriptive statistics Inferential statistics</td>
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<td>Descriptive statistics (cont'd) Inferential statistics</td>
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<td>Inferential statistics (cont'd)</td>
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<td>MidBenCh (G6) Lab report due today Poster due today Peer evaluation due Friday Jun 18</td>
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