

# RESEARCH METHODS IN PSYCHOLOGY

PSYC 217 SECTIONS 001 AND 002 – WINTER 2023/24 TERM 1

SYLLABUS VERSION 2: SEPTEMBER 6<sup>TH</sup> 2023



**CLASS MEETINGS**

**Where?**

Usually in Chemistry Room D300, except for five labs, all on Fridays (check Schedule/Canvas). Click for [Map](#) and [Room View](#).



Photo credit: Jeff Hitchcock, flickr

**When?**

Most Mondays, Wednesdays, Fridays  
 Section 1: 9-9:50  
 Section 2: 10-10:50  
 PLUS the All-Sections Poster Session on Wed Dec 6, 5-6:30  
 See Course Schedule for detailed dates. **I'll be masking, at least initially.**

**Why?**

*To build a community of scholars who learn with more complexity and depth than what we can each learn alone. Your engaged attendance is important.*

**I'M READY! HOW DO I START?**

1. Read the rest of this document.
2. Complete the *Introduction Module* on Canvas.
3. In Canvas, check your Account >> Notification settings to ensure you receive announcements.
4. Commit to coming to all classes in your schedule.



**MEET THE TEACHING TEAM**

**Dr. Catherine Rawn (she/her), Professor of Teaching**

I welcome you to come chat with me **before or after class**. Drop in **office hour Wednesdays 1-2, my office Kenny 2523 (with mask)** for discussions about the course and/or how it fits in your life. Other options: **general questions to Canvas Course Q&A Discussion Board**, and for **questions specific to you, message me on Canvas Inbox for the fastest response** (M-F, approx. 8-4). [Here's a link](#) to provide me with anonymous feedback, anytime.



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**TEACHING FELLOWS (TFs)** TFs are here to help you learn and to help me to evaluate your learning. They will lead your research Lab sessions, grade papers and quizzes, offer advice and feedback to your Research Group, respond to brief questions. Lab sessions are all in the [Swing Space Building](#).

**Monica BRONOWSKI (she/her)**

bronowsk@mail.ubc.ca  
 Groups 1-4 in [SWNG 306](#)  
 Groups 17-20 in [SWNG 107](#)

**Brandon FORYS (he/him)**

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 Groups 5-8 in [SWNG 310](#)  
 Groups 21-24 in [SWNG 108](#)

**Mathilde RIOUX (she/her)**

mrioux@psych.ubc.ca  
 Groups 9-12 in [SWNG 410](#)  
 Groups 25-28 in [SWNG 410](#)

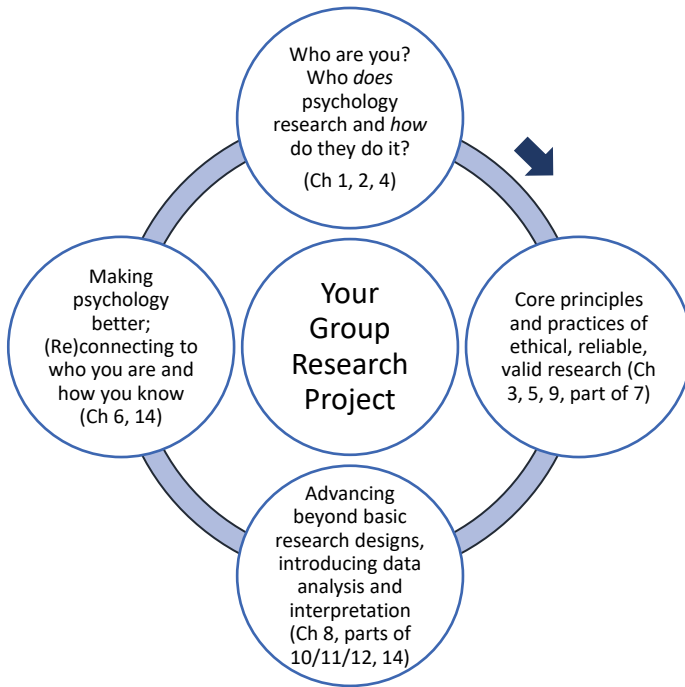
**Francis YUEN (he/him)**

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 Groups 13-16 in [SWNG 406](#)  
 Groups 29-32 in [SWNG 210](#)

## WHAT IS THIS COURSE ABOUT?

**Join me as we get to know the discipline of psychology from the inside out—and in the process, get to know ourselves better too.** Modern psychology uses the scientific method to investigate behavior. Together we will explore common research designs and principles, and you will gain first-hand understanding of the whole process through your research project. We will critically question this endeavour, exploring questions such as: What opportunities and limitations does this approach place on what we know and how we know it? What are the roles and responsibilities of the researcher as they engage in this process, and what impact does that have on the other humans involved (including participants)? How are equity, inclusion, and Indigenization situated and being prioritized in psychology? How does this research approach intersect with your own personal values and perspectives on knowledge? We will build a community to explore these questions and grow as researchers, together (yes, me too!).

Typically, this course is arranged like the diagram below, starting at the top. Your Group Research Project is the heart, and the course is structured to scaffold your applied learning through that project.



## MATERIALS FOR SUCCESS

1. Cozby, P.C., Mar, R., & Rawn, C. D. (2020).



**Methods in Behavioural Research (3rd Canadian Ed.).** Toronto, ON: McGraw-Hill Ryerson. **Including Connect with eBook access.** Please purchase through the UBC bookstore to enable your access to Connect and the eBook (Bookstore:

Digital only \$89.00, Print + Digital \$127.95).

**Keep your proof of purchase, and follow access instructions on Canvas.** There are 2 weeks of free access if you need to defer your purchase.

**FINANCIAL HARDSHIP?** Please contact me for how we can arrange free access for you. (*As a first-generation undergrad who relied fully on student loans, I understand. Please reach out!*)

2. **Required supplemental readings.** See the Schedule in this syllabus for the article list. All are available for download from library.ubc.ca (and linked through Canvas). **FREE.**
3. **Our PSYC 217 001/002 2023W1 Canvas Course,** on canvas.ubc.ca. All resources such as modules, assignment details and submissions, the Lab Project guide, Gradebook, and Weekly Announcements. Use the Canvas Inbox to reach me. **FREE.**
4. **iClicker Cloud.** Follow the link within our Canvas course to set up an account (if you don't already have one) and link to our course. Find more instructions in the [Student Guide for UBC Students](#). Will be used every class period. **FREE.**
5. **Microsoft Word and Excel.** You will be analyzing your data using Excel, and you must complete your paper using Word (.pages files don't work). Please download [MS Office 365 from UBC IT](#). **FREE.**
6. **In class tools:** Laptop or mobile device, loaded with the ebook and iClicker. Pen/pencil, paper. Physical book and articles if possible.

## POSITIONING OURSELVES IN THIS COURSE

### Land Acknowledgement

Throughout this course we will gather at UBC Vancouver’s Point Grey Campus, which is situated on the traditional, ancestral, and unceded, territory of the hə́nq̓əmiṇə́m speaking Musqueam (x̣ʷməθkʷəy̓əm) people, who have been learning and living here for thousands of years. [Learn more about Musqueam here.](#)

### Why?

*About 100 years ago, colonialism was baked right into the discipline we’re studying and into the institution that brings us here on this land. What does this mean for us today? There are no easy answers, except one: It’s our responsibility to continually open ourselves up to learning. Join me on this journey.*

### Dr. Rawn’s Positionality Statement

I’m a white settler, descended from Scottish, British, and Northern Irish immigrants (in the 1800s and 1900s), and German Palatine refugees (in the 1700s). I was born and raised in Guelph Ontario, unknowingly on the traditional territory of the Mississaugas of the Credit First Nation of the Anishinaabek Peoples. My extended family is large and complicated. I was the first in my close family network to attend university, and although we always had food we experienced great financial hardships. I attended St. Jerome’s (Catholic) University within the University of Waterloo, where I majored in Psychology, minored in Human Resources Management, and met my future husband. I ended up at UBC, on Musqueam territory, for graduate school in social psychology, thanks to a long history of excellent teachers who encouraged and taught me how to keep pursuing education. My commitment to teaching grew from a desire to help others learn things I had struggled with (like statistics). Education has changed me and my family relationships, in helpful and hurtful ways. I am currently a Professor of Teaching in UBCV’s Psychology Department (hired in 2009 immediately on graduation, tenured in 2014). My journey through this course re-design has been inspired by some massive shifts, globally, locally, professionally, and personally, concentrated over the past three or so years.

I was trained as a social psychologist, and have long been interested in motivation and learning. Self Determination Theory of motivation ([Ryan & Deci, 2000](#)) often informs my teaching practice. I strive to create conditions that support your experience of autonomy, competence, and relatedness. *Where can you spot [applications](#) of this theory in this course design? What additional ideas do you have for how to apply this theory?* For more information: <https://selfdeterminationtheory.org>.

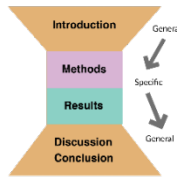
### Why?

*As we will explore together, understanding positionality is about identifying the social roles and lived experiences that shape the perspective you uniquely bring to learning, research, teaching, and your life more broadly. I share with you here a sample of my working understanding of who I bring to you in this course, while we understand how knowledge is created in psychology. Sharing this information makes me feel vulnerable, but it also feels true and transparent—part of what it means to be taking this course with me this year.*

*I recognize the power I have as a Professor of Teaching, with tenure, to model my positionality so openly. I will invite you to consider your positionality in relation to what we are learning about research in psychology, and to write about it in your Researcher Notes. But I will not ask you to share anything you do not want to share, and I will not expect you to share your writings with peers if you do not wish to do so.*

## COURSE GOALS: WHAT ARE WE HERE TO LEARN?

By the end of this course, you will be able to...	Why?
<ol style="list-style-type: none"> <li>1. Identify, discuss, and critically examine the typical ways knowledge is made and reported in psychology from its (post-)positivist traditions.</li> <li>2. Critically examine the positions of researchers and participants in the ways psychological research is conducted and reported, including drawing on your own experiences and identities.</li> <li>3. Discuss and demonstrate ways to act ethically in all aspects of scholarly work (e.g., literature search, design, data collection, analysis, interpretation, reporting).</li> </ol>	<p><i>I draw on various perspectives within and beyond our discipline, including what I am learning about Indigenous ways of knowing, to inform how we will look at our discipline. We can be more honest and accurate in our quest for knowledge when we avoid pretending that we can be truly objective. I link this to integrity: let's represent ourselves honestly, transparently. When I think of ethics, I think of caring for the humans involved, for striving for truth with honesty and transparency.</i></p>
<ol style="list-style-type: none"> <li>4. Engage with a variety of published journal articles to discuss examples of concepts (e.g., hypothesis, experimental design, validity, reliability, operational definitions), practices, and values core to conducting and writing about psychological research.</li> <li>5. Independently write a scholarly article using the traditions of APA style to summarize your group research project, situated in the context of some relevant published scholarship.</li> </ol>	<p><i>I want us to build competence in going to the literature to learn what has been learned before—and how it has been learned. I want us to see the humans and the process behind the passively voiced articles, and be able to produce them as a strategic skill (play the game, if you will).</i></p>
<ol style="list-style-type: none"> <li>6. Critically discuss issues of inclusion and diversity from a psychological perspective, including in how knowledge is made in psychology.</li> <li>7. Contribute effectively in a team to (a) design and conduct a basic experiment with human participants to address a research question in psychology, (b) create a poster to summarize this knowledge-making work.</li> <li>8. Reflect on your own positionality, your values and perspectives, and how they might influence how you engage with psychology's research processes. Discuss what skills, methods, values, perspectives you want to take with you beyond this course, which to leave behind, and which you might continue to try out or perhaps continue to question.</li> </ol>	<p><i>I propose that psychology and its impact will be better when we include more people who bring a diversity of perspectives. Therefore, I want us, in our classroom, to build relations, community, and collectively make psychology a little bit better. I want everyone to feel welcome in this quest—yes especially you! I also want you to be the author of your own story and create space for you to choose what you might take from psychology and its way of knowing.</i></p>



## ASSESSMENTS: HOW WILL WE PROMOTE AND MEASURE LEARNING?

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 pathways), *competence* (e.g., in-class learning activities, REC, Smartbook adaptive mastery quizzes, Researcher Identity Integration Paper, tests), and *relatedness* (e.g., research project engagement, in-class learning activities, Poster Presentation, Researcher Identity Integration Paper).

**Everyone starts out on Pathway 1, but you have a choice.** *You can opt out* of the Researcher Identity Integration Paper (Pathway 2), the Smartbook Adaptive Mastery Quizzes (Pathway 3), or both (Pathway 4), by weighting your tests a little higher. Read the following information about these assessments and deadlines, and choose the Pathway that is right for you this term. **To choose Pathway 2, 3, or 4, send me a message using [Canvas Inbox](#) before 11:59pm on Wednesday 20 September 2023. No changes will be permitted after that date.** Pathway 1 is the default. If you choose to stick with Pathway 1 and miss an assessment without grounds for concession, you will receive a zero for that assessment. See below for late policies for each assessment.

Learning Assessments	Due Date(s)	PATHWAY 1: Accountable Learning with Supported Reflexive Growth	OR Option Pathway 2: Accountable Learning	OR Option Pathway 3: Independent Learning with Supported Reflexive Growth	OR Option Pathway 4: Independent Learning
<i>Everyone completes 1-5. Pathways 1 and 2 also include #6. Pathways 1 and 3 also include #7.</i>					
<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%)	A. Ongoing B. Ongoing C. Sun Nov 26, 11:59pm D. Wed Dec 6, 5-6:30pm	40% (Requirement across all 217 Sections)			
<b>2. In-Class Learning Activities</b> (iClicker, on paper <i>Researcher Notes</i> reflections)	Every class	3% Engaging in class will be essential for everyone. These points are here primarily as a motivator for those toughest days.			
<b>3. Article Application Quiz 1</b>	Wed <b>Sept</b> 27	5%	5%	7%	7%
<b>4. Article Application Quiz 2</b>	Wed Nov 1	12%	15%	15%	20%
<b>5. Final Exam (Cumulative)</b>	TBD	23%	30%	25%	30%
<b>6. Smartbook Adaptive Mastery Quizzes</b> on Connect, via Canvas (almost weekly online quizzes, about 1hr each, 10-12h total)	Throughout, see schedule	7%	7%	0%	0%
<b>7. Researcher Identity Integration Paper</b>	Friday December 8	10%	0%	10%	0%
<b>Total</b>		<b>100%</b>			

*Details to follow...*



## Article Application Quiz (x 2)

<i>What do I need to do?</i>	<p>You will be given a copy of a published journal article, and 2-3 pages of questions that prompt you to discuss how course concepts relate to the research that is summarized in the article, and/or the article itself.</p> <p>Use the questions and your understanding of course concepts to read only the brief sections of the article that are relevant. You will <u>not</u> be expected to read the whole article. Write your answers to the questions independently, by hand, during class time in the space provided.</p>
<i>Why are you asking me to do it?</i>	To inspire and measure your learning of Course Goals 1, 2, 4, 6; and to prepare you for 5, 7, 8.
<i>How should I prepare?</i>	<p>Answers will be marked for accuracy and thorough completion. Coming to class and engaging in all class activities is essential preparation for success. Your “study guide” includes each class period’s learning objectives (LOs), and the Key Terms and chapter headers from the textbook. Write responses to each LO, chapter header, and key terms in a way that integrates what you are learning from class and the textbook. Practice the in-class exercises with our target journal articles as well as find new ones to extend your understanding.</p>
<i>Dr. Rawn, how will you support my success?</i>	<p>Because this test format is new to many of us (including me!), Quiz 1 is weighted very little, to allow us space to improve after some feedback.</p> <p>Before the Quiz, in class we will complete practice exercises (on your own and in groups) with different journal articles and prompting questions similar to the Quizzes. I will provide broad feedback about the quality of work I’m seeing as we go, to help you consider how to improve your own work.</p>
<i>What do I do if I miss a quiz (or know I have to miss a quiz)?</i>	<p>Review the Faculty of Arts <a href="#">self-declaration form</a> for <a href="#">in-term concession</a>. If you <b>do</b> qualify or you are <b>not sure</b>, submit the form using Canvas Inbox to me as soon as possible (if you have trouble attaching the file, email it to <a href="mailto:cdrawn@psych.ubc.ca">cdrawn@psych.ubc.ca</a>, and then message me in Canvas Inbox to let me know). <b>There will be one make-up quiz date per quiz, held in person with a Teaching Fellow.</b> You are expected to act honestly and avoid communicating with other students about the quiz before writing it. The target journal article and some of the questions will be <i>different</i> from the rest of the class; I will do my best to make them as equivalent as possible. If you <b>do not</b> qualify for in-term concession, you take a zero and move on (there are lots of points left!).</p>

## Final Exam

<i>What do I need to do?</i>	<p>You will be given copies of two published journal articles, and approximately 5-6 pages of questions that prompt you to discuss how course concepts <u>from across the whole course</u> relate to the research process summarized in the article, and the article itself. Use the questions and your understanding of course concepts to read only the brief sections of the articles that are relevant. A few additional questions will require integration of your learning across the whole course.</p>
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	Write your answers to the questions independently, by hand, during the final exam time in the space provided.
<i>Why are you asking me to do it?</i>	To inspire and measure your learning of Course Goals 1, 2, 3, 4, 6, 8.
<i>How should I prepare?</i>	Build your “study guide” (with Learning Objectives, Chapter Headers, and Key Terms) through the term as you prepare for each Article Application Quiz, then expand on it for the final exam. Try working with different journal articles using the exercises we do in class. Be sure to consider the whole course content.
<i>Dr. Rawn, how will you support my success?</i>	I have designed the Article Application Quizzes, in class exercises, and reflections as direct practice for this final exam.
<i>What do I do if I miss the final exam?</i>	Apply for Standing Deferred Status with the Faculty of Arts (see <a href="#">Academic Concession</a> ). If Arts Advising determines that you <u>do</u> qualify, there will be one make-up exam date in Summer 2024 as scheduled by the Registrar. You are expected to act honestly and avoid communicating with other students about the exam before writing it. The target journal articles and some of the questions will be <i>different</i> from the rest of the class; I will do my best to make them as equivalent as possible. If you <u>do not</u> qualify for Standing Deferred Status, you take a zero on this exam and move on.

### In-Class Learning Activities

<i>What do I need to do?</i>	<p>Come to class on time and ready to engage with the material, your peers, and the Teaching Team. Submit responses using iClicker and on paper, as prompted in class.</p> <p>Write a response to Researcher Notes Reflections prompts, which will take about 10 minutes each, about 5-6 times through the course.</p>
<i>Why are you asking me to do it?</i>	To inspire and measure your learning of Course Goals 1, 2, 3, 4, 6, 8; and to prepare you for 5, 7.
<i>How should I prepare?</i>	Set your alarm early enough to arrive on time. Bring materials (iClicker Cloud access on a device, pens/pencils and paper). Keep up with the readings so you are ready for discussion and building from what you learn (Smartbook Mastery Quizzes can help with this). Connect with a classmate to help you catch up if you must miss a class.
<i>Dr. Rawn, how will you support my success?</i>	<p>While planning each lesson, I will thoughtfully write Learning Objectives that act as our compass for the day’s lesson (and your study guide for later on), create activities (e.g., mini-lectures, guiding questions, worksheets, examples, Researcher Notes prompts) to help you learn (this process started in July!).</p> <p>Each class morning, I will arrive early to class to set up any visual aids and iClicker, and to welcome you and your peers. I will lead you through the lesson plan responsively and with enthusiasm, and adapt it spontaneously in response to what I am learning from you.</p> <p>I have designed the Researcher Notes Reflection prompts using the lens of the <a href="#">Researcher Development Framework</a> (specifically <i>self-confidence</i>), to help guide how you understand your identity and positionality in relation to research processes.</p>

	<p>I will track every student’s activity completion using iClicker and Canvas Gradebook. You can earn up to 2 points per class for the regular small Learning Activities (e.g., clicker questions), <i>plus an additional 2</i> points on the days we complete a Researcher Notes Reflection exercise. At the very end of the term, I will convert the total score out of 3 (e.g., if you submit 24/36, you’ll receive 2/3).</p>
<p><i>What do I do if I miss a deadline?</i></p>	<p>There isn’t really a way to make up the iClicker points, logistically. So I will provide everyone with a week’s worth of <i>grace space</i>: You can still receive full marks if you miss up to 3 classes. Because these activities are designed to help you learn, I encourage you to complete them all, regardless.</p> <p>If you miss a Researcher Notes Reflection exercise, submit that to me as soon as possible.</p>
<p><b>Smartbook Adaptive Mastery Quizzes</b></p>	
<p><i>What do I need to do?</i></p>	<p>Complete all multiple choice style quizzes I have assigned in Connect. Each quiz (for Chapters 1, 2, 3, 4, 5, 6, 9, 14) will take approximately 1 hour, but that might be shorter or longer depending on how deeply you engage with the material. Quizzes will be very short selections for chapters 7, 12; and 8, 10, 11 (for these last three, choose any two).</p> <p>To access the quizzes, follow the link from our Canvas course. When you sign in the first time, the system will give you the option to be anonymous. <b><i>Please use this anonymous option only if absolutely essential; it makes assigning your marks to you logistically difficult for me (it’s not automatic).</i></b></p>
<p><i>Why are you asking me to do it?</i></p>	<p>To inspire and measure your learning of Course Goals 1, 4.</p> <p>To help you stay on track. It’s easy to fall behind on textbook readings. If you think you could benefit from a little more structure and accountability, this option is for you!</p>
<p><i>How should I prepare?</i></p>	<p>You can begin by reading the chapter, or you can just dive right in to the quiz and learn as you go, back and forth between the questions and the sections of the ebook. The automated system considers you to have “mastered” a piece of material when you have answered at least two questions correctly.</p> <p>After completing the quiz, it’s a good idea to go back and skim the whole chapter and check the key terms, to make sure you caught all the relevant material. You’re Smarter than Smartbook.</p>
<p><i>Dr. Rawn, how will you support my success?</i></p>	<p>I will set up the quizzes to correspond to the material we are engaging with, and de-select parts of chapters that are not relevant for us. If the system works as I expect, I will be able to add your completion grades (1 = complete, 0 = incomplete) into Canvas every couple of weeks, so you can keep track of your progress. We have arranged for financial need access with the publishing company, contact me for details.</p>
<p><i>What do I do if I miss a deadline?</i></p>	<p>Complete the Mastery Quiz as soon as possible after the deadline. I will provide up to one-week extension to those who need it—and you do <i>not need to ask for this</i>. I will just accept it as completed if it is done on the due date +7 days (e.g., if the due date is</p>



11:59pm on Wednesday April 10, I will accept through 11:59pm on Wednesday April 17).

### Researcher Identity Integration Paper

*What do I need to do?* This paper creates space for you to dive deeper into your own positionality, your values and perspectives, as they relate to knowledge-making practices in (and perhaps beyond) psychology. Write a paper that integrates and evaluates what you have learned from the Researcher Notes Reflection exercises throughout the course. **More information, including the grading criteria, will be provided on Canvas.** The paper should be approximately 5-7 pages (double spaced, 12-point font). Submit your original, hand-written reflections along with the paper.

*No additional sources or resources should be used, beyond your own reflections, the instructions I provide, and your critical thinking.*

*Why are you asking me to do it?* To inspire and measure your learning of Course Goals 2, 3, 6, and especially 8.

*How should I prepare?* First, come to class and complete all Researcher Notes reflection exercises thoughtfully. If you miss one, submit it by the next class.  
  
In advance, book some time in your schedule during the last couple of weeks of the term to work on this. (Yes, it's a busy time of year! Not sure how to work around that for this assignment. If you would like some advice for managing your time, please come chat in office hours.)

*Dr. Rawn, how will you support my success?* Throughout the course I will encourage critical evaluation of how personal identity informs psychology research, as it happens within our classroom and more broadly across the discipline. Researcher Notes Reflection exercises will provide you with an opportunity to personalize these lessons.  
  
I will collect your reflections throughout the term, and return them to you at least a few weeks before this paper is due. I will provide a longer document with guiding questions to consider, which will also serve to guide me in the paper grading. I will be available to answer your questions and discuss the paper with you.

*What do I do if I miss a deadline?* I trust that you will do your best to get it in on time. You may submit the paper late if you need to—through to the end of the exam period. However, if you submit late, your grade may not be submitted to SSC until January, to accommodate my time needed to mark the paper (plus holidays).

### Lab Research Project

*What do I need to do?* Essentially, work in a group to design an experiment and collect data in class from classmates. Then, *write your own* APA style paper (20%). Then, work in your group to prepare and present a poster (10% - group grade). The Research Experience Component (5%) and Project Engagement (5%) involve smaller components completed throughout the term. **Please see the Lab Syllabus, at the end of this Course Syllabus for details.**

<i>Why are you asking me to do it?</i>	To inspire and measure your learning of Course Goals 4, 5, and 7, and to support progress toward 1, 2, 3, 4, 6, and 8.
	Since its pilot year in 2009, every single section of PSYC 217 has included this project (the Term 1 poster session has been included since 2010). This course is the heart of the Psychology Major, and the department invests a lot in you!
<i>How should I prepare?</i>	There are many components to this project, so part of success is keeping track of all the small and large deadlines. The small deadlines (e.g., posts on Canvas) are meant to keep you on track for the large ones—so they matter too.
	Start your paper early (e.g., around Lab 3), and set aside a couple of hours each week to work on it (more toward the deadline). Ask Teaching Team members for advice, and follow the recommendations announced in Canvas and class.
<i>Dr. Rawn, how will you support my success?</i>	Like all sections, 5 times instead of coming to our class, you'll attend Lab, where your Teaching Fellow will guide you the next phase of that project. I'll be supporting the Teaching Fellows in this work, from behind the scenes.
	All in-class article-related activities and the Article Application Quizzes will help you prepare to write your own journal-style article. Textbook readings and other in-class activities will also help you prepare to apply that material.
	With your Teaching Fellows, I'll be available in my office hours to help answer questions, offer some advice about the project and group dynamics. You have the option to submit the <a href="#">Request for Team Mediation</a> form as soon as you think your group might be running into challenges.
<i>What do I do if I miss a deadline?</i>	As a group of PSYC 217 course instructors, we agree on policies about deadlines related to this project. <b>Please see the Lab Guide at the end of this syllabus for more information.</b>

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

### Support through Personal Emergencies and Challenges

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. 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/health/health-topics/understanding-stress> for ways to care for yourself. See also the Arts Student Support portal for wellness, academic, and broader support: <https://www.arts.ubc.ca/student-support/>. And join the [Psychology Student Guide](#) community today!

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**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](#). Once registered there, please ensure you register each of our tests that you are writing. I’ll be happy to work with you on accommodations. If you are in the process of registering at the Centre, please come to office hours to work out a plan.

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## Supporting Each Other in our Shared Spaces

We are coming together to do this work of learning. We hold space with each other in our physical classrooms. Additionally, 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. These shared learning spaces are governed by and shaped by all of us.

**Classes will not be recorded.** This was a tough decision. *Of course* I want all students as much access as possible. However, the success of this entire course redesign rests on the quality of the community we build while we’re together. **We need to create a space here where every single one of us can feel welcome to grapple openly with complex and sometimes personal topics. And I believe that adding a video recording and online posting of what we do and say will hinder the quality of that community.** In case you must be absent, I will be helping you find a couple of classmates who can help provide you with notes. And I will provide the handouts on Canvas before class, and PowerPoint slides after class (not before, to accommodate changes that we make together during class).

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, can 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)

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## 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.**

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Make sure you understand UBC's definitions of [academic misconduct](#), potential [consequences](#), and expectation that students must clarify how [academic integrity](#) 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. **It is generally unacceptable to use Generative Artificial Intelligence (GenAI, e.g., ChatGPT) tools when you are preparing your written work for submission in this course (including quizzes, reflections, papers), as the work you are presenting should be your own.** However, I understand this is new ethical technological territory, and we may critically engage with these tools during class time together. Our understanding of uses may evolve; if you are unsure, come have a discussion with me (Dr. Rawn).

**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 a 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 (e.g., Poster) *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, or Microsoft Teams, to ensure your work remains protected. If using Canvas groups: send me a message using Canvas Inbox, and I'll create a Group just for you so you can upload and share notes, and work collaboratively on Pages ([see this site for an introduction to these features](#)). If using Microsoft Teams, [see this site for information](#) and let me know if I can help. Once you've decided on a platform, I 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, 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.

**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

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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 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, psychologists often 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 or results from Generative Artificial Intelligence (GenAI) tools, 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.

Please see each learning assessment's description for what to do in case of missed deadlines. 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.

**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

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. 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-level classes will be 75, 73, and 71, with a standard deviation of 13. 400-level classes and selective-entry lower-level classes in the BSc and Honours programs (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365) will be 82, 80, and 78, with standard deviations of 8-12. 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. Students 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 the UBC Calendar (<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct/3-academic-misconduct-ubc-students>).

<b>OUR CLASS SCHEDULE</b>				
<i>Any changes will be announced using Canvas Announcements.</i>				
<b>Week</b>	<b>Reading Focus</b>	<b>Dates 2023</b>	<b>Class Activity/Topic/Guiding Question</b>	<b>Keep on track for Labs:</b>
1	<b>Course Syllabus</b> Cozby text <b>Chapter 1</b> Scientific Understanding of Behaviour	Mon Sept 4	<u>Labour Day</u> . No classes.	
		Wed Sept 6	What does it mean for <b>us</b> to learn Psychology Research Methods here at <b>UBCV</b> in <b>2023</b> ?	
		Fri Sept 8	Who creates knowledge in psychology?	
2	Cozby text <b>Chapter 2</b> Where to start	Mon Sept 11	What does it mean to create knowledge in psychology?	Complete <b>Introduction to Labs Module</b> this week or next
		Wed Sept 13	Covarrubias, R., & Fryberg, S. A. (2015). Movin’ on up (to college): First-generation college students’ experiences with family achievement guilt. <i>Cultural Diversity and Ethnic Minority Psychology, 21</i> (3), 420-429. <a href="https://doi.org/10.1037/a0037844">https://doi.org/10.1037/a0037844</a>	
		Fri Sept 15	What’s in the Bag? 🌟 Researcher Notes (complete and submit in class) 🌟 Smartbook Chapters 1 and 2 (11:59pm)	
3	Cozby text <b>Chapter 4</b> Research Design Fundamentals	Mon Sept 18	<b>Drop/Add Deadline</b> <i>Correlational and Experimental Methods</i>	[Optional Modules to complete anytime:
		Wed Sept 20	🌟 Assessment Pathway Decision day (11:59pm tonight) <i>Article Application Practice Quiz!</i>	

			Cortland, C. I., Craig, M. A., Shapiro, J. R., Richeson, J. A., Neel, R., & Goldstein, N. J. (2017). Solidarity through shared disadvantage: Highlighting shared experiences of discrimination improves relations between stigmatized groups. <i>Journal of Personality and Social Psychology</i> , 113, 547-567. <a href="https://doi.org/10.1037/pspi0000100">https://doi.org/10.1037/pspi0000100</a>	<b>Exploring Citation and Referencing Practices in APA Style; Introduction to Avoiding Plagiarism]</b>
		Fri Sept 22	<i>Experimental design from the inside out</i> 🌀 Researcher Notes (complete and submit in class) 🌀 Smartbook Chapter 4 (11:59pm)	
<b>Week</b>	<b>Reading Focus</b>	<b>Dates 2023</b>	<b>Class Activity/Topic/Guiding Question</b>	<b>Keep on track for Labs:</b>
4	No new readings this week.	Mon Sept 25	<i>Review and Renew</i>	Before Friday <b>Start Lab 1 Module</b> on Canvas
	Review Chapter 1, 2, 4 to prepare for Quiz.	Wed Sept 27	🌀 <b>Article Application Quiz #1</b>	
		Fri Sept 29	Lab 1: Designing your group’s study <b>Swing Building, See Canvas for Room #</b>	
5	Cozby text Selections from <b>Chapter 3 Ethics</b> and <b>Chapter 9 Conducting Studies</b>	Mon Oct 2	<u>Truth and Reconciliation Day</u> (Sept 30, <u>observed</u> today). No classes. <i>Consider attending an event.</i>	Complete Lab 1 Module  <b>Start Lab 2 Module</b> on Canvas
		Wed Oct 4	<i>What are our ethical responsibilities to participants?</i> 🌀 Researcher Notes (complete and submit in class)	
		Fri Oct 6	<i>How do we turn a research idea into an actual study design?</i> 🌀 Smartbook Chapter 3 (11:59pm)	
6	Cozby text <b>Chapter 5 Measurement</b>	Mon Oct 9	<u>Thanksgiving Day</u> . No classes.	Continue Lab 2 Module
		Wed Oct 11	<i>How do we improve our operational definitions?</i>	
	<b>THURSDAY</b> Oct 12	<i>Asking participants questions effectively</i>		
	Fri Oct 13	Lab 2: Presenting your group’s study <b>Swing Building, See Canvas for Room #</b> 🌀 Smartbook Chapter 9 (11:59pm)		
7	Cozby text Continue <b>Chapter 5 Measurement</b>	Mon Oct 16	<i>Reliability</i> 🌀 Researcher Notes (complete and submit in class)	Complete Lab 2 Module <b>Start Lab 3 Module</b>
		Wed Oct 18	<i>Validities</i>	
		Fri Oct 20	<i>Article Application Practice Quiz!</i> Krumrei-Mancuso, E. J., & Rouse, S. V. (2016). The development and validation of the comprehensive intellectual humility scale. <i>Journal of Personality Assessment</i> , 98(2), 209-221. <a href="https://doi.org/10.1080/00223891.2015.1068174">https://doi.org/10.1080/00223891.2015.1068174</a> 🌀 Smartbook Chapter 5 (11:59pm)	
8	Cozby text Revisit <b>Chapter 3 Ethics</b>	Mon Oct 23	<i>Ethics across the research process</i>	Continue Lab 3 Module 🌀 <b>TCPS due before Lab 3</b>
		Wed Oct 25	<i>Learning from Indigenous research paradigms</i> Joseph, L., Cuerrier, A., Matthews, D. (2022). Shifting narratives, recognizing resilience: New anti-oppressive and decolonial approaches to ethnobotanical research with	

			Indigenous communities in Canada. <i>Botany</i> , 100 (2), 65-81. <a href="https://doi.org/10.1139/cjb-2021-0111">https://doi.org/10.1139/cjb-2021-0111</a>	
		Fri Oct 27	Lab 3: Data Collection Day! <b>Swing Building, See Canvas for Room #</b> 🔄 Smartbook Chapter 7 brief selection (11:59pm)	
Week	Reading Focus	Dates 2023	Class Activity/Topic/Guiding Question	Keep on track for Labs:
9	No new readings this week. Review Chapter 3, 5, 9, selection from 7.	Mon Oct 30	<i>Review and Renew</i>	Complete Lab 3 Module <b>Start Lab 4 Module</b>
		Wed Nov 1	🔄 <b>Article Application Quiz #2</b>	
		Fri Nov 3	Lab 4: You have data! Now what? <b>Swing Building, See Canvas for Room #</b>	
10	Cozby text Selections from <b>Chapter 12</b> Descriptive Statistics and <b>Chapter 6</b> Observational Methods	Mon Nov 6	<i>Introduction to data analysis strategies</i> 🔄 Researcher Notes (complete and submit in class)	Complete Lab 4 Module <b>Start Lab 5 Module</b>
		Wed Nov 8	<i>Using data to inspire disciplinary change</i> Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. <i>Perspectives on Psychological Science</i> , 15(6), 1295–1309. <a href="https://doi.org/10.1177/1745691620927709">https://doi.org/10.1177/1745691620927709</a>	
		Fri Nov 10	<i>Disciplinary change in the recent past: The Replication Crisis</i> 🔄 Smartbook Chapter 12 brief selection (11:59pm)	
11		Mon Nov 13	<b>Remembrance Day</b> (Nov 11, observed today). No classes.	Complete Lab 5 Module Review Cozby, Rawn, Mar Appendix A
		Wed Nov 15	Midterm Break. No classes.	
		Fri Nov 17	Lab 5: Writing your APA Style Paper <b>Swing Building, See Canvas for Room #</b> 🔄 Smartbook Chapter 6 (11:59pm)	
12	Cozby text Selections from <b>Chapter 14</b> Generalizing Results <b>Chapter 8</b> Experimental Design, <b>Chapter 10</b> Research Designs for Special Circumstances, <b>Chapter 11</b> Complex Experimental Designs	Mon Nov 20	<i>This week's theme is <b>research inspiring change!</b> All research promotes positive personal and/or social change. We will use these studies as examples of more advanced research designs (drawing in some concepts from Chapters 8, 10, 11).</i>  Walton, G. M., et al. (2023). Where and with whom does a brief social-belonging intervention promote progress in college? <i>Science</i> , 380, 499-505. <a href="https://doi.org/10.1126/science.ade4420">https://doi.org/10.1126/science.ade4420</a>	
		Wed Nov 22	Onyeador, I. N., Wittlin, N. M., Burke, S. E., Dovidio, J. F., Perry, S. P., Hardeman, R. R., Dyrbye, L. N., Herrin, J., Phelan, S. M., & van Ryn, M. (2020). The value of interracial contact for reducing anti-black bias among non-black physicians: A Cognitive Habits and Growth Evaluation (CHANGE) study report. <i>Psychological Science</i> , 31(1), 18–30. <a href="https://doi.org/10.1177/0956797619879139">https://doi.org/10.1177/0956797619879139</a> 🔄 Researcher Notes (complete and submit in class)	
		Fri Nov 24	🔄 Smartbook Chapters 8, 10, 11 brief selections (choose two of three, 11:59pm) De Souza, L., & Schmader, T. (2022). The misjudgment of men: Does pluralistic ignorance inhibit allyship? <i>Journal of</i>	

			<i>Personality and Social Psychology</i> , 122(2), 265-285. <a href="https://doi.org/10.1037/pspi0000362">https://doi.org/10.1037/pspi0000362</a>	
13	Cozby text Revisit Chapter 6, Chapter 14	Mon Nov 27	<ul style="list-style-type: none"> <li>☛ <b>SUNDAY 26 Nov 11:59pm APA STYLE PAPER DUE</b></li> <li><i>This week we revisit some ideas and themes from the beginning of the course, to enrich our understanding, starting with...</i></li> <li><i>Researcher identity and career building</i></li> </ul>	
		Wed Nov 29	<i>Observational methods from various perspectives</i>	
		Fri Dec 1	<i>Revisiting early articles: Generalizability analysis and growth</i> <ul style="list-style-type: none"> <li>☛ Researcher Notes (complete and submit in class)</li> <li>☛ Smartbook Chapter 14 (11:59pm)</li> </ul>	
Week	Reading Focus	Dates 2023	Class Activity/Topic/Guiding Question	Keep on track for Labs:
14	No new readings this week.	Mon Dec 4	<i>Review and Renew</i>	<ul style="list-style-type: none"> <li>☛ Poster Session WED 5-6:30pm</li> </ul>
		Wed Dec 6	<i>Final Exam Preparation</i> <ul style="list-style-type: none"> <li>☛ Poster Session 5-6:30pm</li> </ul>	
		Fri Dec 8	☛ <b>Researcher Identity Integration Paper due</b>	
<p>The Final Exam will be booked by the registrar during the period <b>December 11 to 22, 2023, including Saturdays and Sundays</b>. Do not book appointments or travel during this time until you know when your exams are.</p>				

## GRATITUDE AND COPYRIGHT

Since 2008 I have taught **2149 students** across 26 sections of this course, including through the pandemic (fully online fall 2020, and hybrid fall 2021), with approximately **50 Teaching Assistants/Fellows**. I am grateful to all of these people for their engagement and feedback that have shaped this course and my thinking over the years. Thanks also to the team of fellow course instructors, especially **Dr. Mark Lam** who has been the Course Coordinator for many years, and others who have stepped into that role. Thanks to **Dr. Natasha Pestonji-Dixon** and **Dr. Kyle Gooderham** for their crucial help on the evaluation of labs and development of the online lab structure in 2019-2020 especially in preparation for online teaching. Thanks to the team at **McGraw-Hill Ryerson**, who empowered me to author the first two Canadian editions of the Cozby textbook, and to Dr. Raymond Mar for taking over the 3<sup>rd</sup>. I also thank **Dr. Laura King** for the inspiration to donate textbook royalties to students through scholarships (most recently the [Psychology Inclusive Excellence Student Fund](#) and [Indspire](#)).

Beginning Fall 2020, I adopted a flexible assessment strategy, 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**.

Many people and resources have informed my fall 2023 redesign. Special thanks to **Victoria Wardell**, one of my past PSYC 217 students, and current departmental EDI consultant (and graduate student), for your enthusiastic feedback and ideas. Thanks to my past Teaching Fellow **Lucy DeSouza** for opening my eyes to positionality and critical race theory in psychology through her guest lesson in 2021, and to SoTL Specialist **Martin Dammert** for guiding me through my first truly qualitative research project 2022-2023, which has forever changed my perspective on psychology and ways of knowing. For their guidance, patience, and inspiration, I thank the April 2023 facilitators and cohort of the **Indigenous Initiatives Design Series (CTLT)**, as well as Scholarship of Teaching and Learning scholar extraordinaire **Dr. Andrea Webb**. And I send eternal gratitude to my first and most central teacher, my dear **Gran** (1940-2023).



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Recommended APA-style citation:

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## COURSE REDESIGN: SELECTIONS FROM MY READING LIST

*These are some of the scholarly articles and books that informed the way I approached this course redesign. They are here to offer some insight for curious readers, including students and colleagues. I do not claim to have this figured out, and will continue to learn how to implement these and others' important insights in our classroom—including making mistakes and learning from them.*

Colley, B. M., Bilics, A. R., Lerch, C. M. (2012). Reflection: A key component to thinking critically. *The Canadian Journal for the Scholarship of Teaching and Learning*, 3(1), Article 2. <https://doi.org/10.5206/cjsotl-rcacea.2012.1.2>

Hogan, K. A., & Sathy, V. (2022). *Inclusive Teaching: Strategies for promoting equity in the college classroom*. West Virginia University Press: Morgantown.

Jamieson, M. K., Govaart, G. H., Pownall, M. (2023). Reflexivity in Quantitative Research: A rationale and beginner's guide. *Social Personality Psychology Compass*, 17:e12735, <https://doi.org/10.1111/spc3.12735>

Kirkness, V. J., Barnhardt, R. (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. In Hayoe, R., & Pan, J., *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations*. Hong Kong, Comparative Education Research Centre, The University of Hong Kong. Retrieved from <http://www.ankn.uaf.edu/IEW/winhec/FourRs2ndEd.html>

Ledgerwood, A., Hudson, S. K. T. J., Lewis, N. A., Jr., Maddox, K. B., Pickett, C. L., Remedios, J. D., Cheryan, S., Diekman, A. B., Dutra, N. B., Goh, J. X., Goodwin, S. A., Munakata, Y., Navarro, D. J., Onyeador, I. N., Srivastava, S., & Wilkins, C. L. (2022). The pandemic as a portal: Reimagining psychological science as truly open and inclusive. *Perspectives on Psychological Science*, 17(4), 937–959. <https://doi.org/10.1177/17456916211036654>

Naegeli Costa, C., & Bedir, N. (2022). A call for antiracist foundations of teaching: Ideas for socially conscious psychology education. *Scholarship of Teaching and Learning in Psychology*. Advance online publication. <https://doi.org/10.1037/stl0000320>

Savolainen, J., Casey, P. J., McBrayer, J. P., & Schwerdtle, P. N. (2023). Positionality and its problems: Questioning the value of reflexivity statements in research. *Perspectives on Psychological Science*. <https://doi.org/10.1177/17456916221144988>

Wilson. S. (2008). *Research is Ceremony*. Fernwood Publishing: Black Point, Nova Scotia and Winnipeg, Manitoba.

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# PSYC 217: Lab Research Project Syllabus

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**This document serves as a Lab Syllabus, common across all sections of this course. If you find any information in this document that conflicts with something your section instructor has said or included in their syllabus, please ask your instructor for clarification as soon as possible.**

## Overview

The purpose of this project is to give you—and everyone who takes PSYC 217—an opportunity to apply what you are learning in class to a real research project. You will work in a team to generate and test a hypothesis about human behaviour, and you will report these results in professional written and poster formats. This project has been designed to incorporate as many elements as possible of the process in which psychological scientists engage to gain insight into human behaviour.

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 "Labs" embedded throughout this course, led by one of our four Teaching Fellows. All instructions, tips, strategies, and deliverables are embedded in Canvas modules, and your TF will be there to support you along the way.

We have prepared an **Introduction to Labs Module** for you to complete at your own pace on Canvas, early in September before the Labs officially begin. **For each in person Lab Session, your TF will be holding class** 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. We recommend creating some additional meeting times with your group.

**Labs 1-5 will have a corresponding module** on Canvas to guide you through the tasks and offer discussion prompts and submissions that allow you to work with your group and get feedback from your TF. Modules have tasks to prepare before you attend Lab session, and how to move through to the next Lab.

#### 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 other students 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.

#### RESEARCH EXPERIENCE COMPONENT (REC) 5%, THROUGHOUT THE TERM

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.

Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours! As part of this course, you will be asked to complete a research experience component (REC) as way of introducing you, in a more hands on and interactive way, to

cutting edge research in psychology. This REC will be worth 4% of your grade in the class and you are free to choose one of two options:

Participate in the Psychology Department Human Subjects Pool (HSP). Most students will choose to earn their research experience component by spending **four hours participating in psychology studies (worth 1% point for each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. **Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.**

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. **At the end of the last day of class for the term, the subject pool is closed.** At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class since **many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course.** Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

**HSP Online Study Credit Limit (NEW PILOT PROGRAM):** We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour "in-lab" study will award 1.5 credits, while an equivalent "online" study will award 1 credit).

#### Alternative assignment: The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes**.

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. **For the library assignment the class ID is 40264948, class name is "HSP W1 2023-2024" and password is "Research"**. See [www.turnitin.com](http://www.turnitin.com), and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

## Lab Summary and Attendance Policy

You will receive guidance from your Teaching Fellow at each stage of the process. Lab Meetings, led by a Teaching Fellow, will take place during class time, but in a smaller room, **five times throughout the course (see the course schedule in your section's syllabus for dates)**.

*Attendance at all Lab Meetings and the Poster Session is required. **You will lose 2% of your course grade for each Lab meeting that you miss** (e.g., if you miss 2 of the meetings, you will lose 4% of your course grade, simply for not showing up). If you are staying home due to illness, but are able to attend via Zoom, you will not be considered absent.*

If you are unable to attend any lab meeting or the poster session, you must complete the **Request For Excused Absence Form**, available on Canvas or [directly here](#), and send documentation to the 217 Course Coordinator, currently Dr. Mark Lam ([mlam@psych.ubc.ca](mailto:mlam@psych.ubc.ca)). This form must be submitted at **least 10 days** before the session to be missed. **In case of emergency**, the form must be submitted within 3 days of missing the event (*or as soon as possible*). If the 217 Course Coordinator approves your documentation for missing a Lab, you will still be responsible for communicating with and contributing to your team but you will not lose points for missing lab. If your documentation is approved for missing the poster session, typically you will be expected to schedule a meeting with your Teaching Fellow or Instructor and orally present your poster on your own. You will then receive your group's grade for the poster. *An unexcused absence from the poster session will result in a loss of the group poster grade (ie. up to 10% of your course grade).*

**LAB MEETING 1 – RESEARCH DESIGN:** You will meet with your team in your lab break-out room to brainstorm a research question and design a brief, simple, minimal risk **experiment** to address the question. The experiment must not require more than 5 minutes of each participant's time. Your Teaching Fellow will be present to assist and guide you. Come to the meeting prepared with some ideas so you can maximize your time together. You will be able to start posting ideas in advance on Canvas as soon as teams are established. *See Lab 1 Module on Canvas, for guidance and tips, as well as Cozby, Mar, & Rawn textbook Appendix A for ideas.*

**LAB MEETING 2 – PROPOSAL PRESENTATION: Before Lab 2:** Your team will record and submit a 5-minute presentation of your proposed research question and design. During this presentation you should: i) state your research question and why it is interesting, ii) clearly describe the independent variable and how it will be manipulated (2 conditions only), iii) clearly describe the dependent variable and how it will be measured, iv)

discuss any controls you plan to implement, v) state your hypothesis. **During Lab 2:** Each group's recorded presentation will be shown and followed by a brief discussion, in which your classmates and Teaching Fellow will ask questions and provide suggestions for improving your study design. Deductions may be applied in cases where there is clear evidence a team member has not contributed to this proposal (see the course instructor). *See Lab 2 Module on Canvas, for further guidance and tips.*

**Option to Pre-Register your Study.** Predict the results of your experiment in advance and make them public! Once you've finalized your research methods by addressing your classmates' and TF's feedback, you can join the pre-registration movement **prior** to collecting data in Lab Meeting 3. See Lab Module 3 on Canvas to learn more about pre-registration.

**LAB MEETING 3 – DATA COLLECTION:** You will collect data for your experiment using your classmates as participants. Your team must arrive to this meeting with all of the materials needed to conduct your experiment, including consent forms for your participants. Use the template Consent Form available for download on Canvas. This meeting is the primary (and required) opportunity to collect data.

Your team may also opt to collect data (along with other teams across all sections) on the Bonus Data Collection day (BDCD). Collecting data on BDCD is optional, but will increase your sample size, impress your TF, and, importantly, make you eligible for the prestigious Best Poster Award!! To participate in BDCD, at least 3 members of your team must present. The time and location of BDCD will be posted on Canvas.

*Collecting data outside these two meeting times and/or with individuals other than your 217 classmates and Teaching Fellows is not covered by our ethics approval certificate (H13-01648) and will result in a major deduction from your lab component grade. While some team members are collecting data, you are invited to participate in all other teams' studies. See Lab 3 Module on Canvas, for further guidance and tips.*

**LAB MEETING 4 – DATA SUMMARY:** Your TF will help you learn how to meaningfully summarize your data, including calculating descriptive statistics and creating graphs using Microsoft Excel. Come prepared with your raw data and a plan for summarizing it that you can discuss with your TF. *See Lab 4 Module on Canvas, for further guidance and tips, and Appendix 2 for examples.*

**LAB MEETING 5 – WRITING AN APA STYLE RESEARCH REPORT:** Your TF will help you learn how to write an APA style research report. You'll be provided with a past 217 research paper to evaluate, using same criteria on which your paper will be graded. You may also wish to come prepared with a rough draft of your paper and specific questions and challenges you are having with its preparation. *See Lab 5 Module on Canvas, as well as Cozby, Mar, & Rawn textbook Appendix A for further guidance and tips.*

## On Teamwork

The vast majority of research conducted in psychology is collaborative. Reflecting this trend, you will work closely in teams of 5-6 on this project. Teams will be assigned immediately after the add/drop period. We encourage you to **work together in the spirit of collaboration**. We also know that **team work can sometimes be challenging**. To help you achieve excellence in your projects, each team will have a **private discussion thread on Canvas** to collaborate with each other throughout the term. Using this thread provides a permanent record of your team collaborations, and might be helpful if a team dispute arises. You are always welcome to **seek your**



**instructor and/or TFs out for help and advice** on your team dynamics. If your team is having great challenges, there is a form on Canvas (or available [directly here](#)) that you can submit a **formal request for mediation**. In the past, such mediation has typically led to positive team progress. In extreme cases of non-participation, the group poster grade may be decreased for an individual student.

## Ethical Considerations

This class project has received ethical clearance by UBC's Behavioural Research Ethics Board (BREB). All Research Projects must adhere to Minimal Risk guidelines in terms of topic, methods, and operational definitions. It is our responsibility on the teaching team and as classmates to interpret these guidelines conservatively, so that this class project does not harm a vulnerable classmate. Please ask your course instructor if there is any ambiguity here whatsoever.

All students must be familiar with the Tri-Council Policy Statement, which is a document outlining various ethical considerations and the obligations of researchers conducting research with human participants. Because you'll be using your fellow classmates as participants in your study, you need to complete and pass the TCPS2 ethics tutorial. The tutorial takes about 2 hours to complete and can be found at <https://tcps2core.ca/welcome>. After successfully completing the tutorial you will receive a certificate of completion which should be saved as a PDF and submitted to Canvas/your TF. **Students who submit their certificate of completion will receive 1% toward their course grade (consult your Section's syllabus for the specific deadline)**. Students who do not submit a certificate by the start of Lab 3 will not be permitted to experiment on classmates, will serve only as participants for others' research, and may incur a deduction on their participation grade.

## Communicating your Results

After conducting research and generating conclusions, psychological scientists (like all scholars) need to communicate their methods and findings to the scientific community. For your research projects, we consider our class as well as all sections of Psyc 217 as our common scientific community. You will be asked to communicate your research findings in written form (one APA Style Report per person), and in poster form (one per team) to be presented at the *Annual Psychology 217 Research Methods Poster Session*.



**Poster Session (10%): Wednesday December 6<sup>th</sup>, 5-6:30PM, EAST & WEST ATRIA OF UBC LIFE SCIENCES INSTITUTE (2350 Health Sciences Mall)** Approximately 1100 students, 24 Teaching Fellows, and 6 Instructors from all 11 sections of Psychology 217 will meet to share and learn about everyone's research projects. You will prepare, as a team, a poster that summarizes your research project's hypothesis, method, results, and conclusions. This kind of presentation is common at professional scientific conferences; all of us on the teaching team have presented our research at this kind of poster session. During the poster session, you will be asked to evaluate your peers' posters (from different sections). Your poster grade will be a combination of your Teaching Fellow's rating and the average of five peers' ratings. Each group member should be prepared to discuss their research project in detail, and answer any questions attendees (and evaluators) may have. 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 A MANDATORY COURSE EVENT; MARK YOUR CALENDAR NOW. IF YOU HAVE A WORK CONFLICT OR A CONFLICT WITH ANOTHER CLASS, PLEASE DISCUSS WITH YOUR SECTION INSTRUCTOR AS SOON AS POSSIBLE.**

**Individual Research Report (20%): Due 11:59pm, Sunday November 26<sup>th</sup>**

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.

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

**Format:** Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph), Discussion and References (at least 2). See Appendix A of your Cozby, Mar & Rawn text, the Publication Manual of the American Psychological Association (6th ed.), and Lab 5 Module on Canvas, for guidance in writing APA style reports.

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, abstract, references, graphs, tables (or appendix if you choose to add one). *Exceeding the page limit gives one an unfair advantage over other students, therefore we must stop reading after 7 pages.* 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.

**Submission: Reports are due on Sunday November 26<sup>th</sup>, by 11:59pm.** If you fail to do either submission by the deadline, your report will be considered late. You will lose 10% for each day the report is late.

1. Convert your paper to a single .pdf file. Submit this .pdf on Canvas in the relevant Assignment by 11:59pm on the due date.
2. Remove identifying information from the cover page, and convert your paper to a single .pdf file. Submit this anonymized .pdf on TurnItIn by 11:59pm on the due date. Go to [turnitin.com](https://turnitin.com), create an account (if you do not yet have one), enter your course ID and password, specific to your Section.
3. Please consult with your Section Instructor to find out whether you need to submit a hard copy.

The content of both copies must match each other, with the exception of the identifying information. We will use TurnItIn to cross-check your paper with an enormous database of websites, past submissions, and published works. To learn more about TurnItIn and UBC's policies about it, see <http://vpacademic.ubc.ca/academic-integrity/turnitin-at-ubc/>.

**Grading:** The lab report is worth 20% of your grade, and marked using a rubric common across all sections. You will be graded on the following: Abstract and Introduction, Method, Results (including Figure), Discussion, proper use of APA format and writing style. Please see the next page for key components to include for each category. In addition to your TF and instructor, Lab 5, the Lab 5 Module on Canvas, and Cozby, Mar, & Rawn Appendix A are all helpful resources for preparing your paper.

## Psyc 217 APA Style Lab Report Grading Criteria

<b>1. ABSTRACT AND INTRODUCTION</b>
- Abstract clearly summarizes the paper within the word limit (100-150 words)
- Introduction flows from more general topic area to specific hypothesis
- Clearly describes the relevant details for one past published research study.
- Clearly describes the relevant details for a second past published research study.
- Clear purpose for the study is discussed in relation to the past research and/or observed phenomenon
- Clear description of hypothesis
<b>2. METHOD</b>
- Brief description of participant characteristics
- Clear enough description of materials & procedures to permit replication
- Complete description of how independent variable was manipulated
- Complete description of how dependent variable was measured
- Discussion of controls implemented (e.g. random assignment, avoiding confounds)
<b>3. RESULTS AND FIGURE</b>
- Clear explanation of how each variable was calculated
- Appropriate descriptive statistic(s) clearly provided/described (e.g., mean and standard deviation for each group)
- Graph is appropriate and features data relevant to hypothesis test
- Data and labels on the graph are correct and are coloured/patterned uniquely from the rest of your group
<b>4. DISCUSSION</b>
- Clear and correct summary of results
- Evaluation of result in context of hypothesis
- Comparison or connection to research findings or theory (typically those from the introduction)
- Discuss one limitation to the study's internal validity
- Discuss one limitation to the study's external validity
- Discuss and justify one concrete idea for future research (e.g., address a limitation, extend the theory)
- Discuss one meaningful contribution and/or implication of the study (e.g., tied to original purpose)
<b>5. WRITING STYLE AND APA FORMAT</b>
- Written clearly, concisely, and grammatically
- Proofread: No typos or spelling errors
- Content organized using APA style (IMRD) paper structure and headings
- Used APA style for citation and references
- Paper formatted correctly (title page, double spaced, 1" margins, reasonable 1- point font)