

# PSYC 217: Research Methods in Psychology

University of British Columbia

Section 101: Tuesdays & Thursdays 2:00 pm 3:30 PM

## Course Overview

This course will teach you how to apply the scientific method to study human behaviour effectively. You will learn various research methods, develop critical thinking skills, and gain valuable experience as a psychological scientist. Through lectures, lab work, and assessments, you will also focus on improving your statistical literacy, ethical evaluation of psychological science, and communication of research findings in a scientific manner.

## Course Format

Welcome to PSYC 217! Throughout the course, each week will be structured to include a mix of activities. You will attend lectures to learn new course content and engage in lab work to develop your own research project. This diverse approach aims to provide you with a comprehensive learning experience and equip you with essential skills for conducting research. Your attendance is important for your success in the course. To receive clicker participation points and collaborate effectively with your team, please attend the section for which you are registered.

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## Instructional Team

### Instructor

**Dr. Aleksandra (Ola) Dopierala**

**Email:** [ola@psych.ubc.ca](mailto:ola@psych.ubc.ca)

### Office hours:

Thursdays 3:30 - 4:30 PM



### Substitute Instructor

**Dr. Andrew Rivers**

**Email:** [amrivers@psych.ubc.ca](mailto:amrivers@psych.ubc.ca)

### Office hours:

Wednesday 11-12pm in Kenny 3110 & Tuesday 6-6:30pm over zoom

## Teaching Fellows

Teaching Fellows (TFs) are available to support your learning and assist in evaluating your progress. They will lead lab sections, grade assignments and exams, hold office hours, and respond to short questions via email or on Canvas.

### Halina Deptuck

**Email:** [halinad@student.ubc.ca](mailto:halinad@student.ubc.ca)

**Office Hours:** Wednesdays from 10:30-11:30 AM over zoom

### Mask, Michael

**Email:** [canmask@student.ubc.ca](mailto:canmask@student.ubc.ca)

**Office Hours:** Monday from 10-10:40AM over zoom

### Stahre, Maria

**Email:** [mkstahre@student.ubc.ca](mailto:mkstahre@student.ubc.ca)

**Office Hours:** By appointment over zoom

### Raymond Li

**Email:** [raymond.li@psych.ubc.ca](mailto:raymond.li@psych.ubc.ca)

**Office Hours:** Tuesday 1-2pm in Kenny 3512

## General Objectives

Research Methods in Psychology will prepare you to apply the scientific method to the study of human behaviour. In this course, you will learn about different methods of acquiring knowledge about human psychology, including experimental, quasi-experimental, and non-experimental methods. You will experience first-hand what it is like to be a psychological scientist as you propose, develop, collect data, analyse, and communicate your research findings. The course aims to introduce commonly used research methods in the psychological sciences and provide you with the opportunity to conduct your own research as a novice scholar.

## Course Relevance and Support

This course lays a strong foundation for your future coursework, research assistantships, and also benefits you as an informed citizen. Throughout the course, you will have access to ample support, including your teammates, Teaching Fellows, and the instructor.

## Pre/Co-Requisites

Before enrolling in this course, you must have completed either PSYC 100 or both PSYC 101 and PSYC 102. Successful completion of this course is a prerequisite for PSYC 218 and 359 (Statistics), PSYC 349/449 (Honours), and certain other courses.

## Course Materials

### Textbook

Cozby, P. C., Mar, R. & Rawn, C. D. (2020). *Methods in Behavioural Research* (3rd Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson.

Note: You can choose to purchase the textbook in any format you like (eText, hard copy), the class does not require access to CONNECT.



### Other Readings

Occasionally, we may include extra readings or videos to enhance your comprehension of the course material. Make sure to attend class regularly and check Canvas for updates on these additional resources.

## Learning Outcomes

1. Mastering this course will allow you to describe fundamental scientific principles in psychology, equipping you with a profound understanding of the human mind, behaviour, and emotions.
2. Explore the diverse world of research methods employed by psychologists, honing your ability to compare and contrast them, and understanding their strengths and limitations. This skill will make you a valuable asset in any job that requires data analysis and decision-making.
3. Learn to wield the power of scientific reasoning as you unravel the mysteries of psychological phenomena, empowering you to approach challenges in the workplace with a methodical and data-driven mindset.
4. Take charge of your intellectual curiosity as you become skilled in designing and conducting experiments to investigate intriguing psychological questions. This hands-on experience will make you highly sought-after in industries that value problem-solving and innovation.
5. Collaborate with like-minded peers to execute a coordinated research project, fostering teamwork and communication skills that are essential for excelling in any career that requires collaboration and synergy.
6. Gain competence in statistical literacy, a prized skill that will set you apart in a job market hungry for data-driven decision-makers who can make sense of complex information.
7. Learn to apply ethical standards to evaluate psychological science, allowing you to be a responsible and principled professional who upholds the highest ethical standards in any field.
8. Develop effective writing skills to communicate scientific findings clearly and persuasively, making you a compelling storyteller and communicator in any job that requires written communication.
9. Hone your presentation skills to captivate and engage your audience as you disseminate scientific findings. This skill will make you an influential and persuasive speaker in the professional world.
10. Cultivate your ability to critically evaluate research studies and their conclusions, empowering you to make informed decisions and contribute meaningfully to your future workplace's success.

## Assessment & Evaluation Overview

Learning Appraisal	Value	Due
Lab Research Project		
• Individual APA Paper	20%	November 30
• Team Poster Presentation	10%	December 7
• Lab Engagement Activities	5%	Ongoing
Research Experience Component		
• Study Participation	4%	Ongoing
• TCPS Completion	1%	October 15
In-class Participation		
• iClicker	4%	Ongoing
Exams		
• Midterm 1	14%	October 5
• Midterm 2	14%	November 16
• Final Exam	28%	TBA

## Learning Appraisal Descriptions

### Exams (54%)

The midterms and the final exam will consist of multiple choice, fill in the blank, and short answer questions. These will draw on both lectures and the readings and, for superior performance, you must have a clear understanding of both these sources of course content. There will be topics covered in class that are not in the readings and topics in the readings that are not covered in class. You will be responsible for both. **That is, all readings and all class materials are examinable.** Once exams have been marked, grades will be available on Canvas.

#### Midterms

The midterms will be written during scheduled class time and will cover the previous weeks (Midterm 1: weeks 1 - 4, Midterm 2: weeks 5 - 9). The midterms will take place in class. There will be no makeup midterm examinations.

#### Final Exam

The Final exam will be cumulative and written during the exam period at a time designated by the Registrar’s Office. You must be available to write at any time during the December exam period (December 11th - 22nd), which includes evenings and weekends. **DO NOT MAKE TRAVEL ARRANGEMENTS UNTIL THE EXAM SCHEDULE HAS BEEN RELEASED!**

#### Missing Exams

If you are aware of scheduled UBC-sanctioned sport travel or a religious obligation that conflicts with the date of an exam, you **MUST** contact the instructor within the *first two weeks of classes* so that alternate arrangements can be made. There are no make-up midterms. If you miss a midterm exam, please contact the instructor (Dr. Ola Dopierala, [ola@psych.ubc.ca](mailto:ola@psych.ubc.ca)) as soon as possible to discuss the situation. The Final exam will be reweighted to account for a missed midterm only for students with an approved absence. If the Final exam is missed, you must contact your faculty advising office (e.g. Arts Advising) as soon as possible to request academic concessions which would allow you to write a make-up exam at a later date. They will probably require medical or other documentation. Please refer to the UBC Calendar for details of ‘[academic concession](#).’

If you miss an exam for any other reason (e.g., work commitments, sleeping in, forgetting there was an exam, etc.), you will receive a “0” on the exam.

## Reviewing Exams

There will be an exam review period scheduled after the exam marks are released. Your TF will run this review session, and will be available to answer any questions or concerns regarding your exams. Should you be unable to attend this review session, you must contact your TF to make alternative arrangements to see your exam. You must arrange to see your exam **within 2 weeks** of the grades being released. Following this two-week period, your exam will not be available.

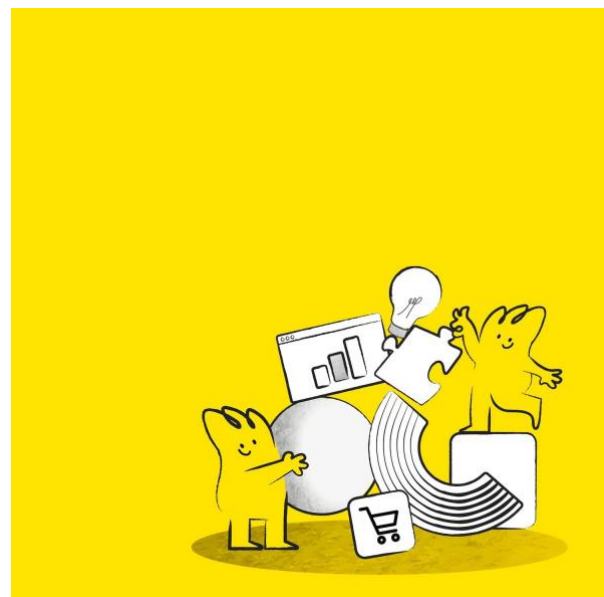
## Lab Research Project (36%)

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 team will be guided throughout this process, with a series of 5 "Labs" embedded throughout this course, led by one of our Teaching Fellows. All instructions, tips, strategies, and deliverables are embedded as Canvas modules, and your TF will be there to support you along the way. Please see Canvas for more information about the Labs.

**Individual APA Paper.** The most important step in the research communication process for researchers is to clearly document their research and the contribution it makes to understanding human behaviour in a written manuscript. These written manuscripts are then reviewed by their peers, and (hopefully!) published in a journal. This individual report is designed to give you experience with a part of this process. Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph), Discussion, and References (at least 2). See Appendix A of your textbook and resources available on Canvas for more guidance in writing APA style reports, including a detailed grading rubric to help guide your work.

Reports must be 5-7 double spaced 8.5 x 11 inch pages (approximately 1500-1700 words). This page limit does NOT include a cover page, references, graphs, tables, or appendices (if needed, which they usually are *not*). You must use 12-point Arial, Times New Roman, or Calibri font and margins must be set to 1 inch (2.54 cm) all around. Your paper should integrate into the Introduction section at least two citations to related empirical journal articles (e.g., to set up a foundation for your hypothesis). Articles can also be used in the Discussion section to help put results into context. Submit your report in two places: on Canvas, as well as on *TurnItIn* (details to come).

**Lab Engagement Activities.** The vast majority of research conducted in psychology is collaborative. Reflecting this research approach, you will work closely in group of 5-6 on this project. Groups will be assigned immediately after the add/drop period. To help your group work together, we have developed a series of prompts, tasks, and spaces to collaborate all within the Canvas environment (whether or not you can all get together at the same time). These prompts include a mix of tasks you'll do as a group (e.g., experiment plan with operational definitions), and some you will complete individually (learning reflections, restating experiment plan in your own words, peer evaluations of others' contributions). All of your contributions, including your teaching fellow'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. I and/or your TF are happy to provide guidance or offer support if your team is experiencing challenges.



**Team Poster Presentation.** Students, teaching fellows, and instructors from all sections of PSYC 217 will meet to share and learn about everyone’s research projects. You will prepare, as a group, a poster that summarises your research project’s hypothesis, method, results, and conclusions. During the poster session, you will be asked to evaluate your peers’ posters (from a different section). Your poster grade will be a combination of your TF’s rating and the average of five peers’ ratings. More details about how to prepare for the poster and presentation, as well as how to evaluate others’ posters will be provided later in the term.



**Participate in the Psychology Department Human Subjects Pool**

One way to meet the REC requirement is to spend four hours participating in psychology studies through the Department of Psychology’s Human Subject Pool (HSP) system. You can locate and sign up for studies by going to <https://hsp.psych.ubc.ca>. If you don’t already have a user account you will first need to request an HSP user account on that webpage. Once you have an account and have logged into it, you will be able to browse through all of the studies in which you can participate, sign up for studies and confirm your accumulated credits. The subject pool typically closes on the last day of class; I strongly urge you to participate before the last week to ensure appointments are available. Further instructions 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*.

**iClicker Participation (5%)**

Active participation during lectures will be essential for you to learn the material, prepare for exams, and get the most out of this course. I will aim to incorporate a few iClicker questions into each lecture to check for understanding of key concepts and to encourage active participation and discussion. Please have the iClicker website open during lecture so you can answer questions in real time.

% of iClicker Questions Responded to Throughout Term	Grade Received
>95%	5%
80-95%	4%
70-79%	3%
60-69%	2%
50-59%	1%
< 50%	0%

**Research Experience Component (5%)**

The Research Experience Component (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. The REC is designed to help you learn more about psychology and how research is conducted, and to provide you with firsthand 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.

**The Library Option**

As an alternative to participating in subject pool studies, you may choose to fulfill the REC by completing four library writing projects, for which you read and summarise a research article. Each article summary counts as one hour of research participation. You must select a research article (not a letter to the editor, commentary, or review paper) published since the year 2000 in the journal *Psychological Science*. Each summary should be about 500 of your own words and should summarise the purpose, method and results of the study. Complete instructions on how to complete the library-writing projects can be found on p.4 (“The Library Option”) of the guide at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled *Subject Pool Information for Participants*. You must adhere to the complete instructions detailed in the guide to receive your credits.

The HSP system closes on the last day of classes. This will be your final day to earn research participation credits, and the final day to assign credits to this course.



## TCPS Tutorial

All psychological scientists must complete the *Tri-Council Policy Statement (TCPS) ethics tutorial*. This tutorial is required for you to collect data for the lab component of this course. Please set aside approximately 2 hours to complete the TCPS tutorial. You will receive full credit if you submit your TCPS completed certificate before the deadline. If you miss this deadline, you still must submit your form to participate in lab 3 (which will result in forfeiture of a large part of your lab research project grade).

## Grades

Your grade for each exam and assignment will be posted on Canvas.

Letter Grade	%
A+	90-100
A	85-89
A-	80-84
B+	76-79
B	72-75
B-	68-71
C+	64-67
C	60-63
C-	55-59
D	50-54
F	0-49

## Psychology Department's Policy on Grade Scaling

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. For the 2023-2024 academic year, the average grade in a 100- and 200-level Psychology courses are 72 for an exceptionally strong class, 70 for an average class, and 68 for a weak class, with a standard deviation of 14. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course.

Class Performance	Mean	Standard Deviation
Strong Class	72%	13%
Average Class	70%	13%
Weak Class	68%	13%

**Note:** A excellent discussion of the rationale for grade scaling by a UBC Psychology professor is available here: <https://www2.psych.ubc.ca/~schaller/scaling.htm>

## Learning Resources

We encourage you to take responsibility for your learning and check out these additional resources.

### Time Management

Search online for productivity and project management tools and apps (e.g., <https://trello.com>, <https://www.rescuetime.com/>, <https://todoist.com>). Give yourself enough time for papers with <http://assignmentcalculator.library.ubc.ca>, and master many other aspects of academic life <http://learningcommons.ubc.ca/student-toolkits/>

LEARNING COMMONS is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online technology tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! <http://learningcommons.ubc.ca>

### Writing Skills

The [UBC Centre for Writing and Scholarly Communication](#) offers tutoring services, workshops, and advice. Also, Purdue University offers an amazing collection of information about writing at their [Online Writing Lab \(OWL\)](#).

### Reading

Success in this course relies on reading the assigned texts outside of class. While we will have lectures, demonstrations, exercises, and discussions, it's important to note that not all the material from the readings will be covered in class, and vice versa. Therefore, I highly recommend both attending class regularly and thoroughly reading the text chapters. To make the most of class discussions, I strongly

suggest reading each assigned text before the corresponding class, enabling you to come prepared with questions and actively participate. The guiding questions at the end of each chapter can serve as helpful review points.

## **Note-Taking Tips**

1. Keep all your notes for a class in one place.
2. Number your pages, even when writing by hand, to quickly locate information during study sessions.
3. Use space meaningfully to keep your notes organised and easily accessible, especially if typing notes.
4. Use abbreviations or shorthand to write quickly and efficiently, and become familiar with keyboard shortcuts when typing.
5. Keep notes concise by jotting down key terms and using short sentences or phrases.
6. Track direct quotes, personal thoughts, and questions for further clarification from your teacher.
7. Employ symbols like arrows to highlight important information and teacher's cues about what to study.
8. Focus on understanding the connections between details rather than just copying them down.
9. Take a moment at the end of class to summarise the important themes while the information is fresh in your mind.

## Course Schedule

	Topic	Read	Events / Due Dates
Week 1: 9/5	No Lecture (Imagine Day)		Begin Intro to Labs module
Week 1: 9/7	1. Course Overview, Science Basics	Syllabus	
Week 2: 9/12	2. Scientific Thinking & Research Articles	Ch 1: Principles of Sciences	Begin Lab 1 module
Week 2: 9/14	3. Theories, Hypotheses, Predictions	Ch 2: Theories & Hypotheses	
Week 3: 9/19	4. Research Design I	Ch 4: Research Design Fundamentals	** Sept 18th: Last day to drop without a W standing
Week 3: 9/21	5. Research Design II	Ch 4: Research Design Fundamentals	
Week 4: 9/26	6. Research Design III	Ch 8: Experimental Designs	
Week 4: 9/28	No Lecture (Lab 1 Brainstorming)	Ch 9: Conducting Research	
Week 5: 10/3	7. Research Design IV	Ch 7: Survey Research	Begin Lab 2 module
Week 5: 10/5	<b>Midterm 1</b>		Midterm coverage: Weeks 1 - 4
Week 6: 10/10	No Lecture (Lab 2 Study Design Presentations)		
Week 6: 10/12	No Lecture (Make-up Monday)		Make-Up Monday!
Week 7: 10/17	9. Measurement	Ch 5: Measurement	Begin Lab 3 module
Week 7: 10/19	10. Factorial Designs I	Ch 11: Complex Research Designs	
Week 8: 10/24	11. Factorial Designs II	Ch 11: Complex Research Designs	
Week 8: 10/26	No Lecture (Lab 3: Data Collection)		** Oct 27th: Last day to withdraw with a W standing
Week 9: 10/31	12. Understanding Results I	Ch 12: Descriptives	Begin Lab 4 module
Week 9: 11/2	No Lecture (Lab 4: Data Analysis)		
Week 10 11/7	13. Understanding Results II	Ch 12: Descriptives	Begin Lab 5 module
Week 10 11/9	No Lecture (Lab 5: APA Research Reports)		



	Topic	Read	Events / Due Dates
Week 11: 11/14	No Lecture (Reading break)		
Week 11: 11/16	Midterm 2		Midterm coverage: Weeks 5 - 9
Week 12: 11/21	14. Ethics	Ch 3: Ethics	
Week 12: 11/23	15. Special Research Designs	Ch 10: Developmental Designs	
Week 13: 11/28	16. Inferential Statistics	Ch 13: Inferential Statistics	
Week 13: 11/30	17. Generalising Results	Ch 14: Generalising Results	APA Paper Due Nov 30 <sup>th</sup>
Week 14: 12/5	18. Catch-up day / Intro to Open Science		
Week 14: 12/6	Poster Session!		Lab Peer Evaluations Due
	FINAL EXAM		Final coverage: Weeks 1 - 14

**KEY DATES**

September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						

## Course Policies

### Attendance

Please note that attendance is not mandatory. However, there is no way to earn iClicker points if you are absent from class. While I will be posting lecture slides, these are NOT a substitute for lecture, and exams will contain some amount of content only provided in lecture.

Attendance at all Labs and the Poster Session is mandatory. **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). To request an excused absence, complete an online form — [https://ubc.ca/1.qualtrics.com/jfe/form/SV\\_6Y9Fg23HmjkLVlk](https://ubc.ca/1.qualtrics.com/jfe/form/SV_6Y9Fg23HmjkLVlk) — within three days of the missed event due to illness or emergency, or 10 days before the event in other cases. If attending remotely due to illness, you're not considered absent if your TF records your attendance.

### Withdrawal Dates

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before Sept 18th. If you wish to withdraw after September 18th, please discuss the possibility with me as your absence will be missed by the members of your research team. Any such withdrawals must be completed by October 27th and will result in a "W" on your transcript.

### Email and Communication

We want to ensure efficient communication throughout the course, so we have an email policy in place. When sending emails, kindly include "PSYC217" in the subject line to help us prioritise and identify course-related messages. We value your time and ours, and we want to maintain a healthy work-life balance, so please be aware that emails may not be answered on weekends. I try to respond as quickly as possible, but 48 hours for a reply (excluding evenings and weekends) is about typical.

If your question is relevant to the entire class, we encourage you to post it on the Canvas Discussion Board. This way, we can address it there and share the information with everyone. It will help foster a collaborative learning environment and benefit the whole group.

### Meetings

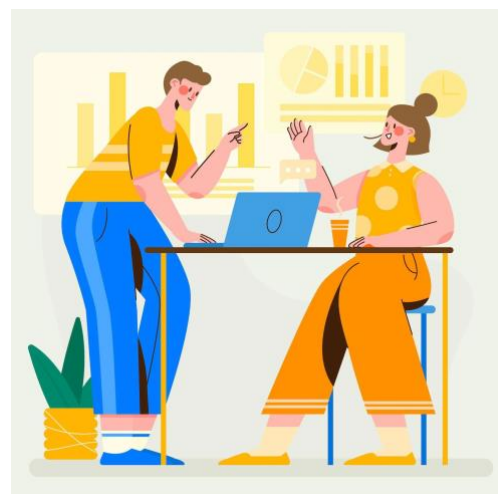
We highly encourage you to make use of the scheduled student hours or arrange individual meetings via email to discuss any questions you have regarding the course material. These meetings provide an excellent opportunity to seek clarification and gain a deeper understanding of the subject matter. Feel free to email the instructor and/or TFs to schedule one-on-one meetings.

### Lecture Materials

Lecture recordings covering course material will be available for reference use. Lecture slides in .pdf format will also be posted online. However, it's essential to attend lectures as they may contain content not included in the slides, and exams will include information from the lectures. While lecture materials will be accessible, they are not a replacement for attending the lectures in person. Lecture slides, assignments, and grades will be available through Canvas.

### Deadline Extensions

We understand that life can be unpredictable, and to accommodate such situations, we offer an assignment extension for the 'Individual Research Report': You have the option to request a 4-day extension without providing a reason. To do so, simply contact the TF or instructor before the assignment deadline or within four days following the deadline. If you need more than 4 days extra, please reach out to Dr. Dopierala. In certain cases, you may be directed to contact your faculty advising office (e.g., Arts Advising) to request a concession.



## Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. All students are expected to know, understand, and follow the codes of conduct regarding academic integrity. Violations of academic integrity may lead to serious consequences. We value ethical knowledge production and acknowledge others' contributions to our work. Cheating, plagiarism, and submitting the same work for multiple courses are not allowed. Consequences for academic misconduct include a minimum grade of zero and possible disciplinary measures.

### Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. First, the Department uses software that can reliably detect cheating on multiple-choice exams by analysing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*, a service designed to detect and deter plagiarism. All materials (e.g., papers, lab assignments) that students submit for grading may be scanned and compared to over five billion pages of content located on the Internet or in *TurnItIn*'s own proprietary databases. The results of these comparisons are compiled into customised "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for students in their class.

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.

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult me. For details on pertinent University policies and procedures, please see Chapter 5 ("Policies and Regulations") in the UBC Calendar (<http://students.ubc.ca/calendar>).

### Academic Misconduct

Cheating on exams will result in a score of 0 for that exam. Lab assignments must be completed independently unless otherwise stated. Sharing your answers to lab assignment questions or using

another student's work is considered cheating and will result in a score of 0 for that assignment. All forms of academic misconduct will be reported to the university for appropriate action.

### Group Collaboration & Independent Learning

Collaborative Research Project allows working together on group assignments. Exams, APA paper, and peer evaluation must be completed independently. Discuss with the instructor or TFs if unsure about collaboration in specific assessments.

### Avoiding Plagiarism

Plagiarism is presenting someone else's work as your own without proper citation. Always cite the sources of ideas and information to avoid plagiarism. When in doubt, err on the side of caution and cite the source.

### Sharing Course Materials

Do not share any course materials, including exam questions, assignment instructions, and other provided materials. Avoid posting materials on file-sharing websites or using copyrighted materials without permission.

## Accommodations

UBC is committed to equal opportunity in education for all students including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning or performance on tests or exams please visit <http://students.ubc.ca/about/access> and take the necessary steps to ensure your success at UBC.

## Diversity and Inclusion

University courses should be conducive to learning and rigorous intellectual inquiry within a context in which everyone feels included and respected—regardless of race, ethnicity, gender identity, gender expression, sexual orientation, political or religious affiliations, ability, age, social status, etcetera, and the intersection of these identities. All students in this class are encouraged to express themselves thoughtfully when discussing course material; and, when you do express yourself, it's important that you do so in a manner that shows respect for every other member of this class. Therefore, please make sure that you're familiar with [UBC's policy on building and maintaining a respectful environment](#). You can find additional information about resources pertaining to equity, diversity, and inclusion on the Psychology

Department's website: <https://psych.ubc.ca/about/equity-inclusion/>

Respectful and productive discussion is encouraged, and we aim to create an environment where you feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class. If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TF know.

## Taking Care of Ourselves

In case of emergencies (medical, emotional, family, etc.), prioritise taking care of yourself first and reach out to us when possible. We will work with you, which may involve discussions with your faculty's advising office, to find the best solution. If you are sick and miss class, connect with other students for notes, access class resources on Canvas, use the discussion forum for help, and attend office hours. If you are sick on an exam day, inform the instructor and make alternative arrangements.

If the instructor is sick, there might be online sessions or class cancellation, and you will be notified via email and Canvas announcement. We appreciate your understanding and patience during any challenges that may arise.

## Student Support

As a university student, you may face challenges that could impact your academic performance. If you encounter difficulties, don't hesitate to reach out to me via email, and we can schedule a meeting if you prefer, or communicate through email if that's more comfortable for you. I am committed to supporting your success throughout the term, and this includes utilising Early Alert to identify any concerns I may have about your academic progress or well-being. Early Alert allows me to connect you with specialised UBC advisors who can provide the necessary support and assistance to help you get back on track. Rest assured that Early Alert does not affect your academic record, and only designated UBC advisors can access any concerns I may raise.

For more information, you can visit [www.earlyalert.ubc.ca](http://www.earlyalert.ubc.ca). If you need assistance with mental or physical health concerns, such as seeing a UBC counselor or doctor, you can find resources at [students.ubc.ca/livewell](http://students.ubc.ca/livewell).

## Healthy Lifestyles

UBC provides resources to support student learning and to maintain healthy lifestyles but recognises 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 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 on [the UBC Senate website](#).

## Additional Resources:

- Guidance for online classes: <https://keeplearning.ubc.ca/>
- Assistance with working remotely: <https://it.ubc.ca/ubc-it-guide-working-campus>
- Guidance on useful skills for students: <https://learningcommons.ubc.ca/student-toolkits/>
- Student's guide to Canvas: <https://students.canvas.ubc.ca/>

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**Note: This syllabus is subject to change. Please refer to Canvas for updates and additional course information.**

## Acknowledgements

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

The design and content of this syllabus was informed by and adapted from syllabi from similar courses designed by Drs. Mark Lam, Sabrina Burr, Andrew Rivers, and Catherine Rawn.

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