

# PSYC 217 008/009

## Research Methods

*Tues & Thurs*  
Sec 008: 2:00pm – 3:30pm  
Sec 009: 3:30pm – 5:00pm  
Chem D200

## Instructor



### **Dr. Grace Truong**

Office location: Kenny 3104

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

**F2F drop-in hours:** Tues, 11:00am - 12:00pm

**Zoom office hours:** Wed, 3:00pm - 4:00pm

## Teaching Fellows (TFs)

TFs are here to help you learn and to help me to evaluate your learning. They will facilitate lab sections, grade papers and exams, hold office hours for you, and respond to brief questions sent via email. If you cannot make their scheduled office hours, email them to work out an alternative appointment.

### **Coral Liu**

Email: [coral.liu@ubc.ca](mailto:coral.liu@ubc.ca)

Office Hour: Tuesdays, 6:00pm - 7:00pm

Office Location: Zoom

Lab Groups: 801-04; 901-904

### **Johanna Mickelson**

Email: [johanna.mickelson@ubc.ca](mailto:johanna.mickelson@ubc.ca)

Office Hour: Mondays, 4:00pm - 5:00pm

Office Location: Zoom

Lab Groups: 805-808; 905-908

### **Joseph Liang**

Email: [joseph.liang@psych.ubc.ca](mailto:joseph.liang@psych.ubc.ca)

Office Hour: Mondays, 2:00pm - 3:00pm

Office Location: Zoom

Lab Groups: 809-812; 909-912

### **Aiya Wang**

Email: [waiya57@student.ubc.ca](mailto:waiya57@student.ubc.ca)

Office Hour: Tuesdays, 12:30pm - 1:30pm

Office Location: Zoom (or Kenny 4003)

Lab Groups: 813-816, 913-916

## Course Description

The purpose of this course is to help you develop the skills to be a critical thinker – both as a consumer of research, and a contributor to research. We will equip you with the knowledge and tools to **critically evaluate** research and **ask** the appropriate questions, **create** new ideas and **design** ways to test your ideas, **analyze** your data, and **communicate** your results to others. To facilitate this process, lab sessions are integrated into the course where you will work with your team to apply what you have learned in the classroom to a research project.

### **Acknowledgements**

UBC Vancouver's Point Grey Campus is situated on the traditional, ancestral, and unceded territory of the [Musqueam people](#). We pay respect to the traditional guardians of this land and we acknowledge their longstanding relationship with this territory. We acknowledge the traditional knowledge keepers, both young and old. We honour their courageous leaders: past, present, and future. Language regarding the lab portion of this course was adapted from Catherine Rawn.

## Your Learning Goals

When the course ends, students successfully meeting the course requirements will be able to:

- Identify and explain sound scientific principles and practices in research
- Think critically about everyday pseudoscientific claims
- Create and implement research designs based on scientific principles and practices
- Perform simple forms of data analyses
- Communicate your research findings to a community of your peers
- Write papers in proper APA format
- Use the school's library resources to locate empirical journal articles
- Understand and critically analyze information conveyed in psychology journal articles

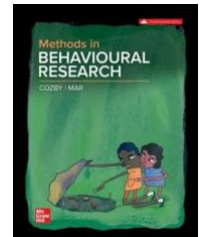
**PSYC 217 and the Psychology program:** PSYC 217 requires both PSYC 101 and PSYC 102. PSYC 217 is a prerequisite for PSYC 218 (Analysis of Behavioural Data) and PSYC 359 (Advanced Behavioural Statistics), and is a program requirement for a B.A. in Psychology.

**Withdrawals:** Withdrawal from this course without record of the course on your transcript must occur before Sept 15 2025, or before Nov 21 2025 for withdrawal with a standing of "W" on your transcript.

## Course Materials

### Textbooks

Cozby, P. C. & Mar, R. A. (2024). *Methods in behavioural research (Fourth Canadian Ed.)*. Toronto, ON: McGraw-Hill Ryerson. Either the hard version or the digital version of the textbook is sufficient. The digital (e-book) version of the textbook contains optional activities that you may find useful for studying.



Connect is the *OPTIONAL* online supplemental resource for the textbook:

Connect URL for section 008: <https://connect.mheducation.com/class/g-truong-psyc-217-008-2025>

Connect URL for section 009: <https://connect.mheducation.com/class/g-truong-psyc-217-009-2025>

### Non-textbook readings

Certain topics will require material not found in the textbook. Readings for these topics will either be posted on Canvas or be available through the UBC Library.

### Course Website

Lecture slides, assignments, and grades will be available through Canvas. Lecture slides will be posted after class. You are also welcome to use the Canvas course page to contact other students (e.g., arrange to share notes for missed classes, clarify a difficult topic, etc.) via Piazza.

### Financial Hardship

If you are experiencing serious financial hardship and are unable to purchase some or all of the required materials, please come see me (the instructor) and I'll do my best to set you up with what you need.

# Learning Appraisals at a Glance

Learning Appraisal Activity	Due Date	Total Grade (no OTE)	Total Grade (with OTE)
Midterm 1	Oct 7	14%	11%
Midterm 2	Nov 4	14%	11%
Lab Research Project <ul style="list-style-type: none"> <li>➤ Individual report, 20%</li> <li>➤ Team poster presentation, 10%</li> <li>➤ Lab Engagement Activities, 5%</li> </ul>	Individual report due Nov 23 @ 11:59pm  Poster – Dec 5	35%	35%
Lab Peer Evaluations, 1% each	Oct 12 Dec 13	2%	2%
Research Experience <ul style="list-style-type: none"> <li>➤ Participation in studies, 4%</li> <li>➤ TCPS completion, 1%</li> </ul>	Participation in studies occurs throughout term  TCPS – Sept 21	5%	5%
<i>Optional Topic Exploration (OTE)</i> <ul style="list-style-type: none"> <li>➤ Preliminary draft/notes, 2%</li> <li>➤ Final submission, 8%</li> </ul>	Oct 24 Dec 7	0%	10%
Top Hat Participation	Throughout term	4%	4%
Final Exam	TBD	26%	22%
<b>Total</b>		<b>100%</b>	<b>100%</b>

## Learning Appraisal Descriptions

### ***Midterms and Final Exam***

The exams will consist of multiple choice, fill in the blank, and short answer questions and will draw on both lectures and the readings. For superior performance, you must have a clear understanding of both these sources of course content. You will be challenged to push beyond memorization of facts and to integrate and apply course material. Research shows greater long-term retention with multiple testing— not just studying—opportunities (Roediger & Karpicke, 2006). The final exam will be longer than the midterm exams and will be cumulative.

### **Lab Research Project**

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

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

### ***Individual Reports***

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 all around. Your paper should integrate into the introduction section at least 2 references to related empirical journal articles (e.g., to set up a foundation for your hypothesis). Articles can also be used in the discussion section to help put results into context. Submit your report in on Canvas.

### ***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 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.

### ***Poster Session***

Approximately 800-900 students, ~18 Teaching Fellows, and 5 Instructors from all sections of PSYC 217 will meet online to share and learn about everyone's research projects. You will prepare, as a group, a poster that summarizes your research project's hypothesis, method, results, and conclusions. During the poster session, you will be asked to evaluate your peers' posters (from a different section). Your poster grade will be a combination of your Teaching Fellow's rating and the average of five peers' ratings. More details about how to prepare for the poster and presentation, as well as how to evaluate others' posters will be provided later in the term.

### Top Hat Participation

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 Top Hat questions into each lecture to check for understanding of key concepts and to encourage active participation and discussion.

Please have the Top Hat website open during lecture so you can answer questions in real time.

Top Hat join code for sec 008 (2:00pm class): 848479

Top Hat join code for sec 009 (3:30pm class): 451647

Participation will be graded in the following manner:

If you respond to the majority of questions in...	You will receive...
80-100% of all classes with Top Hat questions	4%
70-79% of all classes with Top Hat questions	3%
60-69% of all classes with Top Hat questions	2%
50-59% of all classes with Top Hat questions	1%
0-49% of all classes with Top Hat questions	0%

### **Research Experience Component (REC/HSP credits/Library Assignments)**

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."

There is 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 49567461, class name is "HSP 2025 Winter 1", 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.

***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.***

### **Optional Topic Exploration (OTE)**

You may elect to do a project on a topic of your choosing that is related to the course materials. This optional project offers you the chance to explore a topic of your choice (e.g., neuroimaging methods,

intersectionality in psychology, etc.) in greater depth than the lecture and text can offer and reduces the weight of the midterm and final exams. You will need to have your project topic and format approved by the instructor. Submit your idea (by email) before Sept 26 to get feedback and have another opportunity to get it approved. Project ideas can be submitted between Sept 27 and Oct 23 but they will not receive feedback and are subject to outright rejection. After topic approval, you will submit a preliminary draft/notes by Oct 24 and a final version by Dec 7. You are expected to read a minimum of 3 peer-reviewed journal articles to inform the content and format of your project. Your project should be one that is done for this course exclusively; handing in work done for another course (past or present) is not acceptable.

## Course Policies

### ***Attendance***

Lectures will be recorded and posted after class. While lecture slides will be posted **after** class, these are NOT a substitute for lecture, and exams will contain some amount of content only provided in lecture. Lecture slides are numbered so that you can take notes corresponding to each slide during lecture.

### ***In the Classroom***

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, etc. 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/>

### **Late Passes**

Every student will be allocated FOUR 1-day late passes. They can only be used for the Optional Topic Exploration and/or the APA-style lab report and/or the Lab Engagement Activities. Use them all at once (4 days for one item), or separately (e.g., 1 day each for 4 different items). After those four days have been used, standard late deductions will apply (except in emergency circumstances). If you would like to use a late pass, please put a comment in your Canvas submission so your TA knows that this is what you want to do.

### ***During Exams***

Exams will be in person and will take place during class time. Every exam will require you to fill out a Scantron sheet in response to multiple choice questions, and therefore it is *your responsibility* to bring a **pencil** and eraser to every exam. You will not be allowed to write the exam if you are more than 30 minutes late, or if another student has already submitted his/her exam, if that occurs first. When time is called you must immediately stop writing, remain quiet and follow the instructions for submitting your exam. This means you will not be given extra time to put your name and/or student ID on your Scantron form or exam, change an answer, etc. Failure to comply with any of these instructions will result in a '0' on your exam.

If you have three or more final exams scheduled to start and finish within a 24-hour period, you may request to write the second exam on a different day. You must make this request to the instructor giving the second exam at least one month before the exam date. If you absolutely must miss the final

exam due to an extenuating circumstance like severe illness, you or your caregiver must apply for Academic Concession by contacting your Faculty's Advising Office.

### Missing Exams/Quizzes

If you are aware of scheduled UBC-sanctioned sport travel or a religious obligation that conflicts with the date of an exam/quiz, you **MUST** contact the instructor within the *first two weeks of classes* so that alternate arrangements can be made. If you miss an exam/quiz for a university-approved reason, you must contact the instructor *before the exam* or as soon as possible after the exam. Concessions relating to missed tests need to be coordinated with the instructor within one week of the original exam date. 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/Quizzes

There will be an exam review period scheduled after the exam marks are released. Your TA 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 TA 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.

### Access and Diversity

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.

### Grades

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each course section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): **B- (68-71%) in Introductory 100-level and 200-level courses;** B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses. During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. 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.

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

### Copyright and Intellectual Property

All readings for this course are copyrighted, and cannot be redistributed without permission of the copyright owner. Lecture videos and other course materials are the intellectual property of the instructor(s) and these also cannot be redistributed (e.g., posted on any other website, or shared in

any other way) without instructor permission. Violation of these policies may lead to academic discipline.

### ***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.

### **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 analyzing 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 customized "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>).

***Unless explicitly authorized by the instructor, use of generative AI (e.g., Chat GPT, OpenAI) for lab assignments is not permitted and will be considered academic misconduct.***

## **University Policies**

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 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](#).

# Helpful Resources

- The Kaleidoscope: [the-kaleidoscope.com](http://the-kaleidoscope.com)
  - A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.
- Counselling Services: [students.ubc.ca/livewell/services/counselling-services](http://students.ubc.ca/livewell/services/counselling-services) Phone number: 604-822-3811
  - Counselling services offer a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.
- Speakeasy: [ams.ubc.ca/services/speakeasy/](http://ams.ubc.ca/services/speakeasy/)
  - A student-run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.
- SHARE: [www.vivreshare.org](http://www.vivreshare.org)
  - Self Harm Anonymous Recovery and Education is a program designed to promote self-care and educate about self-harm. SHARE support groups meet biweekly; times and locations can be found on their website.
- UBC Wellness Centre: [students.ubc.ca/livewell/services/wellness-centre](http://students.ubc.ca/livewell/services/wellness-centre) Phone number: 604-822-8450
  - Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.
- Student Health Services: [students.ubc.ca/livewell/services/student-health-service](http://students.ubc.ca/livewell/services/student-health-service) Phone Number: 604- 822-7011
  - Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.
- Mood Disorders Clinic UBC: [ubc-moooddisorders.vch.ca/](http://ubc-moooddisorders.vch.ca/)
  - A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.
- Live Well, Learn Well: [students.ubc.ca/livewelllearnwell](http://students.ubc.ca/livewelllearnwell)
  - The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.
- Mental Health Awareness Club: [ubcmhac.sites.olt.ubc.ca/](http://ubcmhac.sites.olt.ubc.ca/)
  - A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.
- AMS Food Bank: [ams.ubc.ca/services/food-bank/](http://ams.ubc.ca/services/food-bank/)
  - If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.
- BC Crisis Center: [crisiscentre.bc.ca](http://crisiscentre.bc.ca) Phone number: 604-872-3311
  - Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- Distress Line: Phone number: 1-800-Suicide (784-2433)
  - If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800- SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

# Course Schedule

Week	Dates	Tuesday [readings]	Thursday [readings]	Lab
1	Sept 2, 4	Imagine Day – no class	Introduction <i>[syllabus]</i>	
2	Sept 9, 11	Principles of Science <i>[Ch 1]</i>	Variables & Articles <i>[Ch 2]</i>	Begin <b>Introduction to Lab</b> module
3	Sept 16, 18	Research Design <i>[Ch 5]</i>	Research Design <i>[Ch 5]</i>	Complete Intro to Lab module, begin <b>Lab 1</b> module <b>TCPS due Sept 21</b>
4	Sept 23, 25	Experimental Design <i>[Ch 10]</i>	<b>Lab 1: Research Design</b> (go to LAB ROOMS)	Continue with Lab 1 module
5	Sept 30 Oct 2	Day for Truth and Reconciliation [no class]	Conducting Studies <i>[Ch 11]</i>	Complete lab 1 module, begin <b>Lab 2</b> module
6	Oct 7, 9	<b>Midterm 1</b> <i>(Ch 1, 2, 5 &amp; 10)</i>	<b>Lab 2: Proposal Presentation</b> (go to LAB ROOMS)	Continue Lab 2 module
7	Oct 14, 16	Ethics <i>[Ch 3]</i>	Survey Research <i>[Ch 9]</i> Measurement <i>[Ch 6, pp 118-120]</i>	Complete Lab 2 module, begin <b>Lab 3</b> module <b>Lab Peer Evaluations #1 due Oct 12</b>
8	Oct 21, 23	Measurement <i>[Ch 6 – remainder of the chapter]</i>	<b>Lab 3: Data Collection</b> (go to LAB ROOMS)	Continue Lab 3 module
9	Oct 28, 30	Descriptive Statistics <i>[Ch 14, pp 253-274]</i>	<b>Lab 4: Data Analysis</b> (go to LAB ROOMS)	Complete Lab 3 module, begin <b>Lab 4</b> module
10	Nov 4, 6	<b>Midterm 2</b> <i>(Ch 3, 6, 9, 11)</i>	Descriptive Statistics <i>[Ch 14, pp 253-274]</i>	Complete Lab 4 module, start <b>Lab 5</b> module
11	Nov 11, 13	READING BREAK [no class]	<b>Lab 5: Writing Reports</b> (go to LAB ROOMS)	Complete Lab 5 module
12	Nov 18, 20	Sampling & Generalizability <i>[Ch. 4 &amp; Ch 15]</i>	Advanced Research Designs <i>[Ch 13]</i>	

13	Nov 25, 27	Advanced Research Designs [Ch 13]	Inferential Statistics [Ch 14, pp 274-282]	<b>APA Style Lab Report due Nov 23 11:59pm</b>
14	Dec 2, 4	Inferential Statistics [Ch 14, pp 274-282] Poster Session Prep	Quasi-Experimental Research [Ch 12]	<b>Lab Peer Evaluations #2 due Dec 13</b>
<b>Poster Session</b> (Friday December 5, 5:00-6:30pm at Life Sciences Institute)				
<b>Final Exam</b> (cumulative, during final exam period [Dec 9 – Dec 20] TBD by registrar)				