


Research Methods in Psychology

Psyc 217-901 (3 credits)

Winter 2010/2011 Term 1



CLASS MEETINGS: Tuesdays, 7-10pm. Please bring your i>clicker, pen, paper, & your texts if possible.

LOCATION: Irving K. Barber Learning Centre Room 261 **except on lab dates*

LAB LOCATIONS: Buchanan B308, B307, B306, B304; **check Vista soon for your assigned lab location.*

COURSE WEBSITE: PowerPoint slides *after* each lesson, important announcements, assignment submission, and discussion forums can be found on WebCT Vista. You are responsible for checking this site frequently, and for registering your i>clicker here. To access it, go to www.vista.ubc.ca and log in using your CWL.

An online version of this syllabus, complete with active links, is available in pdf format on our Vista site.

INSTRUCTOR: Dr. Catherine Rawn. *Welcome to our course! I'm here to create conditions in which you can learn (should you choose to do so), and even have some fun in the process.*

OFFICE: Kenny 2523

OFFICE HOURS: Drop in Monday 4:30-5:30 and Friday 4-5, or by appointment if necessary (phone or in person)

E-MAIL: cdrawn@psych.ubc.ca. Please put "217" in the Subject line of all email, practice using professional tone and style, and use your UBC email account or your message could get filtered.

WEB: www.psych.ubc.ca/~cdrawn



TEACHING FELLOWS: TFs are here to help you learn and to help me to evaluate your learning. They will run 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 time.

NAME: Jonathan Blasberg
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 EMAIL: jonathan@psych.ubc.ca
 OFFICE HOUR: *To Be Determined (see update on Vista)*

NAME: Ben Cheung
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NAME: Alyssa Croft
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INTEGRATION OF COURSE IN CURRICULUM

Prerequisite/Co-Requisite to take this course: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.

This course is a Prerequisite for: Psyc 218 and 359 (Statistics), Psyc 349/449 (Honours), & others.

Special Note: Concepts covered in this course will provide a strong foundation for **all** subsequent coursework and research assistantships in Psychology, for other behavioral sciences (e.g., marketing, behavioral economics, sociology), and for generally being a thoughtful, informed citizen.

WITHDRAWAL DATES

- If you wish to withdraw from this course without any record of the course on your transcript, you must do so before September 21.
 - If you wish to withdraw from this course with only a withdrawal standing of “W” on your transcript, you must do so before October 15.
 - *Please note that a large portion of this course is devoted to group work. Your group depends on you! If you are considering withdrawing after the second week of classes please see me, your instructor, to discuss your options.*
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COURSE DESCRIPTION

Welcome to *Research Methods in Psychology*. **The purpose of this course is** to help you to understand, remember, and apply the methods and reasoning behind psychological information and research. **This is important because** this solid foundation will help you to become a critical and informed *consumer* of psychological research and *creator* of psychological research. **As a consumer of psychological research**, you will be equipped to read and understand research presented in future courses in psychology, and you will also be equipped to critically evaluate pop psychology and research you see reported in the media. **As a new creator of psychological research**, you will have the basic tools to begin investigating questions about human behaviour. These tools will serve you well in future studies, particularly in research assistantships, directed studies projects, Honours projects, and even graduate study.

Together, we will strive to reach these goals in a variety of ways. The topics covered in this course aim to cover the **basics of the scientific method, research design and execution, some basic data analysis, and communication of research results**. We will discuss what a psychologist does and why; how psychologists decide on a research plan, how to choose a method, how to evaluate information and data, and then how to draw conclusions regarding why we behave the way we do. We will practice critical thinking, and attempt to apply the material to everyday situations in which we encounter “data” so that when we encounter psychological information and issues, we can assess it from various directions and be well informed. **Learning Appraisals** have been carefully designed to encourage you to demonstrate critical and creative thought, and to reflect the real collaborative nature of research.

Students who successfully meet the course requirements will be able to

- discuss and apply the basic methodological tools psychological scientists use to test hypotheses about behavior;
- identify and evaluate the main ethical considerations of psychological research;
- locate an empirical journal article using the university’s library online resources;
- read, summarize and apply the conclusions of an empirical journal article;
- collaborate with others to design a study to test a psychological hypothesis;
- execute a research study’s methodology as a researcher, and evaluate that methodology in writing;
- describe the rationale underlying basic statistical analyses including correlation and the t-test;
- present research in poster form and a written American Psychological Association (APA) style report;
- discuss research methods, results, and implications;
- use APA referencing and citation style for written work;
- demonstrate competence in various employable skills, including public speaking, formal and informal writing, group collaboration, peer evaluation, as well as creation and synthesis of multiple ideas.

You might be thinking: *That is quite a long list of course objectives!* Indeed, this course is all about actively experiencing research as you engage in learning about it. Many students find it challenging both in content and in the amount of work involved. Be prepared to put in the effort to achieve success. But don’t despair: We’re here to support you and help us all have some fun along the way!

REQUIRED MATERIALS



1. **Cozby, P. C. (2009). *Methods in Behavioral Research* (10th ed.). New York: McGraw-Hill Ryerson.**
 - ◆ This is a nuts-and-bolts style guide to research methods that focuses on the details of how to conduct research.
2. **Stanovich, K. E. (2009). *How to Think Straight about Psychology* (9th ed.). Boston, MA: Pearson.**
 - ◆ This guide to research methods provides a nice complement to the details of the Cozby text. It is written from a bigger picture perspective.
3. **Cuttler, C. (2010). *Research Methods in Psychology*. Dubuque, IA: Kendall Hunt.**
 - ◆ This is the lab guide that will help you and your teammates create a successful research project!
4. **i>clicker Student Response System, available new and used from the bookstore.**
 - ◆ Please bring this to help you participate in every class.

The fine print

Financial Hardship: If you are experiencing serious financial hardship and are unable to purchase some or all of the required materials, please see me, your instructor, as soon as possible. There are (limited) opportunities available for loans.

Earlier Editions: I developed this course based on Stanovich 8th edition. and Cozby 9th edition. Feel free to use the 9th edition of Cozby or the 8th edition of Stanovich if you can find them used; from what I can tell there are no major differences. Anything prior to Stanovich 8 and Cozby 9, use at your own risk! If you choose to use an earlier version of the texts, you are responsible for identifying any differences between editions. There are no earlier editions of the Cuttler text.

LEARNING APPRAISALS (OVERVIEW)

The distribution of assessments in this course is as follows: 45% for exams, 47% for written and verbal communication related to the research process, and 8% for active participation in the research & learning process. The more you participate, the more you will get out of this course. Questions and constructive feedback are always welcome.

Learning Appraisal	Points	Final Due Date
Participation	3%	(continuous)
Communicating Psychology Assignment	12%	Part A September 28, Part B October 5
Midterm Exam	15%	October 19
Collaborative Research Project	35%	
Group Oral Presentation (5%)		October 12 (Lab 2)
Group Poster Presentation (10%)		Friday November 26, 7-8:30pm, East Atrium, LSI
Individual APA-style Report (20%)		November 30
Research Experience Component (REC)	5%	All components must be completed by December 3.
Final exam	30%	Date set by registrar (Exam period: Dec 7-21)
Total	100%	

You'll notice that a variety of activities are used to measure your mastery of course material. There are multiple reasons for this approach to assessment (as opposed to just 2 exams). Here are some key reasons why I use this approach:

- Thinking thoroughly requires approaching and synthesizing the material in many different ways. The various modes of assessment require you to think differently about issues as you comprehend them, discuss them, and apply them. Based on research in learning and memory, this multifaceted approach will help to maximize retention and thorough understanding.
- Writing is a tool for thinking. It forces us to put into words those abstract thoughts that float around in our heads. Psychological scientists (including me and our TFs) and other researchers use writing to clarify our thoughts and to communicate with the rest of the scientific community. This course has multiple opportunities for you to wrestle with this challenging but rewarding and necessary activity.

- There are differences in peoples' comfort level with different types of assessments. By including a variety, most people will likely find a chance to show their strengths as well as work on skills they find challenging.
- Everyone will practice a variety of skills that will benefit them in future classes, in the workplace, and in their personal lives. These include: professional writing, public speaking, collaboration with others, and synthesis of a range of material (e.g., while studying for exams, working on the group project).

LEARNING APPRAISALS (DETAILS)

Lab-Based Group Collaborative Research Project – 35% Total

The purpose of the Collaborative Research Project (CRP) is to give you an opportunity to work in small groups to generate and test a hypothesis about human behaviour that you are interested in, and to report those results in professional written form. 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 behavior. **As we cover topics such as hypothesis generation, research design, and basic analysis, you will immediately apply your knowledge to your CRP during Lab Meetings led by one of our Teaching Fellows.** You will receive guidance to help you at each stage. Lab Meetings will take place from 9-10pm during the class period on **September 28, October 12, October 26, November 9, and November 23.** *Attendance at all Lab Meetings and the Poster Session (November 26, 7-8:30pm) is expected. However, the first three lab meetings involve crucial group work and are therefore mandatory. You will lose 20% of your lab grade (i.e., 7% of your total course grade) for each of these meetings that you miss (e.g., if you miss 2 out of 2 of those first meetings you will lose 40% of your lab grade).*

The vast majority of research conducted in psychology these days is collaborative (R. Kliegl, APS Observer June/July 2008, pp. 29-31). Reflecting this trend, you will work closely in groups of 5-6 on this project. **Group work can be challenging.** In order to help you achieve excellence in your CRPs, each group will have a **separate discussion thread on Vista** that you can use to collaborate with each other throughout the term. I encourage you to use this mode for collaboration, as it serves to document the process of creating research. Finally, I encourage you to work together in the spirit of collaboration. We will discuss this further in class. If need be, you are always welcome to **seek us out for help** with your group dynamics.

Lab Structure

Lab Meeting 1 (**September 28**): In the first meeting you will meet with your group in your lab break out room to brainstorm a research question and design a brief, simple, minimal risk experiment to address the question (note: the experiment must not require more than 5 minutes of each participant's time). Our Teaching Fellow will be present to assist and guide you. Since you will only have 50 minutes to come up with a research question and design you should come to this meeting prepared with some ideas. Discussion boards will be set up on Vista for each group a week prior to this lab so that you can toss around ideas with your group prior to this meeting.

Lab Meeting 2 (**October 12**): In the second meeting your group will give a 5 minute presentation of your proposed research question and design. During this presentation you should: i) state your research question, ii) sell your idea (i.e., provide information on why this question is interesting and/or important), iii) clearly describe the independent variable and how it will be manipulated, iv) describe the dependent variable and how it will be measured, v) discuss any controls you plan to implement, iv) state your hypotheses. Each presentation will be followed by a 5 minute discussion period where your classmates and teaching fellow will ask questions and provide suggestions for improvement. THE PRESENTATION IS WORTH

5% OF YOUR GRADE. All group members will receive the same mark based on the quality of your presentation within the strict 5 minute time limit.

Lab Meeting 3 (**October 26**): In the third lab meeting you will collect data for your experiment using your classmates as participants. Your group must arrive to this meeting with all of the materials needed to conduct your experiment. During this meeting you and your group members will be expected to take turns collecting data for your experiment and serving as participants in other groups' experiments. This meeting should be considered a rare one-time opportunity to collect data. There will be no other time your group will be able to collect data for your experiment. Collecting data outside this lab meeting time and/or with individuals other than your 217 classmates and teaching fellows is STRICTLY FORBIDDEN and will result in a major deduction from your lab component grade.

Lab Meeting 4 (**November 9**): During the fourth lab meeting your teaching fellow will teach you how to meaningfully summarize data as well as how to use excel to calculate descriptive statistics and create graphs. You should come to this meeting prepared with a plan for summarizing your data that you can discuss with your teaching fellow.

Lab Meeting 5 (**November 23**): During the final lab meeting your teaching fellow will teach you how to write an APA style research report (i.e., the various components of an APA report and style guidelines). You should come prepared with a rough draft of your paper as well as specific questions and problems you are having with its preparation.

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 to be a scientific community (e.g., when you receive peer feedback in Lab 2), but also we consider all sections of Psyc 217 as our common scientific community. You will be asked to communicate your research findings in written form (Individual APA Style Report), and in poster format (one per group) to be presented at the *Psychology 217 Research Methods Poster Session*.

Poster Session (10%): November 26, 7-8:30pm, East Atrium of UBC Life Sciences Institute

Five-hundred fifty students, a dozen Teaching Fellows, and four Instructors from across all six sections of Psychology 217 will come together to share and learn about each other's research projects. You will be asked to prepare, as a group, 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 approximately five of your peers' posters (from a different section). Your own poster will be evaluated by five peers (the average of these five ratings will equal 5% of your grade), as well as a Teaching Fellow (whose rating will comprise the other 5%). 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: TO ACCOMMODATE ALL SECTIONS, THE POSTER SESSION IS IN THE EVENING ON FRIDAY NOVEMBER 26. IT IS A MANDATORY COURSE EVENT; MARK YOUR CALENDAR NOW.

Individual Research Report (20%): Format, Submission (November 30) and Grading

The most important step in the research communication process for researchers is to clearly document their research as well as 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. The individual report is designed to give you experiences with a part of this process.

Reports are to be prepared independently; each group member must prepare his/her own report separately from the other group members. Evidence of collaboration or team work in preparing 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 or table), Discussion and References (at least 2). See Appendix A of your Cozby text and the Publication Manual of the American Psychological Association (5th ed.) for guidance in writing APA style reports.

Reports must be between 5 and 7 double spaced pages. This page limit does NOT include a cover page, references, graphs, tables or appendices. You must use 12 pt Arial font and margins must be set to 1" all around. Your paper should contain at least 2 references to related empirical journal articles.

Submission: Reports are due on November 30 (the last day of class). They must be submitted online to TurnItIn (using our class Vista site) AND an identical hard copy must be submitted to your instructor or teaching fellow. If you fail to do either (submit it in person or to TurnItIn) on or before November 30 your report will be considered late. You will lose 10% for each day the report is late. To submit your paper on TurnItIn you will simply need to log in to our Vista course. There will be a "turnitin" link to submit your assignment on the homepage.

Grading: The lab report is worth 20% of your grade. You will be graded on the following: Abstract and Introduction (4%), Method and Experimental Design (4%), Results and Figures (4%), Discussion (4%), APA format and Writing style (4%).

Communicating Psychology Assignment – 12%

This assignment is completed in two parts. The first is to choose, read, and briefly summarize the key points of an empirical journal article. The second – and here's the fun part – is to write about that article in a way that will capture the interest of non-psychologists. In about 500 words (acceptable range: 300 to 700), write a brief article that could appear in *Scientific American Mind*, *Psychology Today*, *LiveScience.com*, or a similar popular-style outlet. Your goal is to communicate the most important message of the research article in a way that will make it interesting and meaningful to the non-psychologist reader. The Part A (brief summary) is due on September 28, and Part B is due on October 5. More details on this assignment will be provided in the second week of class.

Midterm examination – 15%

There will be an in-class midterm exam on October 19 (true/false, fill-in-the-blanks, and written answer questions with about half a page of writing for each). More details will be provided on Wednesday October 12.

Final Examination – 30%

The final exam will be scheduled by the registrar, but will occur at some point between December 7 and 21. You must be available to write your final exam at any scheduled time so do not book any trips for these dates. If you have 3 or more exams scheduled to start and finish within a 24 hour period you may request to write the second exam on a different day. However, you must give the instructor of the second exam one month notice.

The final will consist of a mix of multiple-choice, true/false, fill-in-the-blanks, and written answer questions. **Although the material covered after the midterm will be featured prominently, this is a cumulative exam.** Research shows greater long term retention with multiple testing—not studying—opportunities (Roediger & Karpicke, 2006). Because this material is important for success in future courses, a cumulative final is most appropriate. More details will be provided on the last day of class.

Participation – 3%

This course is designed to be experiential – involving group discussion, interactive activities including i>clicker questions, and class projects. Thus, the success of the class for everyone, including your own comprehension of the material, depends upon your active participation. **Class attendance is expected.** If you are absent from class, it is *your* responsibility to find out what was covered, whether any announcements were made, etc. Your class contribution will be graded primarily based on your responses to i>clicker questions, but may include consideration of the following elements:

Poor Participation	Satisfactory Participation	Excellent Participation
Misses many classes and does not participate when present	Attends class regularly, but does not actively participate	Attends nearly every class and plays an active role in discussions
Submits very few or no requested i>clicker responses	Submits around half of the requested i>clicker responses	Submits most or all of the requested i>clicker responses
Submits very few or no requested comprehension checks	Submits comprehension checks inconsistently and/or thoughtlessly	Regularly submits thoughtful comprehension checks
Contributions are irrelevant or fail to demonstrate engagement with the material	Contributions are relevant and often demonstrate thought and engagement	Contributions are thoughtful and regularly advance the level of the course
Demonstrates noticeable lack of interest in the material	When prepared, participates constructively and makes relevant comments	Comments advance the discussion and the material
Never prepared	Preparation is inconsistent	Arrives fully prepared for every class
Frequently disruptive in class and no interaction during group work	Class discussion and dynamics are not affected by student’s presence	Actively supports, listens to, and engages peers during group work
Frequently late for class	Inconsistently on time for class	Very rarely late for class

Food for Thought on Active Engagement in Learning

In my Psyc 217 course last year (Section 8, January 2010), participation points were highly correlated with final grades (excluding participation points or HSP credits, $r = .48$). In other words, almost a quarter of the variance in students’ performance on exams and papers was predictable by their participation scores ($r\ squared = .23$). Participation was primarily determined by i>clicker scores, as well as verbal classroom participation. One way to interpret this finding is that my learning assessments (writing assignments, exams) rely on much of the same sort of active engagement for success as class participation does. We must be careful not to infer causation from a correlation, but it is an interesting finding nonetheless.



Research Experience Component (REC) – 5%

As part of this course, you will be asked 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 (human subject pool) 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 the last week of class so I strongly urge you to participate and confirm your accumulated credits *before* the last week of class. Further instruction on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

Because introducing you to psychological research is an important part of this course, the **REC is required**. However, as **an alternative to participation in subject pool studies you may choose to fulfill the REC by completing four library writing projects**, for which you read and summarize 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 between 2000-present in the journal Psychological Science. Each summary should be about 500 words and should include the purpose, method and results of the study. *NOTE: THE ARTICLE YOU CHOOSE FOR THE COMMUNICATING PSYCHOLOGY ASSIGNMENT CANNOT COUNT TOWARD THIS CREDIT. WE WILL BE CROSS-CHECKING THE ARTICLES.* If you choose the library option, you must (a) create an account on the online HSP system, (b) include your name, email, student number, course, section, instructor on each summary and (c) submit hard copies of your completed article summaries, together with copies of the summarized articles, to Dr. Ara Norenzayan at least 10 days before the end of classes.

The REC is worth 5% of your 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 (details given in Lab 1). 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 may make understanding research easier and may help you decide whether research is a reasonable career option for you. Indeed, by providing you with a window into the diverse types of research conducted in the psychology department you may find that you are interested in becoming more involved with one of the labs you visit.

What We Expect from You

PARTICIPATION This course is designed to be experiential, involving pair and small group discussions, large group discussions, class activities and writing, i>clicker questions, and regular feedback. Although some class time will be devoted to a traditional lecture format, the success of the class depends upon your active participation.

ATTENDANCE Please come to every class, prepared to participate. Bring your i>clicker (and a spare AAA battery), a pen and paper (in addition to a laptop, if you bring one), and an open mind. *If you miss class* you are responsible for obtaining missed notes and announcements. You will not be able to regain participation points for missed classes.

RESPECTFUL CONDUCT You are expected to treat all your classmates, your group-mates, your instructor, your TA, and yourself with respect at all times, both in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving to class on time and, especially if you are late, minimizing causing distractions for other students.

ETHICAL CONDUCT You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including dishonest use of the i>clicker (e.g., entering responses for an absent classmate). See the section on academic dishonesty for more information about plagiarism and exams.

ON TIME ASSIGNMENTS Late papers will be accepted up to 7 days late, but 10% per day will be deducted. No assignments will be accepted after 7 days (including weekends). Plan ahead to avoid penalties. **PAPER RE-GRADE POLICY:** If you feel very strongly that your paper was graded unfairly, you may choose to have your paper re-graded by the instructor. To qualify, you must email your TF within 2 weeks of the day paper grades are posted online (or papers are handed back, whichever is first). Re-grading may result in an increase or decrease, and that re-grade is final.

PRESENCE AT EXAMS & TESTS If you must miss an exam due to an extenuating circumstance like *severe* illness, you or your caregiver must (1) contact me at least 1 hour before the exam start time (or as soon as possible afterward), and then (2) provide a doctor's note or other documentation within one week of notifying me. If both conditions are met, you may schedule with our TA to write a comparable make-up exam. If **either** condition is not met, you will receive a zero.

FEEDBACK & COMPREHENSION CHECKS You will be consulted regularly for feedback about your learning, what elements of the course are working well for you, and what could be improved. For example, at the end of each class, you will have the opportunity to summarize your learning and ask a question you're curious or confused about. I will take up some of these Comprehension Check questions at the start of the next class. These Comprehension Checks are optional and can be anonymous if you prefer. However, over the course of the term I will learn who regularly contributes. I will take this into consideration when evaluating grades that are on the cusp (e.g., D vs. C, C vs. D).



We invite you to share your thoughts and suggestions with us, particularly about things we are able to change, and to be open to **working together to make this course a positive experience for all of us.**

What You Can Expect from Us

AVAILABLE We are here to help you and your classmates choose to succeed. Visiting us is typically more effective than email for clearing up questions. If our office hours absolutely cannot work for you, respectfully email us a few time and day options to make an appointment.

ONLINE SLIDES PowerPoint slides and handouts will be available *after* class on our WebCT Vista site, in the "Powerpoint slides" folder on the homepage.

PARTICIPATION We will make every effort to keep you interested in class by mixing things up and getting you involved in learning activities designed to help you learn. We will ask you to do only those activities that we believe will help you learn. To help document active learning, we will take some **photographs** throughout the term. Please see your instructor within the first two weeks if you have serious concerns about this.

FEEDBACK We will endeavour to provide you with feedback on learning appraisals (e.g., essays, exams) as promptly and as detailed as possible, given the frequency of appraisals.

RESPECTFUL & ETHICAL CONDUCT At all times, we aim treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

How to Submit Your Papers

Please submit

1. a **hard copy** at the start of the class period in which it is due, and
2. an electronic copy on **Vista** (which is linked to TurnItIn) by 11:59pm on the due date.

Why two submissions? **The hard copy is considered the master copy and is what will be graded; the electronic copy must match it.** The purpose of the Vista copy is so that we can use TurnItIn to cross-check your paper with an enormous database of websites, past submissions, and published works. See <http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm> to learn more about TurnItIn and UBC's policies about it.

A Note about Reading

Reading the text outside of class is essential for success in this course. This course will involve some class lectures along with demonstrations, class exercises, and class discussions. However, in class lessons cannot cover all the material in the textbooks; rather, the goal of lessons is to (1) highlight the more significant aspects of the readings, (2) discuss topics not well-covered by the readings in more detail, and (3) pull together broad themes to make better sense of the readings. Not all the material presented in the readings will be discussed in class, and vice versa. Thus, both a careful reading of text chapters and consistent class attendance are **strongly** recommended. **My strong suggestion is to read each chapter before we discuss it in class** so that you know what questions you want to ask and are able to participate.



Learning Tools to Investigate!

We encourage you to take responsibility for your learning and check out what these resources might have to offer you.



TIME MANAGEMENT Tools for managing all your courses: <http://www.arc.sbc.edu/timeschedule.html>, <http://learningcommons.ubc.ca/get-started/study-toolkits/time-management-toolkit/>, and for planning papers: <http://assignmentcalculator.library.ubc.ca>.

UBC ACADEMIC REGULATIONS Information about academic regulations, course withdrawal dates and credits can be found in the [University Calendar](#).

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 tech 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 Writing Centre (www.writingcentre.ubc.ca) also has tutoring services, including an [Online Writer's Workshop](#). The Writing Centre has also paired up with the Library to offer [Student to Scholar online guide to preventing unintentional plagiarism and organizing your writing activities](#). Also, Purdue University offers an amazing collection of information about writing, including using APA style, at their Online Writing Lab (OWL), available at <http://owl.english.purdue.edu/owl>.

PHYSICAL OR LEARNING DISABILITIES Our teaching team and UBC generally 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 in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, www.students.ubc.ca/access.

Psychology Department Grading Policies

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. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. *Psyc 217 is the one exception to this. Our mean may slightly exceed this value (up to 71%, same standard deviation).* **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. At UBC, they convert according to the key below:

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%		



Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

A RANGE: *Exceptional Performance.* Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B RANGE: *Competent Performance.* Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

D-C RANGE: *Adequate Performance.* Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

F RANGE: *Inadequate Performance.* Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on For Key Definitions and Consequences.

Don't try it, don't do it. The consequences are more severe than you may think: you will fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Position on 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 scanned and 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 plagiarism; instructors receive copies of these reports for every student 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.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals.

Do use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.) When instructed to do so, you may use sources such as Google/Yahoo/MSN Search/etc. to find articles for assignments in this course, particularly Google Scholar.

"Be careful and critical of what you read and choose to cite."

Be careful and critical of what you read and choose to cite. Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate. **Do not** copy and paste text from other sources, even in a draft. If you ever have any questions about what sources to use or how to cite them without plagiarizing, please see your instructor or Teaching Fellow before handing in your assignment.

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

Do note that during exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

*"If you ever have any questions about what sources to use or how to cite them... please see your instructor or Teaching Fellow **before** handing in your assignment."*

Our Class Schedule

The schedule may be modified during the semester. Any changes will be announced in class and posted on Vista. Students are responsible for being aware of these changes, whether or not they attended the class in which any changes were announced.

Week	Date	Topics	Stanovich Readings	Cozby Readings	Important Events
1	Sept 7	Welcome! Course & Vista Overview Science Basics	Syllabus		Register your i>clicker
			Chapter 1	Chapter 1	
2	Sept 14	Hypotheses, Falsifiability Operationism, Variables and the Experimental Method	Chapter 2 Chapter 3	Chapter 2 Chapter 4	
3	Sept 21	Correlational Design Experimental Design	Chapter 5 Chapter 6	Chapter 8	
4	Sept 28	Experimental Design, <i>continued</i> Practical Considerations when Designing Research & Questionnaires		Chapter 9 Chapter 7 (pp. 124-131 only)	Communication Assignment Part A Due Lab #1 – 9pm-10pm
5	Oct 5	Experimental Design, <i>continued</i> Ethics of Research		Chapter 3	Communication Assignment Part B Due
6	Oct 12	Ethics of Research, <i>continued</i> (midterm tips, review)			Lab #2 – 9pm-10pm TCPS Certificate due
7	Oct 19	Midterm			
8	Oct 26	Measurement Concepts		Chapter 5	Lab #3 – 9pm-10pm
9	Nov 2	Quasi-Experiments Complex Designs	Chapter 9	Chapter 11 Chapter 10	
10	Nov 9	Describing Data		Chapter 12	Lab #4 – 9pm-10pm
11	Nov 16	Probabilistic Reasoning & Chance Inferential Statistics	Chapter 10, 11	Chapter 13	[Online Student Evaluation of Teaching]
12	Nov 23	Inferential Statistics, <i>continued</i>			Lab #5 – 9pm-10pm
	Friday Nov 26				Poster Session 7-8:30pm, LSI
13	Nov 30	Observation, Case Studies, & Testimonials Generalization and Interpretation Issues1990003 Synthesis	Chapter 4 Chapter 7, 12	Chapter 6 Chapter 14	Lab Report Due

The design of this course and syllabus were critically informed by insights from a similar course designed by Dr. A. Carle (U. North Florida), whose peer-reviewed syllabus is available from the *Society for the Teaching of Psychology's Office of Teaching Resources in Psychology* website, as well as syllabi from Dr. A. Perrino (UBC) and Dr. C. Cuttler (UBC), and the experiences of students in Psyc 217 Sections 901 and 008, Winter 2008/2009 and 2009/2010.