

PSYC 201 (A02): Research Methods in Psychology

Fall Semester of Winter 2016 Session (Sep-Dec 2016) CRN 12777

Lectures Tuesdays and Thursdays 4:30-5:50 in DTB A104

Students are responsible for knowing and understanding the contents of this document. The first iClicker quiz, to be given at the beginning of Lecture 2 on 13 September, will pose questions about this document.

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Contact Details

- * Instructor: Steve Lindsay, slindsay@uvic.ca, 721-8593, office hour Weds 1-2 or by appointment Cornett A187.
- * Lecture TA: Joseph Sheppard, josephs@uvic.ca, office hour Fridays noon to 1 in Cornett A051.
- * Lab TA: Mario Baldassari, mjbldssr@uvic.ca
- * Website: <http://coursespaces.uvic.ca/course/view.php?id=20570>

Required Text

Morling, B. (2015). *Research methods in psychology: Evaluating a world of information* (2nd ed.). New York: WW Norton.

A copy of this text is on reserve in McPherson library, but having your own copy of the text from the very beginning of the class is a major advantage. The second edition has different chapterization from the first; if you use the first edition then you are responsible for figuring out which chapters you are supposed to be reading when.

Course Objectives

This course aims to help you develop skills required to (a) conduct rigorous scientific research in psychology, (b) communicate your research to others, and (c) evaluate research by other psychologists (and, more generally, think critically about the evidence for and against claims in everyday life). Thus this course fosters methodological, analytical, and communication skills that are invaluable in a wide range of everyday applications (making decisions about health care, shopping, voting, etc.) and in numerous lines of work. My hope is that this course will change the way you think.

Keys to Success

This course will challenge you to master a large number of new ideas. The material is more cumulative than in most psychology courses; comprehension of concepts in week N requires mastery of concepts presented in week $N-1$. Keep up with the work as we go along. Do the readings in an actively engaged way BEFORE lectures. Participate in lectures. Review your notes after each lecture. Seek help from me or the TA if you have trouble understanding the material. You are paying for this course and investing your precious time in it, so I encourage you to get everything out of the course you can.

Regular class sessions will primarily be lectures on topics covered in the text, but (a) text material will not simply be repeated but rather presented in different ways intended to enhance understanding of the concepts, (b) some lectures will include material not mentioned in the text or that differs from the text and that will appear on tests and/or the final, and (c) some lectures will include information related to labs. Attending lectures is important for success. Reading the text is also important. Tests in this course emphasize material that is in both text and lecture, but they do cover some material that is only in the lecture, and some material that is only in the text. Attending labs is required.

CourseSpace Features

Don't just sit there – participate! University-level learning isn't about passively receiving information, it's about actively creating new ways of thinking. The more you engage with and contribute to the course, the more you'll get out of it. Using the iClicker in lecture (see below) will encourage preparation and active engagement.

Check Your Computer. If you wish to access CourseSpaces on your own computer, make sure it has the appropriate software. Go to <http://moodle.uvic.ca/file.php/1/detect/index.htm> (which is designed for Moodle but if you are good to go with Moodle you should also be good to go with CourseSpaces).

Edit Your Profile. Login to <http://coursespaces.uvic.ca/my/> Check out the Student Orientation video. Click on “My profile settings” and upload a photo of yourself – that will help me get to know you as an individual.

Course Announcements: I'll use this for important course-related announcements; these will be sent to you via email. Please check your email at least daily. Email may not be as cool as texting or Twitter, but using it is part of your responsibility as a student.

Student Discussion Forum: A place for students to talk with one another about the course. Maybe you're having trouble getting a particular concept, or maybe you made a connection between something in this course and some other course, or maybe you want to complain about some aspect of the course. If so, check out this optional Forum. See <https://elearning.uvic.ca/moodle/students> for information about using forums. Please be civil.

Other Such Stuff: I'm interested in fostering student engagement so I'm keen to hear about other "platforms for participation" (e.g., things that other profs are doing that seem to work well or your own new ideas). Email me!

Requirements/Assessment Techniques

iClickers

In every lecture I will create opportunities for students to respond to questions and/or to participate in demonstrations using iClickers. An iClicker looks like a remote control; I pose a multiple-choice question (projecting the question on the

screen), you press a button to indicate your choice, and your answer is recorded and linked to your student number. You are not *required* to use an iClicker, but I believe that you will benefit from doing so. Thus I encourage you to bring an iClicker to every class after the first class. You can purchase a new or used iClicker at the UVIC bookstore, or you may be able to buy (or borrow or rent?) an iClicker from another student. Two students can share an iClicker provided they do not both have classes that require the iClicker in the same time block (i.e., a given iClicker can be used by only one student at any given time; thus two students cannot share an iClicker in one class). Many large classes at UVic use iClickers so although you can sell your iClicker after this class (last I heard the Bookstore pays \$30 for a used one), you may want to keep it for use in future classes.

Visit <http://www.uvic.ca/systems/support/learningteaching/iclicker/> for detailed instructions on how to register your iClicker. If you forget to register, just keep coming to class and using your iClicker; my computer will keep track of your responses (by iClicker number) and once you register your iClicker it will associate your past responses with your ID.

The model iClicker 2 (\$64.75 new, \$48.75 used in the bookstore) has a little screen, and the unit's serial number is displayed when the unit is first turned on. The original model iClicker is no longer sold by the bookstore, but if you already have one or acquire one from another source you can use it in this class. These older models have LEDs: A green LED indicates that your response was received by my computer, a red LED indicates a problem. There is also the option of using a smart phone, laptop, etc., using the iClicker GO app for a modest fee. If you use this GO option there is a chance that your data might be stored in the US and hence could, in principle, be accessed by the US government; also, there is some chance that there will be a delay between you making a response and me receiving it—one or two students have tried the GO app in my past classes and had trouble with it so I do not recommend it.

Throughout each lecture I will invite class members to respond to multiple-choice questions using their iClickers. Except for the very first class, the first +/- 3 questions of each lecture will pertain to the preceding lecture and/or to the assigned readings for that day's lecture, and students will be graded on their accuracy. Other clicker questions throughout the lecture will not be graded on accuracy, but will instead count toward participation marks as long as you respond to 75% of opportunities. iClicker points can only be earned by being in class with a functioning iClicker. Each student's three lowest iClicker scores will be dropped (this is to allow for absences due to illness etc.). At the end of the semester, I will calculate two grades for each student, one with and one without iClicker performance, and award each student the higher of the two totals.

Tests

There will be three in-class tests, spaced approximately equally across the semester, on ideas presented in the text and/or in lecture: 4 Oct, 3 Nov, and 1 Dec. These tests are non-cumulative and feature multiple choice questions mixed with a few short answer questions. A full class period will be allotted for each test. There will also be a cumulative final exam covering the entire course, similar format to the tests but longer, which will be given during the exam period. Do not schedule travel until the date of the final exam is determined.

Lab Assignments

Each student must be registered in a lab section associated with this lecture section (sections B05, B06, B07, and B08). Labs will meet for a casual get-acquainted session in the first week of class, and there is a lab each week thereafter (in week two, labs meet in McPherson Library). There will be five lab assignments, each worth up to 3 points depending on the quality of the work (max total = 15 points). See the folder on the CourseSpaces site titled "Lab Stuff." Further details of the lab assignments will be communicated by the lab TA Mario Baldassari.

Lab Report

A scientific report drawing on the labs. A complete draft is due in lab on 30 Nov or 1 Dec (depending on your lab section) as one of the lab assignments mentioned above. The final version of the report, worth up to 15 points, is to be sent to the lab TA via email by 5pm on Friday 9 Dec 2016. Details of the requirements for the paper are described in another document in the folder on the CourseSpaces site titled "Lab Stuff."

Lab Participation

Lab attendance/participation (4 points): Participation and attendance in labs are critical to success in the lab and the course. There will be several lab sessions that require active engagement and discussion. Questions, comments, and participation will contribute in a positive way to the overall learning environment. Each student will be graded as follows:

4 = No missed labs without documentation; usually on time and highly engaged in most lab activities; provided insightful suggestions on several occasions.

3 = Missed 1-2 labs without documentation; sometimes late; participation was adequate and student provided relevant comments and demonstrated interest in discussion.

2 = Missed 3-5 labs; often late; often disengaged and comments did little to advance discussion or lab activities.

1 = Missed most labs; usually late; lack of interest in discussion; little to no input given.

0 = Missed all or almost all labs; Little or no participation noted.

Grading

At the end of the course your final mark will either include iClicker points or not, whichever gives you the higher mark. The maximum iClicker total is 17 points, with 8.5 coming from the daily quiz and 8.5 from participation marks (i.e., using clicker during in-class demonstrations etc.). For students whose final marks includes iClicker marks, Test 1 will be worth 7 points, Tests 2 and 3 will be worth 10 points each, and the final exam will be worth 22. For students whose final mark does not include iClicker marks, Test 1 will be worth 9 points, Tests 2 and 3 will be worth 13 points each, and the final exam will be worth 31 points. If at the end of the semester your iClicker percentage is as high or higher than your test/final percentage, then you will get a mark that includes iClicker points. Thus iClicker points can help you and are especially likely to help you if you routinely come to class prepared to participate; no matter what, iClicker points cannot hurt you.

Sources of Points (and Max Possible Points)

Source	With iClicker Marks	Without iClicker Marks
iClicker Marks	17	--
Test 1	7	9
Test 2	10	13
Test 3	10	13
Lab Participation	4	4
Lab Assignments	15	15
Final Lab Report	15	15
Cumulative Final Exam	22	31

Each of the dimensions above will be marked as per UVic guidelines for undergraduate grades (see <http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/grading.html>). Each student will receive a score for each component listed above; these will be weighted as per the percentages indicated above and then summed to determine your total points, which will be converted into a letter grade as follows: 90 and up = A+; 85 to 89 = A; 80 to 84 = A-; 77 to 79 = B+; 73 to 76 = B; 70 to 72 = B-; 65 to 69 = C+; 60 to 64 = C; 50 to 59 = D; 0 to 49 = F. Marks will be rounded up from .5 (e.g., 89.499 = A, 89.50 = A+).

Any student who does not (a) attend at least some of the labs, (b) submit the Final Lab Report, and (c) take the Cumulative Final Exam will receive a grade of N (a failing grade that factors into the grade point average as a 0). It is also possible to do all of those things but do them so poorly as to earn a grade of F (also a failing grade that factors into the GPA as 0). There is no minimum conditions for writing the final exam or for other course components.

Course Experience Survey

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). When the class is 5/6 over, an email will be sent inviting you to complete the CES online. But please wait and complete the CES in class on Tuesday 29 November. I will set aside approximately 15 minutes at the beginning of class that day for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. I will remind you of the date about a week in advance, via an announcement in class and/or via an email announcement. You will need your UVic netlink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.

Extra Credit for Research Participation

Up to 3 points of extra credit can be earned by participating in research projects posted on the UVic Psychology Research Participation website <http://uvic.sona-systems.com/>. You will earn 0.5 points for each 30 minutes (or portion thereof) of participation if you have the researcher complete and sign the top portion of the P201 Extra Credit Form (from the course Moodle site) and you complete the lower portion and turn it in to me no later than 1 December 2016. Note that students in PSYC 100A/B earn points at twice this rate (because that course uses a 200-point grading system). You must be eligible for each study for which you sign up. To earn all 3 bonus points, you must participate in at least two different studies (i.e., a single 3-hour study is not acceptable). Extra credit will be added to your final score (e.g., if you had an 83 in the course, and earned all 3 points, you would get an 86 and so get an A instead of an A-). There is no penalty for not earning extra credit. The rationale for the extra credit policy is that participating gives you hands-on experience in psychological research, completing the form requires you to practice conceptual and writing skills relevant to this course, and participating gives you contact with upper-level students engaged in research. If you sign up to participate in a study, you **MUST** keep the appointment and be on time, and you **MUST** take with you a copy of the P201 Extra Credit form. If you previously used the SONA system, do not create a new ID; your SONA user-ID is the first part of your UVic email (i.e., the part before “@”) and you can ask to be reminded of your password at the SONA site <http://uvic.sona-systems.com/>.

Article Reviews as an alternative to participation in research Some students face obstacles to participating in research and others may simply not wish to participate in research. As an alternative way of earning bonus points by learning about research, students can write up to 3 short (2 pages double spaced) reviews of psychology journal articles reporting original research on any topic except distracted driving. Note that these **MUST** be independent of readings you are doing as part of other courses. Each review will be worth 1 extra credit. You must obtain written (emailed) approval for each article before writing a review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify Lecture TA Joseph via email no later than 15 October. The last date for submitting **proposed** articles is 15 November. Completed reviews must be submitted electronically to Joseph as Word documents no later than midnight on 1 December.
- Identify title, author(s), source, and year of the article and either attach a PDF copy of the article or include a link to it.
- Clearly summarize the psychological concepts in the article, briefly describe the methods and the reported results, and discuss the implications of the results. Critically evaluate the article
- Keep a copy of your review in the unlikely event that we misplace the original.

Other Matters

Disruptive Behaviours in Class

Please respect your classmates' right to participate in class activities. If you wish to chat about other topics during class time, that is fine as long as you do it somewhere else. With the exception of class sessions used for tests, you are welcome to use electronic devices during class in ways that support your comprehension and retention of the material (e.g., to take notes, record the lecture, look things up, do calculations), but not in ways that are likely to distract you and those around you. I will ask any student engaging in disruptive behaviours in class to leave.

Academic Concession

Missed daily quizzes cannot be made up (and are in any case optional). Missed tests (other than the final exam) will receive a score of zero unless I receive satisfactory written evidence within two weeks that the absence was due to personal illness or accident, family affliction, or official University activity. [Do not submit the Request for Academic Concession form for missed tests; that form is used only for missed final exams.] If you miss the final exam then go to Records Services and complete and submit a "Request for Academic Concession," normally within 10 working days of the end of the formal examination period. Records Services will forward the form to me. If I grant the concession, I will determine how to deal with the situation (for example, a deferred exam). Late lab assignments and the paper will be docked one point per day late, unless the tardiness is excused on the basis of written evidence that the absence was due to personal illness or accident, family affliction, or official University activity.

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete a course without meeting the prerequisites for that course ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Registration Status

Students on the wait list who meet the course prereqs will be added to the course from the wait list in the order listed. If on the waitlist, pay particular attention to your uSource Preferred Email Address, as there is a 24-hour limit to respond once a waitlist offer is sent, and failure to respond is not in itself sufficient ground for the approval of a Request for a Late Add; if you are on the wait list and decide not to take the course, please remove yourself from the wait list. You are responsible for ensuring that this course is not considered to duplicate or be mutually exclusive with a course already on your transcript. If you wish to drop the course you are responsible for doing so – if you simply stop attending but stay registered you will get an N. Students are responsible for verifying their registration status. Registration status may be verified using My Page (<https://www.uvic.ca/cas/login>), View Schedule. Course adds/drops will not be processed after the deadlines:

Course Drop Deadlines: The last day for dropping a course with a 100% fee reduction is 20 September; the last day to drop without penalty of failure is 31 October. Every semester some students fail (get an N) because they quit doing the work but forget to drop. Don't let that happen to you.

Course Add Deadline: The last day to add a course that begins this term is 23 September.

Students with Disabilities

If a disability makes it difficult for you to write exams or perform other course tasks, please complete the Exam Accommodation Request form (available from the Resource Centre for Students with Disabilities) and submit it to me within the first two weeks of the course. A referral from the RCDSD is required in order to receive exam accommodations. See http://rcsd.uvic.ca/academic_accom.ihtml for more information.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members, and so am I. If you qualify for a special accommodations please let me know and I will do my best to be helpful.

Questions/Problems

I want you to come see me during office hours if you need help or just to chat about the course. Bright, motivated students come to instructors' office hours

If you have a concern about the marking of a test, please first review your notes and the text to try to understand the marking on your own. If that doesn't work, then please check with the Lecture TA via email or during the TA's office hours (see top of this document). If after talking with the TA you are still not satisfied, then please contact me via email or during my office hours.

If you need help understanding the material presented in the text or lecture, you can contact either the Lecture TA or me during our office hours or via email. For general help on study skills, visit www.coun.uvic.ca/learning/

If English is not your first language and you are having trouble because of that, please contact the English Language Centre (www.uvcs.uvic.ca/elc/) for advice.

If you have trouble using the research bonus point system, please contact p100res@uvic.ca.

If you have problems with email or NetLink, please contact the Computer Help Desk at helpdesk@uvic.ca or call (250) 721-7687 or go to Clearihue A004.

Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times. See www.uvic.ca/mentalhealth

Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic Integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. The offences defined by the policy can be summarized briefly as follows:

1. Plagiarism. You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. Multiple Submission. Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. Falsifying Materials Subject to Academic Evaluation. This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. Cheating on Assignments, Tests, and Examinations. You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. Being an Accessory to Offences. Helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of

seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating.

In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University. Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>). Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>
3. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
4. Dr. Mitchell of the UVic English Department: http://web.uvic.ca/~amitch/teaching_files/Avoiding%20Plagiarism.pdf

Don't delay! Engage in the course from the beginning. Get your money's worth. Go for it! Thrive.