Psychology 201
Research Methods
Time: 10:00 – 11:20 PM (M, Th)
Cornett B112

Professor: Jim Tanaka, Office hour: Thursdays, 11:30 AM –12:30 PM or by appointment. Email: jtanaka@uvic.ca.
Location: Enter through Cornett A177, turn right and proceed to Cornett A189.

Teaching Assistant: Sepideh Heydari, Office hour: Mondays, 1-2 PM and by appointment. Email:
heydari@uvic.ca

Lab Instructor: Simen Hagen, Office hour: TBA and by appointment. Email: shagen@uvic.ca

Text (Required): Morling, B. (2013). Research Methods in Psychology (2nd Edition). W.W. Norton Company Inc.,
New York, NY.

Course Description
In this course, you will be introduced to the theoretical assumptions and research methods applied in psychological
research. You will have an opportunity to experience first hand, the thrill, excitement (and occasional agony) of
doing real psychological experimentation. The course will emphasize the conceptual and related statistical rationale
underlying different research methods, such as surveys, controlled experiments and observational methods. The
topics covered in the course include the nature of variables, types of measurement, how to generate and test
hypotheses, types of validity, and how to interpret and report results.

We want the course to be personally engaging and socially interactive! To encourage your direct participation, we
will solicit your personal opinions and judgments about concepts presented in the course using iClickers. This is a
chance for you to voice your opinions on a particular topic and compare them to your classmates. We have also
designed a series of small group exercises that are intended to stimulate your thinking and generate lively
discussions. Our hope is that the course will offer you an immersive experience allowing you to synthesize material
from the lecture, text, labs and in-class discussions. The overall goal of the course is to provide students with the
knowledge, technical skills and inspiration to conduct scientific research in psychology.

Course Theme – "It's all about faces"
I believe that it is difficult to understand research principles and techniques in a vacuum. It makes more sense to
ground research concepts in a concrete field of study. For this course, I've decided to use face recognition as the
central theme for the course. For psychologists, faces are fascinating. They define our identity - our sense of self and
even, our sense of worth. It can influence our social status, our perceived allies and presumed adversaries. It is the
mirror that reveals our inner most feelings or the mask that disguises our true emotions. Our ability to recognize
faces and facial emotion is an amazing feat of perception. Despite the perceptual similarity of all faces (i.e., we all
have two eyes, a nose and a mouth), we can recognize the identity of a familiar face and an emotional state in a blink
of an eye. Faces offer a variety of topics and questions for investigation, such as "What makes a face attractive?,"
"Are men or women better at reading the emotion in a face?," "Is the right side or the left side better at face
perception?" These topics will be used to motivate many of the examples used in lecture and "faces" will be the
focus of your final lab project. The study of face recognition should provide an interesting research domain for
exploring the principles of psychological science.

Course Requirements
1.) *iClicker participation* - Psych 201 uses the **iClicker Personal Response System** (http://www.iclicker.com) as a
means of involving you as an active participant in the class. For information on how to register your clicker and
related information, go to the UVic Learning Systems website:
http://elearning.uvic.ca/iclicker/students#registering_clicker. Clickers cost $47.50 new from the bookstore for the
second generation iClicker. Used first-generation clickers are about $31. We will base a small percentage of your
final mark (3.0%) on your in-class participation. To receive the full 3.0%, you must provide clicker response on at
least 80% of the days in which we record participation. If you attend 70-79% of the classes, you will receive 2% and

if you attend 60% to 69% of the classes, you will receive 1%. iClicker attendance will be recorded three times per term. If you happen to forget your iClicker, you can send me a photo of the notes for the missing lecture. (3.0% of grade)

2.) *In-class discussion group assignments* – We will pose a thought problem or question for the class to tackle in small groups, composed of 4 to 5 students. The group will have approximately 30 minutes in-class time to discuss the given problem and record their responses on a worksheet. Occasionally, students will be allowed to work on their assignments after class. The worksheet will be submitted at the end of the class session and evaluated on a 10 point scale. There will be 5 to 6 in-class group assignments in total. (12% of grade)

3.) *In-class tests* – Three in-class tests will be given based on material presented in lecture or in the text. Please see schedule for exact dates for the tests. The format of the tests will be short answer and multiple choice. Although the tests will focus on new material, major concepts from a previous test may also be tested. (Each test is worth 15%; 45% total)

4.) *Lab assignments* – Labs are an integral part of the course where you will put your knowledge of research methods into practice. You will be asked to form lab teams to design, execute and write-up an original research experiment related to face recognition. (40% of grade)

Summary of Course Requirements
iClicker Participation = 3%
Small Group Activities = 12%
3 Tests (15% each) = 45 %
Lab = 40%

A word about course notes
I will try to post course notes on CourseSpaces by 10 PM the evening before each lecture, but please be advised that the content that I present in class might change. If there are significant revisions in my slides I will post the revised slides and label them as "updated".

Absentee Policy
Students who miss an in-class test or activity will receive a mark of zero unless they have documentation of an illness, health condition or family emergency. To verify the reason for an absence, students must provide a written explanation signed by a medical doctor, health care professional or parent.

Grading Standards (Note the change in scaling)

A+ = 90 - 100%	B- = 70 – 72%	D = 50 – 59%
A = 85– 89%	C+ = 65 – 69%	F < 0 – 49%
A- = 80 – 84%	C = 60 – 64% (min. for	
B+ = 77 – 79%	majors)	
B = 73 – 76%		

Schedule*		
Dates*	**Topic**	**Reading**
Sep. 08	Introduction and overview	Chapter 1
Sep. 12	Non-scientific approaches to human behaviour	Chapter 2
Sep. 15	Scientific methods in psychology	
Sep. 19	Characteristics of good science	
Sep. 22	Operational definitions of behaviour	
Sep. 26	Ethics: History, deception, informed consent	Chapter 4
Sep. 29	Ethics 2: Animal rights	
Oct. 03	TEST #1 (iClicker marks for first section)	
Oct. 06	Claims: Frequency, Association, Casual	Chapter 3
Oct. 10	THANKSGIVING (No Class)	
Oct. 13	Validity (construct, statistical, internal, external)	Chapter 5
Oct. 17	Threats to validity	Chapter 11
Oct. 20	Controlling for threats to validity	
Oct. 24	Placebo Effect	
Oct. 27	Surveys/Observations	Chapter 6 & 7
Oct. 31	TEST #2 (iClicker marks for second section)	
Nov. 03	Descriptive statistics: central tendency	Pages 441-462
Nov. 07	Descriptive statistics: variability	
Nov. 10	Reading Break (No Class)	
Nov. 14	Inferential Statistics I: Difference between two groups	Pages 463-474
Nov. 17	Inferential Statistics II: Type 1 and Type 2 Errors	Chapter 10
Nov. 21	More than one independent variable	
Nov. 24	Poster Session I	
Nov. 28	Poster Session II	
Dec. 01	TEST #3 (iClicker marks for third section)	
	*Approximate dates for topics	

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2016-2017

Prerequisites

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

Program Requirements

For more information see pages 383-386 of the UVic Calendar 2016-17.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

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.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)

- *What to do if you miss an exam other than one scheduled during the formal examination period*

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- *What to do if you miss an exam scheduled during the formal exam period*

Apply at Records Services for 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 the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- *What to do if you require additional time to complete course requirements*

Apply at Records Services for 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 the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

Policy on Academic Integrity including 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 , p. 55-58, UVic Calendar 2016-17). 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**. This means that 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 (p. 55-58 in 2016-17) (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