Respect for Diversity
I would like to acknowledge the Songhees, Esquimalt and WSÁNEĆ (wh-sah-nuch) peoples on whose traditional territory the University of Victoria stands and whose historical relationships with the land continue to this day. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

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 disappointment) of doing real psychological experimentation. The course will emphasize the conceptual 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 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?,” “Can you tell when someone is lying?” 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. As a unique feature of this class, you will create and execute an experiment of your own design. You will analyze data collected from the experiment and write-up the final results in your lab paper.
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%) on your in-class participation. To receive the full 3%, 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 2%, if you attended 60% to 69% of the classes, you will receive 1%, below 60% is zero credit. iClicker attendance will be recorded three times per term. If you forgot your iClicker for a lecture, you can send me a photo of the notes for the missing lecture. (3% 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. Late assignments will be accepted with a 10% grade deduction (e.g., 80% mark is reduced to 70%) (12% of grade). All late assignments must be turned in by the last day of class (April 4th, 2017).

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 a combination of essay, short answer and multiple choice. The essay and short answer questions will focus on the lecture material and the multiple choice will be taken from the text readings. 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% 
In-Class Activities = 12% 
3 Tests (15% each) = 45% 
Lab = 40%

The final letter grade in the course will be based on total percent score rounded to the third decimal point as shown: Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A).

Grading Standards (Note the change in scaling)
A+ = 90 - 100% 
A  = 85– 89% 
A-  = 80 – 84% 
B+ = 77 – 79% 
B  = 73 – 76% 
B- = 70 – 72% 
C+ = 65 – 69% 
C  = 60 – 64% 
D  = 50 – 59% 
F   <  50

A word about course notes
I will post my 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 differ. If there are significant revisions in my slides I will post the and label them as “update”.

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.
<table>
<thead>
<tr>
<th>Dates*</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Sep. 07</td>
<td>Introduction and overview</td>
<td>Chapter 1</td>
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<tr>
<td>Sep. 11</td>
<td>Non-scientific approaches to human behaviour</td>
<td>Chapter 2</td>
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<td>Sep. 14</td>
<td>Scientific methods in psychology</td>
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<td>Sep. 18</td>
<td>Characteristics of good science</td>
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<tr>
<td>Sep. 21</td>
<td>Operational definitions of behaviour</td>
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<td>Sep. 25</td>
<td>Ethics: History, deception, informed consent</td>
<td>Chapter 4</td>
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<tr>
<td>Sep. 28</td>
<td>Ethics 2: Animal rights</td>
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<tr>
<td>Oct. 02</td>
<td>TEST #1 (iClicker marks for first section)</td>
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<tr>
<td>Oct. 05</td>
<td>Claims: Frequency, Association, Casual</td>
<td>Chapter 3</td>
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<tr>
<td>Oct. 09</td>
<td>THANKSGIVING (NO CLASS)</td>
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<tr>
<td>Oct. 12</td>
<td>Correlation to causation</td>
<td>Chapter 5</td>
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<tr>
<td>Oct. 16</td>
<td>Reliability and validity</td>
<td>Chapter 7</td>
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<tr>
<td>Oct. 19</td>
<td>Observations/Surveys</td>
<td>Chapter 6</td>
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<td>Oct. 23</td>
<td>Designing an experiment</td>
<td>Chapter 10</td>
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<tr>
<td>Oct. 26</td>
<td>Avoiding threats to validity</td>
<td>Chapter 11</td>
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<tr>
<td>Oct. 30</td>
<td>TEST #2 (iClicker marks for second section)</td>
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<tr>
<td>Nov. 02</td>
<td>Descriptive statistics: central tendency</td>
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<tr>
<td>Nov. 06</td>
<td>Descriptive statistics: variability</td>
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<tr>
<td>Nov. 09</td>
<td>Hypothesis testing: Finding differences between conditions &amp; groups</td>
<td></td>
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<tr>
<td>Nov. 13</td>
<td>READING BREAK</td>
<td></td>
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<tr>
<td>Nov. 16</td>
<td>Statistical power, effect size and alpha</td>
<td>Pages 463-474</td>
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<tr>
<td>Nov. 20</td>
<td>Comparing more than two groups or conditions</td>
<td>Chapter 12</td>
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<tr>
<td>Nov. 23</td>
<td>TEST #3 (iClicker marks for third section)</td>
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<tr>
<td>Nov. 27</td>
<td>Poster Session I</td>
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<tr>
<td>Nov. 30</td>
<td>Poster Session II</td>
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*Approximate dates for topics
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 308-313 of the UVic Calendar September 2017.

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, September 2017, p. 49-51)

• What to do if you miss the final exam scheduled during the formal exam period

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. 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 miss an exam other than one scheduled during the formal exam 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 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 course. 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
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/calendar2017-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html), p. 46-48, UVic Calendar September 2017). 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **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.

4. **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.

5. **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.

6. **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. 47 in September 2017).

The definitive source for information on Academic Integrity is the University Calendar (p. 46-48 in September 2017) ([http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html))

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)