

Psychology 201
Spring Term, 2022 (Online)
A Critical Approach to Research Methods in Psychology
Time: 10:00 – 11:20 AM (M, Th)
Recurring Zoom Link: <https://us02web.zoom.us/j/84815685649>

Lecture Facilitators

Jim Tanaka, Zoom meetings by appointment. Email: jtanaka@uvic.ca.
Maddie Gregory, Zoom meetings by appointment. Email: maddiegregory@uvic.ca

Lab Coordinator

Rachel Krahn, Zoom meetings by appointment. Email: rachelkrahn@uvic.ca

Course description

In this course, you will be introduced to the theoretical assumptions and research methods applied in psychological research. Psyc 201 – A Critical Approach to Research Methods in Psychology – is synchronous course that will be taught remotely via Zoom. In this course, 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 quantitative and qualitative approach to psychological research. 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 will discuss and critique the assumptions of standard hypothetic-deductive methods and consider alternatives. We hope that the course will provide you with the knowledge, technical skills and inspiration to conduct scientific research in psychology.

Psyc 201 is divided into two parts: a lecture component and a lab component.¹ In lecture, we will discuss the theories, assumptions and methods used to study the mind and behavior in psychology. In lab, you will have an opportunity to design your own psychological experiment on implicit bias using the TELLab software progeram. You will have the change to collect and analyze data from lab members and present your findings at our end-of-term virtual conference. **The lecture portion constitutes 75% of your final grade and the lab portion constitutes 25% of your final grade.**

Intellectual goals

We feel that it is our responsibility provide you with solid training in the scientific study of behaviour and mind. It is our hope that through this course, you will learn to “think like a scientist”. Our goal is for you to build your scientific reasoning skills in scientific literacy in the areas of reading and writing. For the reading portion, you will be asked to read and critique psychological papers and offer your comments on a learning platform called Perusall (<https://perusall.com>). Perusall teaches you the proper way to read and critique a scientific article. Perusall tracks the amount of time you spend reading an assigned article and awards marks for the number of visits and the quality of your comments. To strengthen your analytic writing skills, the three exams will be in essay format. The essays will be evaluated based on the quality of the writing (e.g., grammar, structure), integration of course concepts and conciseness.

Respect for diversity

We 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' 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 our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Please let us know ways to improve the effectiveness of the course for you personally or for other students or

¹ Both the lecture and lab components will be taught online for the spring 2022 term. If face-to-face instruction is permitted, students will have the option of attending the lectures in-person or remotely.

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. Know that we value your presence as a learner and student in Psyc 201.

Course Requirements

1.) *Three exams (60%, 3 exams 20% per exam)* – Three take-home tests will be given based on material presented in lecture or in the text. The exam will consist of two essay questions. The essay questions will be taken from a list of “think” questions for each of the three sections (“Thinking Rationality”, “Qualitative and Quantitative Approaches”, “The Psychology Experiment”). While the exams will focus on new material, major concepts from previous sections may also be tested. Please see schedule below for specific dates of the exams.

2.) *Perusall Target Readings (5%)* – For each of the three sections, students will be assigned 1-2 target articles and asked to comment on the paper via Perusall (<https://perusall.com>). Perusall is an e-reader platform that allows students to annotate the assigned readings and engage in topic discussion similar to social media posting using “like” comments, hashtags, emoticons, and link. Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others.

Please make sure that you register for Perusall as soon as possible using the instructions below! **The first article has already been posted.**

1. Go to <https://perusall.com>, click *Login*, and then either log in using your Facebook, Twitter, or Google account, or create an account using your email address and password.
2. Select *I am a student* and enter the following course code: GREGORY-3D7ZZ

Articles will be posted on Perusall 10-11 days in advance. Perusall will not allow you to make any comments or changes after the due date has passed (11:59pm on the due date). Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others. Perusall has a built-in grading system which will grade your comments based on their depth and insight. For each reading assignment, you will be evaluated on a “0 to “10” scale. Please see the general Perusall guidelines below.

General Perusall Guidelines:

Please see the posted rubric ('Perusall rubric) and scoring examples ('Perusall scoring examples) on Brightspace (under the folder 'Perusall') for guidance on how to score well. In terms of the particular grading settings for this course, **we expect minimum five high-quality comments** to score well. Comments can either be stand-alone or in response to someone else's comment. The majority of your grade is based on these comments; however, there are a few other components that contribute to your grade:

- Commenting throughout the reading (i.e., not having all your comments on one page)
- Spending a sufficient amount of time reading each page of the assignment
- Reading all the way to the end of the assignment
- Posing thoughtful questions and comments that elicit responses from classmates
- Upvoting thoughtful questions and helpful answers (upvote by clicking on the check mark in the top right corner of someone's comments)

Perusall Articles

Article 1 (Section 1): Lilienfeld, S. O. (2010). Can psychology become a science? *Personality and individual differences*, 49(4), 281-288.

Article 2 (Section 2): Hayward, A., Sjoblom, E., Sinclair, S., & Cidro, J. (2021). A New Era of Indigenous Research: Community-based Indigenous Research Ethics Protocols in Canada. *Journal of Empirical Research on Human Research Ethics*, 15562646211023705.

Article 3 (Section 2): Sale, J. E., & Thielke, S. (2018). Qualitative research is a fundamental scientific process. *Journal of clinical epidemiology*, 102, 129-133.

Article 4 (Section 3): Nichols, A. L., & Edlund, J. E. (2015). Practicing what we preach (and sometimes study): Methodological issues in experimental laboratory research. *Review of General Psychology*, 19(2), 191-202

3.) *Presence* (5%) – Your attendance and presence at lecture is strongly encouraged. As a record of your attendance, *snap* quiz questions will be given at various points in the lecture. The purpose of the questions is to probe and reinforce your understanding of the presented material. *Your responses will not be marked* but used as an indicator of your attendance at the lecture. The presence mark will be determined based on the percentage of your attendance. For example, if you attended 75% of the lectures, your presence mark will be 3.75% ($75 \times 5\%$). Students who attend at least 90% of the lectures will receive a bonus mark of 1%. For example, if you attended 95% of the lectures, your presence mark will be 4.75% ($.95 \times 5\%$) plus the 1% bonus for a total of 5.75%.

4.) *Breakout Room Activities* (5%) – For each of the three content sections, we will have a breakout room activity where you and fellow group members will discuss a key concept, topic or question presented in lecture and the readings. The group will be responsible for generating a synopsis of the ideas discussed in the group either in written, visual (e.g., diagram, picture) or audio format. At the end of the lecture, the group will submit the synopsis on Zoom and the submission will be evaluated based on the quality of its content and integration of course concepts. With the exception of Breakout Activity #2, breakout activities will be marked on a pass/fail basis. Unless prior permission is granted, late assignments will not be accepted.

Breakout Activity #1 (1%): *Fake news and echo chambers*

Breakout Activity #2 (3%): *Semi-structured personal interview on one's sense of place*

Breakout Activity #3 (1%): *Calculating variability*

Supplemental no-cost electronic text: The lecture and assigned Purusall readings will be supplemented by selected chapters from the online text by Price, Jhangiani and Chiang entitled *Research methods in Psychology—2nd Canadian Edition*. The text can be downloaded free of charge here: <https://opentextbc.ca/researchmethods>. See course calendar for the assigned chapters corresponding to the course topic.

Summary of Course Requirements

Exams = 60% (3 exams x 20%)

Perusall Readings = 5%

Presence = 5%

Breakout room activities = 5%

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%

B = 73 – 76%

D = 50 – 59%

A = 85– 89%

B- = 70 – 72%

F = <5

A- = 80 – 84%

C+ = 65 – 69%

B+ = 77 – 79%

C = 60 – 64%

A word about lecture notes and Zoom recordings

We will post my course notes on Brightspace before each lecture. For updated lectures, Prof. Tanaka will post the and label them as “update” followed by the day and date. After each lecture, the Zoom recording will be posted on Brightspace for you to review at your leisure.

Absentee policy

Students who miss an exam should provide explanation of an illness, health condition or family or personal situation.

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Tentative Course Schedule

Date	Day of Week	Topic	Perusall Reading Assignments (Required)	Supplemental Chapters (Price, Jhangiani and Chiang)
<i>Section 1: Rational thinking</i>				
Jan. 10	M	<i>Introduction to course facilitators, discussion of course, and Zoom</i>		Chapter 1: Science of psychology
Jan. 13	TH	<i>Non-rational approaches to human behaviour</i>	Article 1 POSTED	
Jan. 17	M	<i>Bias in everyday thinking</i>		
Jan. 20	TH	<i>The scientific process</i>		Chapter 2: Getting started in research
Jan. 24	M	<i>The importance of replication</i>	Article 1 DUE	
Jan. 27	TH	<i>Social media, fake news and echo chambers (In-class Activity #1)</i>		
Jan. 31	M	EXAM #1		
<i>Section 2: Qualitative and quantitative approaches to science</i>				
Feb. 3	TH	<i>Ethics: History and deception</i>	Article 2 POSTED	Chap. 3
Feb. 7	M	<i>Deception - Informed consent</i>		
Feb. 10	TH	<i>Quantitative approaches: Observations</i>		Chapter 7: Non-experimental research
Feb. 14	M	<i>Quantitative approaches: Correlation to causation</i>	Article 2 DUE	Chapter 4: Theory in psychology
Feb. 17	TH	<i>Independent and dependent variables</i>	Article 3 POSTED	Chapter 6: Experimental research
Feb. 21	M	<i>Spring Break</i>		

Feb. 24	TH	<i>Spring Break</i>		
Feb. 28	M	<i>Qualitative approaches</i>	Article 3 DUE	
Mar. 3	TH	<i>In-class exercise: Semi-structured interview</i>		
Mar. 7	M	EXAM #2		
<i>Section 3: The psychological experiment</i>				
Mar. 10	TH	<i>Types of validity (internal & external validity)</i>		
Mar. 14	M	Statistical and external validity	Article 4 POSTED	
Mar. 17	TH	<i>Experimental pitfalls: Confounds, small sample size & placebos</i>		
Mar. 21	M	<i>Descriptive stats – means & variability (In-Class Activity #3)</i>		
Mar. 24	TH	<i>Finding statistical differences</i>	Article 4 DUE	
Mar. 28	M	<i>More than one independent variable</i>		
Mar. 31	TH	EXAM #3		
Apr. 4	M	<i>Virtual Conference I</i>		
Apr. 7	TH	<i>Virtual Conference II</i>		

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

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 the UVic Calendar January 2022.

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

- ***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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 September 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sep_2013.pdf