PSYC 201 (A03): Research Methods in Psychology
January – April 2018 CRN 23764
Lectures Tuesdays and Thursdays from 4:30-5:50 in Cornett A129

The first iClicker quiz at the beginning of Lecture 2 on will pose questions about this document.

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Contact Details
* Instructor: Steve Lindsay, slindsay@uvic.ca, 250-721-8593, office hour TBA or by appointment Cornett A187.
* TA: Katie Lawless, katieelawless@gmail.com, office hour Thursdays 1-2 in Cornett A045
* Website: https://coursespaces.uvic.ca/course/view.php?id=43214

Required Text

A copy of the text is on reserve in McPherson library, but having your own copy of the text from the get-go is a major advantage. You can use an earlier edition, but the 1st ed. has different chapterization; if you use the 1st edition see the CourseSpaces site for a document listing the chapters in the 2nd and 3rd eds.
Trigger Warning
Labs throughout the semester have to do with cell-phone distracted driving and include some intense material about car accidents associated with distracted driving. If you are sensitive to that sort of material, please let me know by the first week of classes.

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 valuable 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.

Regular class sessions will include 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) many 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. Thus attending lectures is important for success. Reading the text is also important. Tests in this course 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.

Course Announcements: I’ll use this for important course-related announcements; these will be sent to you via email at the address you have specified. Checking email daily is part of the job.

Student-to-Student 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. See https://elearning.uvic.ca/moodle/students for information about using forums. Please be civil.

Requirements/Assessment Techniques
iClickers
In lectures students will have opportunities to respond to questions and 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. You can purchase a new or used iClicker at the UVIC bookstore, or you may be able to buy (or borrow) an iClicker from another student. You can use any model of iClicker in this course, but I do not support use of the iClicker GO app on other devices. Two students can share an iClicker provided they do not both have classes that require the iClicker in the same time block. 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 in future classes.
Visit [http://www.uvic.ca/systems/support/learningteaching/iclicker/](http://www.uvic.ca/systems/support/learningteaching/iclicker/) for 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.

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, dead batteries, 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: 30 Jan, 8 Mar, 5 Apr. These in-class 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 B010, B011, or B012). There will be no labs in the first week. The second week, labs will meet in McPherson Library Room 130. 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 TA Katie Lawless.

**Lab Report**

A scientific report drawing on the labs. A complete draft is due in lab on 28 March as one of the lab assignments mentioned above. The final version of the report, worth up to 15 points, is to be sent to TA Katie Lawless via email by 5pm on 6 Apr. 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 up to 8.5 coming from the daily quiz and up to 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 come to class prepared to participate; no matter what, iClicker points cannot hurt you.

### Sources of Points (and Maximum Possible Points)

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<thead>
<tr>
<th>Source</th>
<th>With iClicker Marks</th>
<th>Without iClicker Marks</th>
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</thead>
<tbody>
<tr>
<td>iClicker Marks</td>
<td>17</td>
<td>--</td>
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<tr>
<td>Test 1</td>
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<td>Test 2</td>
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<td>Lab Participation</td>
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<td>Lab Assignments</td>
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<tr>
<td>Final Lab Report</td>
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<tr>
<td>Cumulative Final Exam</td>
<td>22</td>
<td>31</td>
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Each of the dimensions above will be marked as per UVic guidelines for undergraduate grades ([https://web.uvic.ca/calendar2017-09/undergrad/info/regulations/grading.html](https://web.uvic.ca/calendar2017-09/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 most 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 (a failing grade that factors into the GPA as 0). There are 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](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 1 April (no fooling!)**. I will set aside approximately 15 minutes at the beginning of class 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. You will 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.
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 System website [http://uvic.sona-systems.com/](http://uvic.sona-systems.com/). You will earn 0.5 points for each 30 minutes (or portion thereof) of participation; for each study, you must submit the P201 Extra Credit Form (from the course Moodle site) and turn it in to me no later than 6 Apr. Note that students in PSYC 100A/B earn points at twice this rate (because that course uses a 200-point grading system). 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. 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/](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 TA Katie Lawless via email no later than 15 March. The last date for submitting proposed articles is 22 March. Completed reviews must be submitted electronically to Katie as Word or rtf documents no later than midnight on 6 April.

- 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 attend to and 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.

**Students with Disabilities**

If a disability makes it difficult for you to write exams or perform other course tasks, please consult with the fine folks at the Centre for Accessible Learning, [https://www.uvic.ca/services/cal/](https://www.uvic.ca/services/cal/)
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 avail, then please check with TA Katie Lawless 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 hour.

If you need help understanding the material presented in the text or lecture, you can contact either the TA or me during our office hours or via email. For general help on study skills, 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.

Important Course Policy Information

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 305-308 of the UVic Calendar January 2018.

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, January 2018, p. 46-47)

• 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

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**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://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#), p. 42-45, UVic Calendar Jan 2018). 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. 43-44 in January 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 42-45 in January 2018) (https://web.uvic.ca/calendar2018-01/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
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/