

Syllabus for PSYCO 212: Introduction to Research Methods in Psychology
Section B1
Fall 2020

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Email: jpassey@ualberta.ca (Please put PSYCO 212 Research Methods in the subject line, and use your ualberta email address for all emails – also see email etiquette policy below)
Student Hours: Mondays from 1:00-2:30pm, Wednesdays from 9:00-10:30am, and Thursdays from 11am-12:30pm (see student hours policy below).
Online Student Hours: Thursdays from 8:30-9:30pm through chat feature on eClass.
Course Website: Go to eClass, accessible on the University main page
Preferred Pronouns: She/Her;
 Dr. Passey is a Safe Spaces Resource Person; for more info see: <https://www.ualberta.ca/ismss/>

Class Location:
SAB 321

Class Times:
MWF 11:00am-11:50am

Required Text:

Morling, B. (2018). *Research Methods in Psychology: Evaluating a World of Information* (3rd Edition). New York, NY: W. W. Norton & Company, Inc.

Note: Throughout the term, **supplementary readings will be required**. Links to these readings will be available on the course website.

The following link will take students to the eBook and a series of Inquisitive modules they can use to study the text material. These modules are not mandatory (they are a study aid, and are not for credit) and require an eBook/Inquisitive account (purchased with the text/eBook). I strongly recommend these modules, as students will be responsible for most of the text information on their own. <https://digital.wwnorton.com/researchpsych3>. The Student Set ID number for this course is **205611**.

Prerequisites:

PSYCO 104 or SCI 100, PSYCO 105, and STAT 141 or 151. Students who have not completed this prerequisite will not receive credit for completing PSYCO 212.

Important Dates:

First Day of Class:	Jan. 6 th
Add/Delete Date:	Jan. 17 th
50% Withdrawal Date:	Feb. 5 th
Withdrawal Date:	Apr. 1 st
Last Day of Class:	Apr. 8 th
Final Exam Date:	Apr. 22 nd (at 2:00pm)
Date of Deferred Final Exam:	May 14 th (at 9:00am)

Course Description and Learning Outcomes:

How do psychological scientists know what they know? PSYCO 212 Introduction to Research Methods in Psychology is an active learning focused course designed to develop your critical thinking skills, your scientific literacy, and make you a more savvy consumer of information both in psychology, and in everyday life. You will learn to investigate psychological questions by choosing research strategies that optimize your ability to evaluate different claims. You will develop the skills to evaluate systematically the claims you encounter in other psychology courses, in research articles, in the media, or in conversation.

Hopefully, by the end of the term you will have the skills to:

- (1) Identify research claims in both popular and scientific sources and classify them as frequency, association, or causal claims.
- (2) Use a framework of “4 big validities” (construct, internal, external, and statistical) to ask systematic questions about the evidence behind different research claims.
- (3) Evaluate whether psychologists have measured behavior reliably and with validity.
- (4) Discriminate between experimental, quasi- experimental, and correlational studies and explain which claims (association or causal) each kind of study can support.
- (5) Design and interpret experiments that study how different factors interact to cause behavior.
- (6) Explain how researchers can improve the ability of studies to support claims.
- (7) Discriminate between when we can generalize from the results of a study and when generalization doesn't matter.
- (8) Apply basic ethical guidelines to research in psychology.
- (9) Communicate scientific results to others clearly and concisely through APA-style research reports.

See eClass for a map of learning outcomes to learning activities and assessments.

Class Schedule:

This class consists of three 50-minute classes each week. This will be an active learning focused course, with students learning the vast majority of the textbook material on their own, and then participating in activities and exercises in class that develop and extend beyond the textbook material. Through this method, the instructor will be focusing their time in class on the concepts and skills (e.g., APA format) that are the most challenging. The specific class schedule is below, but **generally the week will proceed as follows:**

- Monday: Students complete APA-related modules before class, spend class time on APA writing exercises, and complete online quizzes on the textbook material.
- Wednesday: Based on the class's quiz performance, the instructor will tailor the lecture to the text material that was the most challenging.
- Friday: Students will complete active learning exercises and activities that apply and/or extend knowledge from the textbook chapter for that section.

The purpose of the class sessions is not to repeat the material covered in the text, and students will need to complete the text readings and the quizzes in advance in order to get anything out of the in-class sessions. **I may test on any of this material covered in class, in addition to the material in the text, assignment readings, and lecture notes.**

If a student misses class for any reason, they are strongly encouraged to not only print and review any lecture notes, but also to a) meet with another student to go through the notes and catch up on any supplemental material not included in the notes, and b) to attend student hours with the

instructor to go over any questions or to clarify anything regarding the missed lecture. **Class time is limited, so you will be responsible for a great deal of the information in the text on your own.** Just because I haven't explicitly covered a topic in class doesn't mean that it won't be on the exam. Students will need to complete the readings from the text before attending class.

To see the detailed class schedule – including all due dates – go to the end of this syllabus.

A note about cancelled classes: If the instructor needs to cancel class for any reason, the schedule above may be adjusted, such that material that would usually be covered on Friday's class may be recorded in a video lecture module that the students will then watch through eClass, and then active learning exercises may be covered either a) on an alternate day when the instructor returns to class, or b) may be completed by the students on their own, and then shown to or emailed to the instructor for "attendance points". Students will be notified of the cancelled class, and plan for the rearranged schedule via email, and the announcements section of eClass.

Evaluation:

Midterm Exam	Chapters 1-7	20%
Final Exam	Chapters 1-14	35%
eClass Quizzes	Total (best 12 of 14 quizzes)	13%
Class attendance	Total (allowed to miss 4 days)	5%
Assignments #1-3	Total (1% per each of 3 assignments)	3%
Assignment #4	Media assignment score	5%
Peer review	Total (0.5% for each of 4)	2%
Student surveys	Complete two phases online	2%
<u>Full research paper</u>	<u>APA research report</u>	<u>15%</u>
GRAND TOTAL		100%

*Note: There is no possibility of a reexamination in this course.

Exams (worth 55%; see learning outcomes #1-8):

Students are responsible for all class, text, assigned readings, and the course website material. In addition, I may test on any content covered in a demonstration/activity completed in class, or in any videos played in class. Thus, attending class is essential to success in this course. The instructor will not answer questions regarding what content the students should focus on for the tests. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes. Students must remain in the exam room until at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms and hats should not be worn.

The midterm (worth 20%) will be 50 minutes long and will consist of 35 multiple choice questions and 2 or 3 sets of short answer questions. The final exam (worth 35% of the final grade) will be 2 hours long and will consist of 80 multiple choice questions and 4 or 5 sets of short answer questions. Examples of potential questions are attached to this syllabus; other examples will be provided throughout the term (see quizzes and the list of key questions referred to above). The final exam will cover material from the entire course; approximately half of the questions will focus exclusively on the material covered after the Midterm. **The final exam is scheduled by the University exams office, and has a tentative date of April 22nd at 2:00pm**

(WARNING: Students must verify this date on BearTracks when the Final Exam Schedule is posted).

The emphasis of the exams will be on conceptual and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should also be familiar with the names of the key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated.

eClass Quizzes (worth 13%; see learning outcomes #1-8):

Students will complete at least 12 of 14 possible quizzes over the course of the term.

These quizzes will make up 10% of the final grade. These quizzes consist of 25 multiple choice questions regarding the material covered in the textbook chapter for each section of the course. There will also be an open-ended item for the students to identify the “trickiest” concept from the chapter. Students will complete these quizzes through the appropriate “Quizzes” function on eClass. **Once the student has begun the quiz, they will have 50 minutes to complete it.** Students will only be allowed one attempt per quiz. **Due dates for these quizzes can be found on the class schedule on eClass.** The due dates are set up such that the students will read and complete the quiz before the material is discussed in class. Then the instructor will look at the quiz performance, and the “trickiest” concept responses, to determine what material should be covered in class.

Quizzes must be completed and submitted by 11:55pm on the given due date. Late quizzes will not be accepted for any reason. The instructor will go over how to complete these quizzes during class, and instructions can be found on eClass. **It is the student’s responsibility to ensure that they know how to access and complete these assignments, and that they do so by the due date.** Quizzes will be grade out of 25 points (1 per question). If students have questions about their performance on these quizzes, they should see the instructor during student hours. Because there are 14 quizzes, but students are only responsible for doing 12, this means that students can miss 2 quizzes (for whatever reason) without their grades being affected. It also means that if they receive a poor mark on one quiz, they will have the opportunity to make it up by completing one of the 2 additional quizzes, and therefore not have the poor mark count. The best 12 quiz marks for each student will count towards this 13% of their grade.

Class Attendance (worth 5%; see learning outcomes #1-9):

Throughout the term students will earn attendance points for attending class on the APA and Active Learning class days only, during which they will be participating in individual and group activities and exercises in class. Attendance will be **assessed during 20 class sessions**, and students will be allowed to **miss any 4 sessions** for any reason. The total attendance (out of 16) will count for this **5%** of the student’s grade.

Assignments (worth 3% for submitting Assign. #1-3, and worth 5% for the total score for Assign. #4; see learning outcomes #9):

Students can earn **3% of their final grade by submitting Assignments #1-3.** The assignments will each be marked out of 10 points each, but students will receive 1% per assignment simply for submitting a complete assignment, regardless of the “grade/mark” for these assignments. The purpose of these assignments is to give students practice writing an APA-

style research report, and to get feedback (from the TAs, and from peers) on portions of the full research paper before submission.

The first three assignments will consist of sections of a full APA-style research report consisting of:

- Assignment #1: A method section and a results section.
- Assignment #2: A title page, an abstract, and an introduction.
- Assignment #3: A discussion, and references.

In preparation for completing these assignments (and the full research paper – see next section) students are required to view the **Scientific Writing podcasts** (see links available on eClass). These podcasts present information regarding the formatting and content on an APA paper, writing style, and avoiding plagiarism necessary for all written assignments in this course. Before Assignment #1, students should review the podcasts regarding the method and results sections, the data analysis for their project, general formatting, writing style, avoiding plagiarism, and citation of sources in the text. Other podcasts include information on the title page, introduction, abstract, discussion, and full documentation of sources in the references section.

The data and analyses for these assignments will be provided and will be discussed in class to give students all the information required to write the assigned sections. For Assignment #2 students will be assigned four empirical articles that are relevant to the study and must be cited within the report. Students also will be responsible for finding at least two additional empirical articles on their own that are relevant to the research topic, and must cite these in their assignment as well. *There is no maximum number of references for the assignment, but students must cite a minimum of six references, including the four assigned readings.* These papers must adhere to APA-style and will be marked accordingly.

Assignment #4 is a critical thinking assignment, and is **mandatory for all students. The total score (out of 10) for this media assignment is worth 5% of the final grade.** The purpose of this assignment is to teach students to pay attention to how the media convey scientific information to the general public. What we see presented in the media is not necessarily accurate and we should all learn to be active, not passive, consumers of this information so that we can make informed decisions for ourselves. Throughout the term, students should watch for a scientific claim made in the written media (newspapers, magazines, etc.) and then should locate the original empirical article that the media claim is based on. Students should start looking for these articles sooner rather than later as it is often difficult to locate the original source, particularly because the media rarely reports their source for the information! The claim does not necessarily have to be about a psychological topic and students can use any reputable written media source that is not scientific in nature (i.e., students cannot use *Psychology Today* or a similar magazine as their media source). Once students have found a media claim and accompanying article they would like to use, they should meet with the instructor to discuss it briefly. This report will be written in essay-form and not as a traditional lab report, but should still adhere to APA style when it is relevant. This paper should be at least 3 pages double-spaced, and should briefly summarize the media claim chosen as well as the original article this claim was based on. Students should then evaluate the quality of the original empirical article using the skills learned throughout the term and then evaluate whether the media report the empirical findings accurately or not. Students should discuss if the researchers or media made faulty conclusions, violated scientific information, or generalized findings beyond the scope of the original research. Students must turn in a copy of the media claim and the original article with

their written report. Further details about all of the assignments will be posted on the course website.

Assignments must be saved as a .pdf, an .rtf document, a .doc document or a .docx document. Assignments submitted in other formats will not be graded/counted. It is your responsibility to ensure that your assignment has been submitted in one of the approved formats. The format of the assignments will be Times New Roman 12 pt font, and 1 inch margins (and 1 point will be deducted from the assignment total for failing to follow these instructions). The page limit will differ by assignment, but **students who go over the page limit will lose marks!** Students who go over the page limit by 100 words or less will have 1 point deducted (e.g., lose 1 point out of 10; even for going over by only 1 word). Likewise, students who go over the page limit by 101-200 words will have 2 points deducted, and so on.

Students will submit their assignments through the appropriate assignments function on the course website. The instructor will go over how to submit these assignments during class, and instructions can be found on the course website. It is the student's responsibility to ensure that they know how to submit these assignments. Due dates for these assignments can be found on the lecture outline, and on the calendar on the course website. **Assignments must be submitted by 11:55pm on the given due date. No late assignments will be accepted for any reason.** These assignments should be graded within 2 weeks of the deadline, and these grades will appear on the course website. If students have questions about their assignments and their feedback should see the instructor during student hours.

Peer Review (worth 2% total; see learning outcomes #9):

Throughout the term students who submit Assignments #1-3 will have the opportunity to earn an additional 2% for completing peer reviews of other students' work during in-class peer review sessions. **Students can earn 0.5% for completing peer reviews for each of Assignments #1-3, and another 0.5% for peer review of the full research paper.** Instructions for completing the peer reviews will be provided by the instructor during the peer review sessions (see schedule). Note: For each peer review session, **only students who submit the assignment will be allowed to participate in the peer review** (i.e., you have to submit your own work in order to get credit for reviewing/commenting on another student's work); furthermore, only students who submit at least 2 out of 3 of Assignments #1-3 will be allowed to participate in the peer review for the full research paper. Students will need to submit the assignments on time; late assignments will not be allowed, either for the assignment points, or for the purposes of the peer review. **Students who are more than 5 minutes late to the peer review session will not be allowed to participate.** This means that students who fail to complete the Assignments #1-3 will forego the 3% for these assignments, as well as the 2% for the peer review sessions, and the feedback from the TAs and their peers that may be necessary for doing well on the full research paper. Students who show the instructor a completed peer review at the end of the in-class session will earn the 0.5%.

Student Surveys (worth 2% total)

Dr. Jennifer Passey and Andy Scott are conducting a study investigating student experiences, engagement, and learning in PSYCO 212 as an active learning course. The purpose of the study is to assess whether students taking the course with an active learning focus find it engaging and beneficial for their research methods knowledge. It will also investigate whether factors such as self-esteem, interest, and motivation are differently associated with student experiences and

improved scientific literacy. You are invited to participate in this study. Your participation in this study will involve completing two online surveys: (1) an initial survey of your research methods knowledge and your expectations for the course (at the beginning of the term), and (2) a follow-up survey assessing your research methods knowledge and your experiences in the course. Each survey should take less than 50 minutes to complete, and you will receive 1% for each survey towards your final grade (for a **total of 2%**) for your participation. Students who complete the follow-up phase will be entered into a raffle for \$50.00.

Your decision to participate in this study is voluntary and you may decide to withdraw from the study at any time by contacting Andy Scott at ascott2@ualberta.ca. **If you choose not to participate or withdraw** after you have begun, but would still like the 2% for your participation, **you may complete the alternative educational activity for each survey**. In this case, you would select the option “I would like to will complete the alternative assignment” from the online consent form. Next you would see an interesting article to read (on either active learning, or the development of scientific literacy skills), and then would write a summary of the article and the applications of the research. The time it takes to complete these alternative assignments will be no longer than the time it takes to participate in the study. Students who complete the alternative activities will also be entered into the draw for \$50.00.

Andy Scott will keep track of participation over the course of the term and inform Dr. Passey before final grades are submitted so that the appropriate survey participation points will be reflected in your grade. Dr. Passey will not know who participated in the study or who completed the alternative exercises until after the semester is over and all grades have been submitted. Your responses will remain confidential, and student ID numbers will be dropped from the data file after the second phase.

Full Research Paper (worth 15%; see learning outcomes #9):

For the final paper, students will submit a full APA-style research report consisting of all of the components of Assignments #1-3; that is, a title page, abstract, introduction, method, results, discussion, and references. Students should use the feedback provided on Assignments #1-3 to revise their work and submit the entire paper (with sources) through the course website by **11:55pm on April 3rd**. **A late penalty will be applied such that 20% will be deducted off the total for each day late.** Students submitting the paper late must email their materials to the instructor.

Policy on Late Work and Make-up Work:

I will not accept late quizzes, assignments, or attendance/exercises for any reason. Full research papers submitted late, for any reason, will be **penalized 10 points** (out of 50) per each calendar day (or part thereof) late (e.g., if you submit the final paper between 11:55pm on the due date and 11:54pm on the next calendar day, you would lose 10 points). Students will submit any late full research papers to the instructor via email.

There will be **no make-up work** for this course. This means that students who fail to submit assignments, or who do poorly on any component of the course, will not be able to make up these points (or those for peer review sessions) via any other means.

Resources to Help You to Do Well In This Course:

Previous tests for this course are not available to the students. However, there are several resources available to the students for assistance in preparing for the tests. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on the course website.
2. Weekly in-person and online student hours with the instructor.
3. Kahoot quiz questions during each Friday lecture. At the beginning of lecture (and for exam review sessions), the class will participate in an online Kahoot quiz to review key concepts from the textbook, with immediate feedback about the correct response to each item. Students will access the quiz through <https://kahoot.it/> and complete the quizzes anonymously. These quizzes are for retrieval practice, engagement, and for prompting discussion, and are not themselves worth any portion of the course grade.
4. The questions asked in the quizzes (see section below) will similarly give the students an indication of some of the text material that the instructor may test on the exams.
5. The Inquisitive study resources that come packaged with new copies of the textbook/eBook. <https://digital.wwnorton.com/researchpsych3>. The Student Set ID number for this course is **205611**.
6. There is a list of key questions that the students should be able to answer regarding each chapter of their textbook available on the course website and within each chapter of the hard copy or eBook version of the textbook.
7. The in-class exercises and activities will also give the students an indication of some of the material that the instructor may test on the tests.
8. PeerWise: Creating your own multiple choice practice questions can be a very effective way of learning the course material and preparing for tests. PeerWise is a website that enables you to easily share questions that you (or perhaps your study group) have created for the course, so that everyone in the class can pool their questions and benefit from the additional practice! The PeerWise Course ID for our class is: **20560**. You will also need to know your **student number** to register (this prevents students who are not in our class from entering the course). **Good quality questions may appear on your next exam!**
Website: https://peerwise.cs.auckland.ac.nz/at/?ualberta_ca
9. If you would like to join a study group for this course, please email Dr. Passey and she will put you in touch with other interested students.
10. Students interested in extra help may email Dr. Passey for a list of possible tutors. This list includes the names and email addresses of former 212 students who excelled in the course. The student and the tutors are responsible for any agreements (in terms of time, financial arrangements, etc.); Dr. Passey will not be involved in these discussions.
11. The Learning Scientists – a group of cognitive psychological researchers interested in research on education – have detailed **6 strategies for effective learning**, based on scientific research. Information on these strategies is available in Study Tools section of eClass. You can also watch short videos describing these strategies using this link: <http://www.learningscientists.org/videos>

Grades:

Final grades will be reported using letter grades. **This is NOT a curved course.** Final grades will be determined after combining scores for all components of the course into a percentage total for each student. The instructor will convert these percentages into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Midterm, assignment, final exam, quiz, participation, and full research paper grades will be posted under “Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each test on the discussion board. Neither of the exams will be passed back to the students. Should students wish to see their Midterm they may view it with the TA during the Midterm viewings (to be scheduled at a later date). Grades are unofficial until approved by the Department and/or Faculty offering the course.

Web Content:

Additional information for the course will be available on the web through the course website at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of lecture slides and lecture audio for Friday’s classes, and an electronic discussion area for course questions. It also includes a chat feature we will use for online student hours on Monday nights. I will post the lecture slides by 11:00 pm the night before each lecture at the latest. Lecture audio will be posted after class, within a day or two. To access the lecture audio, students will need to click on a link and then log in with their U of A email address. Neither the quality nor availability of lecture audio clips is guaranteed. Students should keep in mind that the posted lecture slides will be incomplete on purpose to encourage class attendance. **That is, some of the definitions, descriptions, and examples discussed during class will not appear in the posted notes. In addition, I will not post descriptions of the class activities, demonstrations, or video clips (or how they are relevant to the course material).** Therefore, although students are encouraged to print and read the lecture slides before attending class if they wish, these activities will not be a sufficient alternative for attending class.

The discussion board is a forum for posting questions and discussing topics related to the PSYCO 212 course material only. I will delete messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 212 content, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students’ questions tend to be similar, **students should post questions on the course website message board rather than emailing me or the TAs directly.** I will check the board regularly and will respond to the questions there. This way everyone in the class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during student hours.

Unless otherwise advised of a scheduled absence, I will acknowledge all queries posted on the message board within 1 working day. **If students do email questions that they should have posted on the message board, I will ignore the email.** The posted questions should be as specific as possible so that I can make an appropriate response quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., “I don’t understand what stratified sampling is”) will be encouraged to attend student hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture notes before posting their questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, T.A., fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor or the T.A. will not result in the message being responded to more quickly; this will only result in irritation for the instructor/T.A.

***Note on email etiquette:* In writing any email to either the instructor or the TA the student will be required to include the following information if they desire a response:**

1. The student’s first and last name.
2. Their student ID number
3. The course number.

Failure to include this information may result in the email going unanswered. The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or the TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Cor Baerveldt, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

Additional Considerations:

Student Hours: The instructor welcomes and encourages students to attend student hours. **Appointments will only be made with students who cannot attend student hours.** If your class schedule prevents you from attending the scheduled student hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting. Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exams. **I will also have an online office hour every Thursday night from 8:30-9:30pm using the Chat feature on eClass.**

Absence From Class or Exams, and Missed Work: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Note: In this course, students are allowed to miss a certain number of quizzes and class attendance points, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). In addition, students are given the option of handing in the full research paper late and taking the appropriate penalty (see full research paper section of this syllabus for the late penalty). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness,

forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of quizzes and class attendance points, then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write all exams as scheduled; see the course outline above for the dates. There will be **no make-up exams. If the Midterm is missed due to a serious medical condition**, the weight of the Midterm will be transferred to the final exam. For this to happen, the instructor must be contacted **within 48 hours** of the Midterm. Failure to do so will result in a grade of zero being applied to the Midterm. **For an excused absence where the cause is religious belief**, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request. **Deferral of term work or exams is a privilege and not a right**; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Students have access to their final exam schedule through Bear Tracks and on the Registrar's website in advance. Multiple exams and closely scheduled final exams is not a valid excuse for a deferral of one or more final exams. A student who **cannot write the final examination** due to incapacitating illness, severe domestic affliction or other compelling reasons **can apply through their Faculty Office for a deferred final** examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be **made to the student's Faculty office** within two working days of the missed examination and must be supported by a Statutory Declaration or other appropriate documentation (Calendar section 23.5.6). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*. If a deferral of the final exam is granted, the **deferred examination will be held on Thursday May 14th at 9:00am (location TBA).**

Missing a significant portion of the course work will result in a "1" being applied to your final letter grade on your transcript (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from either the midterm or final exam, and/or
2. Fails to submit the Full Research Paper.

Re-Marking: If you believe that there is a grading error for one of your assignments, you must complete a Remarking Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular lecture slide). Students will submit completed forms to the instructor (NOT the TA) via email, whose decision will be final. Any requests for reviewing or remarking any assignments or midterm exams must be received before the date of the final exam (i.e., by 5pm on April 21st).

Students Eligible for Accessibility-Related Accommodations: Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact Accessibility Services (<https://www.ualberta.ca/current-students/student-accessibility-services>) for further information.

Classroom Etiquette: Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all electronic devices (including but not limited to: cell phones and music devices) during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the

policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment: The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

For additional advice or assistance regarding this policy students may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

The Academic Success Centre: (1-80 SUB): The Academic Success Centre offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

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Detailed Class Schedule (including due dates):

Note: The instructor reserves the right to make changes to this outline as the course progresses.

Month	Day	Topic	Readings & Assignments/Quizzes
January	6	Orientation to the Course	Read Syllabus
	8	APA: Your Study & Annotated Bibliography	Read Morris & Goldenberg (2015)
	10	Introduction to Scientific Reasoning	Read Chapters 1 & 2
	13	APA: Creating Your Methods Section	View Method Module Quizzes #1 & #2 due
	15	Sources of Information	Read Chapter 3
	17	Active Learning Day	
	20	APA: Creating Your Results Section	View Results & Data Analysis Modules Quiz #3 due
	22	3 Claims and 4 Validities	Read Chapter 4
	24	Active Learning Day	Read Chapter 5
	27	APA: General APA Formatting/Style/Citation	View Formatting & Style and Citation Modules Quizzes #4 & #5 due
	29	Ethics/ Good Measurement	
	31	Active Learning Day	Read Chapter 6 Assignment #1 due
February	3	Peer Review for Assignment #1	Quiz #6 due
	5	Surveys & Observations	
	7	Active Learning Day	Read Chapter 7
	10	APA: Creating Your Introduction Section	View Introduction Module Quiz #7 due
	12	Sampling	
	14	Active Learning Day/ Review	
Reading Week – No Class			
	24	Midterm Exam	

	26	APA: Creating Your Abstract	View Title Page & Abstract Modules Read Chapter 8
	28	Active Learning Day	Read Chapter 9 Assignment #2 due
March	2	Peer Review for Assignment #2	Quizzes #8 & #9 due
	4	Bivariate & Multivariate Correlation	
	6	Active Learning Day	Read Chapter 10
	9	APA: Creating Your Discussion Section	View Discussion Module Quiz #10 due
	11	Simple Experiments	
	13	Active Learning Day	Read Chapter 11
	16	APA: Creating APA References	View References Module Quiz #11 due
	18	Confounding and Obscuring Variables	
	20	Active Learning Day	Read Chapter 12 Assignment #3 due
	23	Peer Review for Assignment #3	Quiz #12 due
	25	Experiments with More Than One IV	
	27	Active Learning Day	Read Chapter 13
	30	Peer Review for Final Paper	Quiz #13 due
April	1	Quasi-Experiments & Small N Designs	Read Chapter 14
	3	Active Learning Day	Quiz #14 due Full Research Paper due
	6	Replication, Generalization, & Real World	Assignment #4 due
	8	Active Learning Day/ Review	
	22	Final Exam 2:00pm	

Sample Multiple Choice Questions:

1. Why do neither matched samples nor matched pairs effectively eliminate the possibility of a third-variable correlation?

- (a) Each technique depends on the other; matched samples are studied first, followed later by matched pairs.
- (b) Both techniques allow us to rule out a particular third variable as a casual agent, but not the possibility of other third variables.
- (c) Both techniques are too difficult to be of practical use.
- (d) Both matched samples and matched pairs approaches do control for third-variable correlations; either method can be used to determine causality.

2. Roger wants to study whether the level of personal income predicts happiness. He operationally defines “income” as “the gross amount of money a person earns in a calendar year.” He operationally defines “happiness” as “the ability of that person to stand on one leg for longer than 3 minutes.” What is glaringly wrong with Roger's study?

- (a) It lacks validity; “income” can be measured, but “happiness” cannot.
- (b) It lacks reliability; the operational definitions of the properties under study produce inconsistent measurements.
- (c) It lacks validity; the operational definition of “happiness” is unrelated to the underlying property of happiness.
- (d) It lacks reliability; it is difficult to precisely measure both “income” and “happiness.”

Sample Short Answer Questions:

1. How do self-report methods, naturalistic observations, and tests differ from one another? What are some advantages and disadvantages of each?

2. What are the ethical concerns pertaining to privacy, discomfort, deception, and animal welfare in psychological research? How do researchers strive to minimize problems related to these concerns?

3. Dr. Dove was interested in the effects of chocolate on well-being. She randomly assigned 20 participants to two groups. Both groups ate as they normally would, but she instructed one group to eat three 1-ounce squares of dark chocolate after both lunch and dinner. After the participant spent 4 weeks on this diet, Dr. Dove asked each one to complete a questionnaire measuring well-being (happiness, contentment). However, Dr. Dove was surprised to find that the chocolate had no effect: Both groups, on average, scored the same on the well-being measure. Help Dr. Dove troubleshoot her study. What should she do next time to improve her chances of finding a significant effect for the chocolate-enhanced diet?

4. The following regression table comes from a study on adolescents' perceptions of how risky it is to use marijuana (Fleary, Heffer, McKyer, & Newman, 2010). The researchers measured adolescents' risk perceptions as well as a few other variables.

Hierarchical Regression Analyses Predicting Adolescents' Perceptions of the Risk of Using Marijuana

Predictor	DV: Perceived Risk of Using Marijuana
	<i>Beta</i>
Age	-0.17***
Gender	0.16
Impulse control	0.001
Body and self-image	0.06
Mastery of the external world	0.04

*** $p < 0.01$

Source: Adapted from Fleary et al. (2010).

- What is the dependent variable in this analysis, and where do you find it?
- How many predictor variables are there in this study?
- Write a sentence that describes what the beta for the Age predictor means.
- Write a sentence that describes what the beta for the Body and self-image predictor variable means. (Note: higher scores on this variable mean that adolescents have a more positive body image.)
- If in this study, males were coded as 0 and females were coded as 1, who estimates the risk of using marijuana to be higher— males or females?