

PSYC 20A03 202209 CRN: 13008 Course Outline

Research Methods in Psychology

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Laboratory section). There is a separate outline for the lab component of this course documenting scheduled activities and when lab assignments are due. While there are five sections associated with this A03 section of the course (B09 and B10 and B11 and B12 and B13), you must attend only the lab section for which you are registered

Brightspace limits how I can structure the agenda for any given class day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class so that you can adequately prepare for it.

Should you have questions during the semester, I encourage you first to consider posting at the Q&A forum. Interacting with your peers is strongly encouraged, and the Q&A forum provides that opportunity; while not required, bonus points can be earned for such activity (see the Q&A section) You can also meet with me during my office hours to get an immediate response to questions. For any concerns related to your lecture-related grades, email them to your TA, as it is your TA who will be marking your work. For any concerns related to lab-related activities email them to your lab instructor, as it is your lab instructor who will be managing that part of the course.

Course Components

Study Guide. The Study Guide lists pertinent study questions for each textbook chapter in this course. The study questions are important because they are the focus of the lectures and thus many of the quiz and test items are based on them. Be sure to use the study questions to direct your reading of the textbook ideally also writing out the answers to them. The Study Guide recommends specific end-of-chapter exercises to complete to best prepare for the quizzes and tests and it includes links to useful resources.

In-Class Activities. At the end of most lectures, you will be required to submit written work for credit, based on some sort of in-class activity. The activity will vary (e.g., answering quiz items about lecture and/or video content, plotting and analyzing data, etc.). The protocol is informal in that activities

a poster to your lab section (50 points) and later submit an APA-styled research report (110 points). Details are provided in a separate lab outline.

Bonus

Online Chapter Bonus Quizzes. There is an online quiz corresponding to most chapters in the textbook. Writing these quizzes is optional but doing so can earn you bonus points. The deadline for completing each Chapter Bonus Quiz can be found in this outline (see Class Schedule section) as well as at the course website. Each Chapter Bonus Quiz consists of about 10 multiple-choice items. You can earn up to 3 bonus points per quiz, based on your quiz score. As there are 2 quizzes, 36 bonus points are available via this option.

For each Chapter Bonus Quiz, an hour after its deadline passes, the correct answers will be posted for students who wrote the quiz, helpful to review when preparing for the upcoming test. Importantly, because the answers become known to most students at that point, under no circumstances can a Chapter Bonus Quiz be written after its deadline. Keep in mind that this is a bonus activity, and there are other ways of earning bonus points.

Most students should be able to complete a Chapter Bonus Quiz easily within 15 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, you can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read through the chapter for the very first time while writing the quiz); in that case, even an hour may not be enough time to do well. So be prepared. The duration of each Chapter Bonus Quiz is set at 30 minutes to accommodate all students, including those registered with CAL.

Q&A Forum. Interacting with your fellow students in this course is encouraged, but it is not required. The Q&A forum at the course website is set up for this purpose. As an alternative to emailing your questions to me (or to your TA or lab instructor), you can post to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn 1 bonus point. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn 15 bonus points this way. However, you will be awarded credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

Overall, you can earn up to 50 bonus points in total. Take advantage of all the opportunities!

Optional

THINK FAST. To think critically about research methods in psychology, you need to be fluent with the basic facts and concepts. THINK FAST is a computerized flashcard program designed to help you in this regard. It includes six decks of cards, one deck per unit. Deck size varies from about 20 to 40 cards. In THINK FAST, after you select a deck, a session begins: the program presents the card at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options for learning the cards, I recommend working in Type Keyword mode. In this mode, flashcards are presented that are missing either the answer or a keyword or phrase, and

you are required to type in the missing word(s). For more detailed information about THINK FAST the document called "Using THINK FAST" available at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and longer attention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with THINK FAST likely have positive benefits for you beyond merely memorizing the definitions.

All the material (facts and terms) covered in the THINK FAST comes from the required textbook readings and the lectures. Should you choose not to use THINK FAST you can still access the THINK FAST items in a PDF document provided at the course website.

Evaluation

In-Class Activities (lowest 3 dropped)	60
In-Class Tests	620
Lab Assignments	130
Self-Research Data Updates	30
Poster	50
Self-Research Report	110
TOTAL	1000
Bonus up to...	50

Grading Scale

Grade	Grade Point Value	Percentage
A+	9	90 - 100
A	8	85 - 89
A	7	80 - 84
B+	6	
B		
B B		

Final grades that end with a decimal point of 0.5 or above 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, if a final percentage grade is between 89.5 and 89.9, the grade will be rounded to 90.

N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- 3 or more tests attempted
- 3 or more lab assignments submitted
- self-research report submitted

Failure to complete any or the above will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as 0. The maximum percentage that can accompany an N on a transcript is 49. In accordance with UVic’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession. So, students can only request deferrals for the completion of

Oct 19 (W)	Chapter 8: Nonexperimental Research (Part 1) Required reading: White & McBurney (2013), Chapter 8
Oct 24 (M)	Chapter 9: Nonexperimental Research (Part 2) Required reading: White & McBurney (2013), Chapters 8, 9 Online: Chapter 8 Bonus Quiz (due by midnight)
Oct 26 (W)	Required reading: White & McBurney (2013), Chapter 9 Online: Chapter 9 Bonus Quiz (due by midnight)
Oct 31 (M)	Test 2 (Chapters 14, 15, 8, 9)
Nov 2 (W)	Chapter 10: True Experiments (Part 1) Required reading: Chapter 10
Nov 7 (M)	Chapter 11: True Experiments (Part 2) Required reading: Chapters 10, 11 Online: Chapter 10 Bonus Quiz (due by midnight)
Nov 9-11	READING BREAK
Nov 14 (M)	Required reading: Self-Test Required Chapter 10 Bonus Quiz (due by midnight) 1Tc

UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Winter Session 2022

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If requirement set by the instructor for lectures, lab3.4 (u)1e.1 (e)TJ0 Tc 0 T7 (u)1e.1 TJ0 Tc 0 Tw 23.566 0 Td()Tj-0.004 Tc 0.004 Tw 0.2

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to

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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](#). 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

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](#).

Registration Status

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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/