COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

PSYB70. Methods in Psychological Science (Summer 2023)

Updated May 27, 2023

Course information

Course name: PSYB70. Methods in Psychological Science

Prerequisites: PSYA01H3 and PSYA02H3   **Exclusions**: (PSYB01H3), (PSYB04H3)

Delivery method: This summer PSYB70 meets online asynchronously with two 90-minute self-paced lessons assigned per week. The two midterm tests and the final exam of the course will also occur online, however, they will be scheduled by the registrar's office for <u>specific</u> dates and times.

Course description

This course focuses on content and skills central to effectively consuming and critiquing research in psychological science. Students will develop scientific literacy skills as they learn about commonly used research designs, how to assess whether a design has been applied correctly, and whether the conclusions drawn from the data are warranted. Students will also gain practice finding, interpreting, and critically evaluating primary journal articles.

Your teaching team

Course instructor: Kosha Bramesfeld (she/her/they)
Teaching assistants: Aidan Campbell, Greer Gillies, & Arijit De
Course email: psyb70.utsc@utoronto.ca
See Quercus to learn more about your teaching team (go to "About Us")

Required readings

Free online textbook: Jhangiani, R. S., Chiang, I. A.., Cuttler, C., & Leighton, D. C. (2019). *Research Methods in Psychology*. https://kpu.pressbooks.pub/psychmethods4e/
→If you prefer a physical copy of the textbook, you can purchase one from Amazon.ca.

Journals articles are assigned throughout the term as part of the article critique assignments. They can be accessed **for free** via the "Library Reading List" on Quercus.

Course website

All the content for our course can be found online via Quercus.

Home: Quick links to course materials

Modules: Access the lessons, study guides, activities, assignments, tests, and exams.

Ask Us! Q&A Discussion Boards: Post questions about the course.

Tutorials and contact information: Join us for online help sessions, reach out for help.

Learning objectives

By the end of the course, students should be able to:
• Identify the defining features of a scientific approach to the study of psychology and recognize key concepts in research ethics, design, and basic data analysis.
• Practice identifying and critically evaluating research claims reported in the news, popular press, books, journal articles, and other sources.
• Differentiate between primary versus secondary sources and identify different types of articles (e.g., empirical research, meta-analysis, literature reviews).
• Demonstrate the skills to search for, identify, acquire, read, and critically evaluate primary research articles published in peer reviewed scientific journals.
• Identify the major sections of an empirical research article and practice using these sections to identify the rationale, design, results, and conclusions.
• Practice evaluating research designs based on their internal validity, external validity, construct reliability and validity, and statistical results.
• Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of ideas.

Course components

All the content for the course is available online via the **Quercus Modules**. The online modules are organized into weekly units, with **two 90-minute lessons per week**. Each week you should:

Prepare by studying the assigned textbook readings. These readings provide you with an introduction to the basic terms and concepts in the course. Because we will build on these concepts in our lessons, I encourage you to do the readings before each lesson.

Engage with the two assigned lessons per week. Each 90-minute lesson is made up of a combination of video lectures and activities (e.g., reflections, knowledge checks). Use the weekly study guides to navigate through the videos and activities for each lesson.

Assess your understanding of the course content by completing the weekly knowledge checks and assignments. These assessments help you prepare for the two midterm tests and the final exam (see below and on the next page for more information).

Course Requirements

Marks for the course will be calculated out of 1000 points, distributed as follows:

Assessment category	Points	Weight
Engagement activities and assignments (weekly; see Quercus)	150	15.0%
Online Midterm Test 1 (Sat. June 17, 7:00 – 8:15 PM EST, Units 1 - 5)	200	20.0%
Online Midterm Test 2 (Fri., July 14, 3:00 – 4:30 PM EST, Units 1 – 9)	300	30.0%
Online Final Exam (during the final exam period; date and time TBD)	350	35.0%
Maximum Total Points / Percent	**1000**	**100.0%**

Note. Letter grades are assigned based on the U of T Grading Scheme

Engagement Activities and Assignments (15%)

To help you engage with the content, the course includes a mixture of engagement activities and assignments. Each activity and assignment is worth a set number of points. You only need 150 points to earn full credit on the engagement component. However, there will be 180 points worth of opportunities made available throughout the term. Because you only need 150 points to earn full credit, you can miss some of these points and still do well on the engagement component.

- **Example 1**: Earn 180 points, grade is 150 / 150 points (100%).
- **Example 2**: Earn 150 points, grade is 150 / 150 points (100%).
- **Example 3**: Earn 120 points, grade is 120 / 150 points (80%).

You can earn points by completing the following activities and assignments:

- **Engagement activities and knowledge checks (50 points)**. Engagement activities and knowledge checks are built into the weekly lessons (1 to 5 points each). You will have unlimited attempts, with only your highest attempt counting. To help you stay on track, each activity is associated with a suggested deadline. However, the activities can be submitted for credit up until the last date of the course (August 9).

- **Media assignment (30 points)**. In the first few weeks of the course, you will engage with a <u>multi-step</u> media assignment via an online discussion board with your peers.
    - Complete Step 1 in Week 1 or 2 (by May 21)
    - Complete Step 2 in Week 1 or 2 (by May 21)
    - Complete Step 3 in Week 3 or 4 (by June 4)
    - Complete Step 4 in Week 4 or 5 (by June 11)
    - The activity closes on June 18 (hard deadline), all steps must be submitted by then.

- **Library lab and article critiques (100 points)**. The course includes a library lab (10 pts) and six article critique assignments (15 points each). These assignments are designed to help you build the scientific literacy skills that you need to find, read, and interpret research findings. You have unlimited attempts with only your highest attempt counting. To help you stay on track, each assignment is associated with a suggested deadline. However, the assignments can be submitted for credit up until the last date of the course (August 9).

Late assignments and accommodation requests. The assignments for this course are set up so that <u>accommodation requests are not necessary</u> (nor are they allowed).

- **Flexible deadlines**. To help you stay on track, each activity and assignment has a recommended deadline. With that said, the steps of the media assignment can be submitted up until June 18 and the engagement activities, library lab, and article critiques can be submitted for credit up until the last day of class (August 9).

- **Flexible points**. A total of 180 points will be offered throughout the term, but you only need 150 points to earn full credit. As such, you can miss up to 30 points without penalty.

- **Unlimited attempts**. You get multiple attempts on the activities and assignments (up until August 9), with only your highest grade counting. As such, you can use the assignments to towards mastery <u>and</u> 'boost' your overall course grade.

- **Test/exam-only option**. If life circumstances get in the way of you being able to complete the activities and assignments, I will calculate your grade with the engagement component factored in [i.e., (Engagement + Test 1 + Test 2 + Final) / 1000 points] and without the engagement component, based only on your midterm tests and final exam [i.e., (Test 1 + Test 2 + Final) / 850 points]. I will then assign the higher of the two grades. You do not need to 'opt into' this. I will do this for every student in the course. As such, I guarantee the engagement component can only help your grade relative to the tests/exam.

Midterm Test 1 (20%), Midterm Test 2 (30%), and Final Exam (35%)

Your grade in the course will be mostly determined by your performance on two midterm tests and a final exam. The dates and times of the two midterm tests and final exam will be scheduled by the registrar's office. Details about each assessment will be posted on Quercus at least one week in advance of the scheduled date.

- **Test 1** (20%, June 17, 7-8:15 PM): 75 minutes, Units 1 to 5.
- **Test 2** (30%, July 14, 3-4:30 PM): 90 minutes, Units 1 to 9.
- **Final** (35%, final exam period): 120 minutes, Units 1 to 12.

Test/exam format. This summer, the midterm tests and final exam will be administered online via Quercus. Question types may include multiple choice, matching, and fill-in-the-blank. The assessments are open book and open note – however, no collaborations or AI help (e.g., ChatGPT) are allowed (see the course Academic Integrity Policy). See Quercus for details.

Test/exam content and difficulty: The course is designed to challenge you to think critically about research methods and evidence. As such, the midterm tests and final exam go well beyond definitions. They assess your conceptual understanding of the foundational content of the course and your ability to understand, interpret, and think critically about the methods and results of a research study. As the course progresses, we will tackle more and more complex research designs. These designs build on the foundational content introduced earlier in the term. Because of this reality, the midterm tests and final exam are cumulative. As a consequence, the tests and exams for this course get progressively more difficult as the term goes on. *It is very important that you do not fall behind in this course!* It may be very difficult to get caught up again if you have failed to master the foundational components prior to attempting the more challenging topics.

Accommodations and make-up requests. If you receive AccessAbility accommodations, please register with MyAims as soon as the midterm test and final exam dates are announced. This will provide AccessAbility and our team plenty of time to work together to set up your accommodations. If you need to reschedule a midterm test due to an academic conflict, religious observance, or because of illness or an emergency, please complete the PSYB70 Missed Term Work Form. For the final exam, requests to defer the final are made through the registrar's office. Please see the Department of Psychology's Missed Term Work Policy for details.

Study tools

The following supports are provided to help you succeed in the course (see Quercus for details).

➢ **The study guides** provide an overview of the weekly readings, content, activities, and assignments, along with an outline of key terms and concepts.

➢ **The weekly lessons, activities, and assignments** help you build critical thinking skills. The activities and assignments allow multiple attempts so you can work towards mastery.

➢ **Practice tests** will be provided at least one week before each midterm test and the final. They are formatted the same as the tests/final and include questions similar to those on the test/final.

➢ **The Q&A discussion boards** allow you to post your questions about the course when they arise. Posting questions and reading the Q&A responses are a great way to learn!

➢ **Online help tutorials** allow you to meet with our teaching team to review content, ask questions, and work through sample problems. See Quercus for upcoming dates/times.

➢ **Facilitated Study Groups (FSGs)** are student-led learning sessions for students who want to improve their study skills and practice challenging content from the course.

Want to succeed? Manage your time wisely!

Online courses require you to be personally accountable for learning the content. PSYB70 includes two 90-minute lessons per week (Lesson A and Lesson B). You will also need to set aside time to engage with the readings, assignments, and to study for the two midterms tests and the final exam (time management tips). I recommend that you schedule **four** 90-minute blocks of time per week for these activities. Use the table below to identify when you will set aside this time each week. **Then stick to this schedule as the best way to succeed**!

	Block 1	**Block 2**	**Block 3**	**Block 4**
Activity:	Read, review, study	Lesson A	Lesson B	Assignments, study
Investment	90+ minutes	90+ minutes	90+ minutes	90+ minutes
Your schedule: (day of the week & time of day)				

Course Schedule

The schedule below provides a 'big picture' overview of the course. The weekly **study guides (SG)** (available on Quercus) provide a detailed list of the exact readings, learning content, activities, and assignments for each week. I encourage you to download and use the study guides to guide your weekly engagement with the course.

Unit	**Readings**	**Lesson A**	**Lesson B**	**Assignment**
1. May 7-13	☐ SG1, Ch I, Ch II	☐ Lesson 1A	☐ Lesson 1B	☐ Welcome module
2. May 14-20	☐ SG2, Ethics	☐ Lesson 2A	☐ Lesson 2B	☐ Media assignment
3. May 21-27	☐ SG3, Ch II	☐ Lesson 3A	☐ Lesson 3B	☐ Media assignment
4. May 28-3	☐ SG4, Ch VII + XII	☐ Lesson 4A	☐ Lesson 4B	☐ Article Critique 1
5. June 4-10	☐ SG5, Ch IV	☐ Lesson 5A	☐ Lesson 5B	☐ Article critique 2
6. June 11-17	☐ SG 6, Ch VI + XIII	☐ Library Lab	☐ Test 1 prep	☐ **Test 1 (Jun17, 7pm)**
June 20-24	**READING WEEK**	**NO LESSONS**	**NO ACTIVITIES**	**NO ASSIGNMENTS**
7. June 26-1	☐ SG7, Ch V	☐ Lesson 7A	☐ Lesson 7B	☐ Article critique 3
8. July 2-8	☐ SG8, Ch IX	☐ Lesson 8A	☐ Lesson 8B	☐ Article critique 4
9. July 9-15	☐ SG9, Ch VI + XIII	☐ Lesson 9A	☐ Test 2 prep	☐ **Test 2 (Jul14, 3pm)**
10. July 16-22	☐ SG10, Ch VIII	☐ Lesson 10A	☐ Lesson 10B	☐ Get caught up!
11. July 23-29	☐ SG11, Ch VI + XIII	☐ Lesson 11A	☐ Lesson 11B	☐ Article critique 5
12. July 30-5	☐ SG12, course evals	☐ Lesson 12A	☐ Lesson 12B	☐ Article critique 6
Aug. 12-25	**Review prior readings**	**& Units 1-12**	**Date/Time TBD**	☐ **FINAL EXAM**

See Quercus to access the PSYB70 study guides, readings, lessons, activities, and assignments!

All learners are welcome!

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Inclusivity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups[1]. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or work/family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Disability-Related Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office (http://www.utsc.utoronto.ca/ability/) as soon as possible. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

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[1] This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

In this course, the tests and final exam will be administered online as an 'open book and open notes' assessment. You are welcome to use your own personal notes and resources. BUT:

- **General**: You must adhere to the Code of Behaviour on Academic Matters.

- **Own work**: You must be the one to answer and submit your answers. You cannot receive assistance from another person or AI tool (e.g., ChatGPT) when forming your response.

- **No communication**: Communication of any kind with another student or AI tool during a midterm test or exam could be considered an academic integrity violation.

- **No question solicitation or sharing**: Sharing, soliciting, discussing, and/or accessing the questions or answers from the assignments, midterm tests, or final exam of this course outside of the formal testing context will be considered an academic integrity violation.

- **No collaboration on tests/exam**: The mere act of accessing Discord, Reddit, Facebook, Google doc, email, Chegg site, ChatGPT, or similar social media, communication, or AI resources during a midterm test or exam could be enough to get you into academic trouble.

- **No shared notes**: If you have created shared notes (e.g, in Google docs), they must be downloaded for use prior to the start of the test/exam. Accessing a shared document during a midterm test or final exam could be considered cheating, even if you are not access the content at the same time as another student.

- **If you notice it, report it**: Avoid the temptation to cheat and protect yourself by reporting suspected academic integrity violations if you do stumble upon it accidentally.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Plagiarism Prevention Tutorial

The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments for this course.

Plagiarism detection

Normally, students will be required to submit their course essays to Quercus for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Department of Psychology Missed Term Work Policy, Summer 2023

If you must miss a midterm test due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below. Note:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed *Final* Exams are handled by the Registrar's Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office petition process.

> Use this link to access the: PSYB70 Missed Term Work Form

ILLNESS OR EMERGENCY accommodations:

For missed midterm tests due to ILLNESS OR EMERGENCY, complete both of the following process **within 2 business days** of the missed test or exam:

1. Declare your absence on ACORN (Profile & Settings > Absence Declaration) and take a screenshot of your Self-Declared Absence on ACORN.
2. Complete the PSYB70 Missed Term Work Form and, when requested, upload the screenshot of your Self-Declared Absence on ACORN.

- *Note: If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *Note: If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed midterm tests due to an ACADEMIC CONFLICT (e.g. two midterms at the same time), submit the following **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier:

1. Take screenshots of the exam page / your course Quercus pages that demonstrate the conflict.
2. Complete PSYB70 Missed Term Work Form and, when requested, upload the screenshot evidence of the academic conflict.

- *Note: Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Note: Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Note: Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed midterm tests due to a RELIGIOUS CONFLICT, submit the PSYB70 Missed Term Work Form (selecting Religious accommodation as the reason for needing accommodation) at **least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

For missed *TERM TESTS* due to ACCESSABILITY REASONS: **Contact your AccessAbility consultant** and have them email **PSYB70.utsc@utoronto.ca** detailing accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a Verification of Illness Form completed by your doctor AND the PSYB70 Missed Term Work Form to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* PSYB70 Missed Term Work Form and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

University Learning Supports

❖ **The Centre for Teaching and Learning (CTL)** is available to support you in your writing, math and stats, and English language needs https://uoft.me/AcademicLearningSupport

❖ **English Language Development (ELD) Support**: https://utsc.utoronto.ca/eld/welcome-ctl-english-language-development-support

❖ **AccessAbility**: https://www.utsc.utoronto.ca/ability/welcome-accessability-services

❖ **Health and Wellness**: http://www.utsc.utoronto.ca/hwc/

❖ **Mental health resources for UTSC students**: https://www.utsc.utoronto.ca/hwc/mental-health-services-and-resources-utsc-students

❖ **Skill building, future planning, Academic Advising, Career Centre**: http://www.utsc.utoronto.ca/aacc/

❖ **UofT Quercus course focused on academic success and wellness**: https://q.utoronto.ca/enroll/ALEYMP

❖ **Psychology and Neuroscience Departmental Student Association (PNDA)**: https://www.utsc.utoronto.ca/groups/pnda/