

PSYC70H3 Y

Advanced Research Methods Laboratory

Summer 2024 Syllabus

Course Meetings

PSYC70H3 Y

Section	Day & Time	Delivery Mode & Location
LEC01	Tuesday, 11:00 AM - 1:00 PM	In Person: KW 110
TUT0001	Tuesday, 2:00 PM - 3:00 PM	In Person: SW 309
TUT0002	Tuesday, 3:00 PM - 4:00 PM	In Person: SW 309

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Tutorials start in the first week of the course. Please ensure that you are enrolled in a tutorial section before the first tutorial. You must attend the tutorial sessions of the tutorial section in which you are enrolled (i.e., you cannot enrol in TUT0001 but attend TUT0002). Tutorials in weeks 01 and 02 will provide demonstrations, led by the instructor and TA, of how to complete student led group presentations. Student group presentations start in week 03 of the course. Late registration in the course, or a tutorial section, will not be accepted as a valid reason for missing work assigned for or during a tutorial meeting.

Course Contacts

Instructor: Prof. George Cree

Email: george.cree@utoronto.ca

Office Hours and Location: SW405 Tuesdays 2-4 pm

Teaching Assistants

TUT0001: Remsha Rana - remsha.rana@mail.utoronto.ca

TUT0002: Katie Vandelloo - katie.vandelloo@mail.utoronto.ca

Course Overview

The course focuses on methodological skills integral to becoming a producer of psychological research. Students will learn how to identify knowledge gaps in the literature, to use conceptual models to visualize hypothetical relationships, to select a research design most appropriate for their questions, and to interpret more complex patterns of data.

Course Learning Outcomes

This course is designed to load heavily on goals 2, 3, 5, 7 and 10 (see: <https://www.utoronto.ca/psych/program-completion-requirements-and-learning-outcomes>). After successful completion of this course, students will be able to: 1. More effectively consume and critique psychological research; 2. Distinguish between exploratory and hypothesis-driven approaches and for the latter, to generate clear and effective hypotheses regarding variables of interest; 3. Construct clear and thoughtful conceptual models to articulate different relationships between variables of interest; 4. Produce the most sensible research design given the research question, and to identify various tools appropriate to gathering the data needed to speak to the question(s) at hand; 5. Visually and verbally express the different hypothetical findings that could be found prior to actually analyzing the data, with careful attention to generating reasonable (and alternative) interpretations; 6. Consider higher-level issues in research pertinent to data analysis and interpretation, including effect sizes, and a conceptual understanding of meta-analysis; 7. Conceptualize and concretize what the next research steps could look like informed by the results of a given study.

Prerequisites: [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3

Corequisites: None

Exclusions: None

Recommended Preparation: None

Credit Value: 0.5

Course Materials

Two textbooks will be used in this course. No purchase is required. Both will be made available to students electronically through Quercus, and can also be viewed and downloaded in PDF format from the UofT library.

NE23: Nichols, A. L., & Edlund, J. (Eds.). (2023). *The Cambridge Handbook of Research Methods and Statistics for the Social and Behavioral Sciences. Volume 1: Building a Program of Research*. Cambridge University Press. <https://doi.org/10.1017/9781009010054>

MC18: Meltzoff, J., & Cooper, H. (2018). *Critical thinking about research: Psychology and related fields (2nd ed.)*. American Psychological Association. <https://doi.org/10.1037/0000052-000>

Marking Scheme

Assessment	Percent	Details	Due Date
Group Presentation (and associated documents)	30%	Students will each complete a group presentation that will happen during weeks 03 to 12 of the course in the tutorials. See “PSYC70 Group Presentation.pdf” for details and associated Assignment page on Quercus for details.	Weeks 03-12 (scheduled by TA during Week 01 of the course)
Presentation Peer Feedback	20%	Students will provide peer feedback to the presenters each week. 10 presentations, 2% per feedback form.	Weeks 03-12
Midterm & Final Exam (both exams are in-person)	50%	The Midterm exam will cover material from Weeks 01-06 of the course, and will be comprised of MC and SA questions. 1 hr The Final Exam will cover material from the entire course, and will be comprised of MC, SA, and essay questions. 3 hrs	Midterm and Final Exam Period (scheduled by Registrar for outside of class time)

Late Assessment Submissions Policy

Late submissions will receive a penalty of 10% of their value deducted per 24 hour period (or part thereof).

Course Schedule

Week	Description
Week 1 May 7	Lecture: Good Science vs. The Replication Crises (No Reading) Tutorial: Group Presentation Demonstration 1 (MC18 PA01)
Week 2 May 14	Lecture: Research Ethics (NE23 Chpt 2) Tutorial: Group Presentation Demonstration 2 (MC18 PA02)
Week 3 May 21	Lecture: Research Questions (NE23 Chpt 3) Tutorial: Group Presentation 1 (MC18 PA03)
Week 4 May 28	Lecture: Research Designs (NE23 Chpt 5) Tutorial: Group Presentation 2 (MC18 PA04)
Week 5 June 4	Lecture: Building the Study (NE23 Chpt 6) Tutorial: Group Presentation 3 (MC18 PA05)
Week 6 June 11	Lecture: Participant Recruitment (NE23 Chpt 9) Tutorial: Group Presentation 4 (MC18 PA06)
Week 7 June 25	Lecture: Online Research Methods (NE23 Chpt 18) Tutorial: Group Presentation 5 (MC18 PA07)
Week 8 July 2	Lecture: Archival Data (NE23 Chpt 19) Tutorial: Group Presentation 6 (MC18 PA08)
Week 9 July 9	Lecture: Qualitative Research Design (NE23 Chpt 20) Tutorial: Group Presentation 7 (MC18 PA09)
Week 10 July 16	Lecture: Data Cleaning (NE23 Chpt 21) Tutorial: Group Presentation 8 (MC18 PA10)
Week 11 July 23	Lecture: Meta-Analysis (NE23 Chpt 27) Tutorial: Group Presentation 9 (MC18 PA11)
Week 12 July 30	Lecture: Qualitative Analysis (NE23 Chpt 28) Tutorial: Group Presentation 10 (MC18 PA17)

Policies & Statements

Missed Lecture Policy

Lectures for this course are in-person and are not recorded. This is an intentional choice of the Department and instructor given the learning goals of this course. All lecture materials intended for students will be posted on Quercus. If you miss a lecture, there are no “extra notes” or other materials that will be distributed to you – everyone will have access to exactly the same materials. It is highly recommended that you develop a “buddy system” with at least one other person in the course so that you can share notes in the event of an absence. Summaries of missed lectures will not be provided through email, nor provided in their entirety during office hours.

Missed Tutorial Policy

You are expected to attend all tutorial sessions in this course. There is no make-up assignment for missing a tutorial and failing to complete a peer feedback form within that tutorial. Peer feedback forms will only be accepted from students who are present and actively participating in the corresponding tutorial, and will not be accepted late. If you miss a tutorial for an acceptable and verified reason (e.g., illness), as outlined in the Missed Term Work Policy below, then you will receive credit for the missed tutorial. Note that social activities, recreational travel, and work, will not count as acceptable reasons for missing a tutorial. You cannot attend a different tutorial section on an ad hoc basis due to a scheduling conflict.

Email Policy

The course instructor and TAs will try their best to respond to emails with 48 hours (not including weekends and holidays). The course is designed so that no work is required on weekends – we ask that you respect the same boundaries for the instructor and TAs.

Emails requesting explanations/information must be in the following format: (1) “PSYC70” appears as the first thing in the subject line, followed by a concise statement of the purpose of the email in the subject line; (2) in the body of the email, (a) a clear statement about what you would like to know or have explained, (b) what you already understand about the topic/issue, and (c) what you have already done to try to find the answer to your question. Emails that do not follow this format may be returned to sender with a reminder about proper formatting, or, if particularly low effort, inappropriate, and unprofessional, simply deleted with no response.

Email should be sent through the utoronto.ca email system. Quercus mail is not recommended, and messages sent through Quercus mail may take longer for you to get a response.

Presentation Policy

All students are expected to complete the in-class presentation component of the course. Ability to plan and deliver scientific oral presentations are an important part of the department’s degree level expectations for graduating psychology students. Accommodations will only be made for students who have acceptable reasons as documented and verified by the UTSC AccessAbilities office. If you qualify for accommodation then the onus is on you to notify the course instructor as early as possible in the course so that there is time for an appropriate accommodation to be scheduled. Appropriate accommodations may include a recorded

presentation and/or a written document that accomplishes a goal similar to the original presentation, decided on a case-by-case basis.

Missed Midterm Exam Policy

There is no make-up exam for missed midterm exams in this course. If you miss the midterm exam then you will have an opportunity to acquire those grades, for the same material (but with new questions), as Part 1 of the 3 Parts on the final exam.

Grading Policy

Final grades in this course will conform to the UTSC Psychology Department's grading norms for C-level courses. Final grades may be adjusted up, or down, to bring them in line with historical norms for this course, by adding or removing a constant to all final grades.

Note that this may be the first course you have taken in which the students are all primarily Psychology, Mental Health, and Neuroscience Specialist students, meaning that the GPAs of incoming students are higher, on average, than those of Psychology Department students overall. This may result in some individual students in this course receiving grades that are lower than they expect given their performance in past courses. This is normal, and indeed common, in competitive higher-level university courses, and should be factored into how you prepare for evaluations in this course, given your individual goals.

No Extra Credit Opportunities

There are no opportunities for extra credit in this course. The only way to receive grades in this course is through successful completion of the assignments and exams listed in this syllabus. Requests for extra credit opportunities will be ignored because they challenge the integrity of the course, and if granted, would be unfair to the other students in the course.

Classroom Civility and Communication Etiquette

Each student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone. This applies to all aspects of the class, particularly communication and other interactions in tutorials. Students who use offensive language, are verbally abusive, display disrespect to others, write inappropriate comments on peer feedback forms, or exhibit other inappropriate behaviors may be subject to disciplinary action under the student code of conduct.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) 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.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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 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 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to george.cree@utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	WITHIN 2 BUSINESS DAYS of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	WITHIN 2 BUSINESS DAYS of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	10 BUSINESS DAYS IN ADVANCE of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed TERM TESTS , <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. For missed ASSIGNMENTS , <ul style="list-style-type: none"> - If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days), send your Accommodation Letter to the course email and specify how many days extension you are requesting. - If your desired accommodation is outside the scope of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 		PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		10 BUSINESS DAYS IN ADVANCE of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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 missed assignments, **do not wait for the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.