

PSYC70H3S (2025 Winter)

Advanced Research Methods Laboratory

Course Meetings

PSYC70H3S

Section	Day & Time	Delivery Mode & Location
LEC01	Tuesday, 11:00 AM - 1:00 PM	In Person: IC 230
LEC02	Tuesday, 3:00 PM – 5:00 PM	In Person: IA 2040
TUT0001	Thursday, 9:00 AM - 10:00 AM	In Person: HL B110
TUT0002	Thursday, 11:00 AM - 12:00 PM	In Person: KW 262
TUT0003	Thursday, 2:00 PM – 3:00 PM	In Person: KW 264
TUT0004	Thursday, 3:00 PM – 4:00 PM	In Person: HL B106
TUT0005	Thursday, 4:00 PM – 5:00 PM	In Person: HL B110
TUT0006	Thursday, 5:00 PM – 6:00 PM	In Person: HL B110
TUT0007	Thursday, 6:00 PM – 7:00 PM	In Person: HL B110

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

The first two tutorials (Weeks 01 and 02) are virtual tutorials, meaning that a link will be provided on Quercus to a video for you to watch. Please ensure that you are enrolled in a tutorial section before the first tutorial, because we will be using tutorial enrolment information to form the groups for the group presentations that start in Week 04.

Starting in Week 03, tutorials are in person, and attendance is required.

You must attend the tutorial sessions of the tutorial section in which you are enrolled (i.e., you cannot enrol in TUT0007 but attend TUT0002).

Tutorials in Weeks 01-03 will provide demonstrations, led by the instructor and TA, of how to complete the student led group presentations in Weeks 04-12.

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 Thursdays 2-4 pm

Teaching Assistants

TUT0001: Tosa Oliogu :: etinosa.oliogu@mail.utoronto.ca

TUT0002: Tosa Oliogu :: etinosa.oliogu@mail.utoronto.ca

TUT0003: Hyuna Cho :: hyuna.cho@mail.utoronto.ca

TUT0004: Hyuna Cho :: hyuna.cho@mail.utoronto.ca

TUT0005: Moaz Shoura :: moaz.shoura@mail.utoronto.ca

TUT0006: Moaz Shoura :: moaz.shoura@mail.utoronto.ca

TUT0007: Shao Feng (Shawn) Liu :: shaofeng.liu@mail.utoronto.ca

If you have a question, who should you contact?

Questions about lecture material and the research project assignments should be directed to Prof. Cree.

Questions about tutorial material, group presentations, and grading of assignments, should be directed to your TA.

Course Overview

This course focuses on research method skills that are foundational to conducting reproducible psychological research. Students will learn how to identify knowledge gaps in the research literature; read and critique published articles; form interesting, socially and scientifically relevant research questions and hypotheses; select a research design most appropriate for their questions; develop and implement a sampling plan appropriate for their study; appropriately document data collection and the research process; store and organize data and documents for reproducible research; collect data, analyze and interpret patterns in data; and report their findings in APA format consistent with current day Journal Article Reporting Standards. The replication crises in psychology (and beyond), and the lessons that have been learned, will be used to motivate the importance of (evolving) contemporary best practices.

These skills will be learned through lectures and assignments that will guide students on how to complete a research project, and through tutorials focused on (a) critiquing research articles and (b) scientific presentations.

This course serves as a first opportunity in our UTSC Psychology curriculum to complete a simple, professional level research project from start to finish. After successful completion of the course students will be prepared to enter an advanced lab course in a specialized sub-area of psychology (e.g., our PSYC70 series courses) and/or, in conjunction with other statistics, methods, content, and communication courses, enter a research lab to complete an independent study course or thesis project.

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 power and effect sizes; 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

Several textbooks will be used in this course. **No purchase is required.** Most of them are short and are part of the [APA's Concise Guides to Conducting Behavioral, Health, and Social Science Research series](#). The exact set of readings within these books that you will be required to read will depend on the type of research project you decide to complete for your assignments (e.g., a quantitative vs. qualitative design). Guidance as to which books to read, and on which chapters to focus, will be provided in the lectures. All of these books will be made available to students electronically through Quercus, and can also be accessed online through the UofT library using the "library link" for each below (with the exception of Silvia et al., 2017, which is placed on reserve in the UTSC library).

Textbooks for Lectures:

Urban, J. B., & van Eeden-Moorefield, B. M. (2018). Designing and proposing your research project. American Psychological Association. ([library link](#))

Hempel, S. (2020). Conducting your literature review. American Psychological Association. ([library link](#))

Berenson, K. R. (2018). Managing your research data and documentation. American Psychological Association. ([library link](#))

Katz-Buonincontro, J. (2022). How to interview and conduct focus groups. American Psychological Association. ([library link](#))

Levitt, H. M. (2020). Reporting qualitative research in psychology (*revised ed.*). American Psychological Association. ([library link](#))

Cooper, H. (2020). Reporting quantitative research in psychology (*2nd revised ed.*). American Psychological Association. ([library link](#))

Silvia, P. J., Delaney, P. F., & Marcovitch, S. (2017). What psychology majors could (and should) be doing. American Psychological Association. ([library link](#))

Textbook for Tutorials:

Meltzoff, J., & Cooper, H. (2018). *Critical thinking about research: Psychology and related fields* (2nd ed.). American Psychological Association. ([library link](#))

Marking Scheme

Assessment	Percent	Details	Due Date
Research Idea	5%	Students will submit a research topic and research question/hypothesis for their research project, for approval.	End of Week 04
Research Proposal	15%	Students will submit a research proposal that describes what they plan to do for their research project, for approval.	End of Week 06
Research Project	25%	Students will submit a completed research project in APA format.	Last day of classes.
Group Presentation (and associated documents)	10%	Students will each complete a group presentation that will happen during Weeks 04 to 12 of the course in the tutorials. See “PSYC70 Group Presentation.pdf” for details and the associated Assignment page on Quercus for further details.	Weeks 04-12 (scheduled by TA during Weeks 02/03 of the course)
Presentation Peer Feedback	10%	Students will provide peer feedback to the presenters each week. 10 presentations, 1% per feedback form.	Weeks 03-12
Final Exam (in-person)	35%	The Final Exam will consist of an article critique, similar to the articles and critiques practiced throughout the tutorials. 2 hrs	Final Exam Period (scheduled by Registrar for outside of class time)

Course Schedule

Week	Description
Week 1	Lecture: syllabus review, research project review, tutorial review Virtual Tutorial: Scientific Presentations
Week 2	Lecture: Designing and Proposing Your Research Project (Chpts 1-2) Virtual Tutorial: Group Presentation Demonstration 1 (MC18 PA01 Street Talk)
Week 3	Lecture: Designing and Proposing Your Research Project (Chpts 3-4) Tutorial: Group Presentation Demonstration 2 (MC18 PA02 Flying Phobia)
Week 4	Lecture: Designing and Proposing Your Research Project (Chpts 5-6) Tutorial: Group Presentation 1 (MC18 PA03 Divorce and Aggression)
Week 5	Lecture: Designing and Proposing Your Research Project (Chpts 7-8) Tutorial: Group Presentation 2 (MC18 PA04 Dyslexia in Girls)
Week 6	Lecture: How to Interview (and Conduct Focus Groups) (Chpts 1-2, 5) Tutorial: Group Presentation 3 (MC18 PA06 Bossiness in Girls)
Week 7	Lecture: Managing Your Research Data and Documentation (Chpts 1-3) Tutorial: Group Presentation 4 (MC18 PA08 Insomnia)
Week 8	Lecture: How to Interview (and Conduct Focus Groups) (Chpt 6) Tutorial: Group Presentation 5 (MC18 PA09 Midlife Crisis)
Week 9	Lecture: How to Interview (and Conduct Focus Groups) (Chpt 7) Tutorial: Group Presentation 6 (MC18 PA10 Back Pain)
Week 10	Lecture: How to Interview (and Conduct Focus Groups) (Chpt 8) Tutorial: Group Presentation 7 (MC18 PA11 HMOs)
Week 11	Lecture: JARS: Reporting Qualitative Research in Psychology Tutorial: Group Presentation 8 (MC18 PA15 Tax Deadline)
Week 12	Lecture: What Psychology Specialists Could (and Should) be Doing Tutorial: Group Presentation 9 (MC18 PA16 Teaching Styles)

Policies & Statements

Late Assessment Submissions Policy

Due dates are provided for each assignment in the course. The due dates have been chosen very intentionally, to keep you on track for completing your final project on time, and to be in sync with the material covered in the lectures. We strongly recommend that you submit each assignment by the posted due date. Failure to follow the due dates is very likely to lead to trouble with successfully completing the research project by the end of Week 12.

However, with that said, we recognize that sometimes life gets in the way. Therefore, all students will be able to submit their assignments up to 7 days after the due date without penalty, and without needing to document why the submission is late. You do not need to contact us about this – just submit the assignment on Quercus as soon as it is ready.

Assignments submitted after this 7 day grace period will receive a penalty of 20% of the total possible score per 24 hour period (or part thereof) that the assignment is late (e.g., if you submit 6 hours after the end of the 7 day grace period, and you get 80/100, you will receive a grade of 60/100 on that assignment). The logic for this severe penalty is that in the world of research, deadlines are deadlines. If you miss a submission deadline for a conference or grant, there is no extension.

Missed Lecture Policy

Lectures for this course will be recorded and made available to all students through Quercus, along with transcripts.

Missed Tutorial Policy

You are expected to attend all 10 in-person tutorial sessions in this course from Weeks 03-12. 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) then you will receive credit for the missed tutorial. Note that social activities, sport, 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 business hours (i.e., not including weekends and holidays). The course is designed purposively so that no work is required of you on weekends – we ask that you respect the same boundaries for the instructor and TAs.

We ask that mails requesting explanations/information 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, or 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 is 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.

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

All use of AI tools in this course for assignments must be appropriately documented (as will be described in the course). See <https://apastyle.apa.org/blog/how-to-cite-chatgpt> for details (note that standards are rapidly evolving, and may change during the course itself!).

Students may use artificial intelligence (AI) tools, including generative AI, in this course as learning aids or to help with planning their assignments. However, students are ultimately accountable for the work they submit. It is important to note that current day AI is known to “hallucinate” meaning that, for example, it may make reference to research that does not exist, or it may describe research that does exist incorrectly. Fabrication of research evidence may constitute an academic offense. It is therefore YOUR responsibility to carefully fact check AI if you choose to use it.

Students may NOT use AI tools for the final exam, or for the visual or audio delivery of their presentation.

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 is not permitted.

Lectures for this course are recorded and made available through Quercus, so there is no need to record the live lectures.

Tutorials should not be recorded as video or audio due to privacy reasons related to student presentations.

Department of Psychology 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		work

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.