

**Faculty of Health**  
**Department of Psychology**  
**PSYC 2030 3.0 A: INTRODUCTION TO RESEARCH METHODS**  
**Pre-recorded Content Lectures: Posted weekly on eClass**  
**Live Community Meetings: Tuesdays at 2:30pm via Zoom**  
**Fall 2021**

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This course will consist of both asynchronous (completed individually on your own time) and synchronous (completed “live” as a community at a scheduled day and time) components.

**Pre-recorded Content Lectures (asynchronous):** Pre-recorded lectures teaching course materials will be shared weekly through eClass. Lecture videos will be available one week before the live community meeting for which the topic is scheduled (see Course Schedule below). Pre-recorded lectures provide instruction of course material to complement textbook readings. Students are expected to have viewed the pre-recorded lecture(s) before attending the live community meeting each week.

**Live Community meetings (synchronous):** Weekly meetings for the course community (students, teaching team) will be held via Zoom each Tuesday at 2:30pm for 1.5 – 2 hours. These meetings will be structured around two tasks:

1. A Q&A session during which students’ questions about the week’s pre-recorded lecture content will be answered by the instructor. Students can submit their questions for this session through eClass by 11:59pm the day before the community meeting.
2. Students will complete “Apply It!” activities to apply the week’s content to new contexts and situations. Application of course content facilitates student learning, builds important skills for completing graded assignments, and should ultimately improve performance in the course.

Attendance to live community meetings is strongly recommended. However, recordings of these meetings will also be posted on eClass each week. Students who are unable to attend the live community meetings are expected to watch the recordings and complete each week’s Apply It activity on their own time.

**Students are expected to spend on average 5 – 6 hours per week on this course.** This includes time spent watching pre-recorded lectures, completing readings, attending/watching live community meetings, and writing weekly activity reflections.

### **Instructor and T.A. Information**

Instructor: Dr. Jodi Martin

Office Hours: By appointment (see Communication & Contact Info folder on eClass to book)

Email: [jodimart@yorku.ca](mailto:jodimart@yorku.ca)

<b>T.A.</b>	<b>Jeffrey Esteves</b>	<b>Adina Levi</b>
<b>Email</b>	<a href="mailto:jesteves@yorku.ca">jesteves@yorku.ca</a>	<a href="mailto:alevi@yorku.ca">alevi@yorku.ca</a>
<b>Office Hours</b>	See Communications & Contact Info folder on eClass to book appointments.	

**When emailing the teaching team please include PSYC2030A in the subject line and your full name in the email.**

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [eClass](#)

All course materials will be available through eClass. This includes important details about the course format, weekly pre-recorded lecture videos & lecture slides, question submissions for weekly live community meetings, Zoom link to weekly live community, quizzes, assignment instructions and submissions, and appointment sign-ups for instructor & TA office hours. All communications from instructor to students will also take place through eClass's Course Announcements.

**It is absolutely necessary that you are regularly accessing eClass to be successful in this course.** "I didn't know it was on eClass" or "I don't know how to use eClass" are not acceptable excuses for missing any course component. Following initial orientation, it is the student's responsibility to become comfortable with using eClass for the purposes of this course. Additional support resources are available in the "Online Learning Support for Students" folder on eClass.

**Course Description**

This course will introduce you to the different stages of the research process followed by psychological researchers. We will discuss how to find and read research articles, how to come up with a research idea and hypothesis, how to design a research study, issues pertaining to measurement and sampling, and ethical research practices. We will also cover in-depth the advantages and disadvantages of a number of research designs and methods used in psychology including non-experimental (correlational), experimental, quasi-experimental, and qualitative approaches, as well as how statistics are inherently connected to research design. This course emphasizes students' application of knowledge such that by the end of term students will be able to propose their own hypothetical research study.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Distinguish between experimental and non-experimental designs.
2. Demonstrate critical thinking in identifying strengths and weaknesses of different research designs
3. Define hypotheses, independent and dependent variables, validity and reliability.

4. Demonstrates an ability to locate and identify valid, credible, and rigorous psychological research.
5. Identify the problems that arise during sampling, measurement, and making inferences from data
6. Understanding ethical obligations of researchers.

### Specific Learning Objectives

1. Locate published research online
2. Synthesize information from published research papers
3. Identify hypotheses, operational definitions of variables, research design and/or measurement strategy from research examples
4. Create hypotheses, operational definitions, research design, and measurement strategy for a given research question
5. Propose a hypothetical research study based on a research idea of your own interest

### Required Text

- Cozby, Mar, & Rawn. (2020). *Methods in Behavioural Research* (3<sup>rd</sup> Canadian Edition). McGraw-Hill Ryerson Ltd.

You will be able to purchase an e-book version directly through a link that will be available on our eClass page. This link will also give access to the e-book version for free in the first weeks of the semester. Hard copies will be available for purchase through the YorkU bookstore. The ebook version of the book is certainly the most affordable, provided that you do not want to keep a hard copy for future reference.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Quiz 1	October 5 - 12	12%
Quiz 2	November 9 - 16	12%
Quiz 3	December 7 – 14	12%
Apply It Reflections	Weekly (1% each up to a total of 10%)	10%
Assignment 1	October 26	25%
Assignment 2	December 12	25%
Participation	See “Participation” folder on eClass	4%
<b>Total</b>		<b>100%</b>

### Description of Assessments

#### Quizzes

Students will complete three (3) quizzes throughout the semester (see Course Schedule below). Quizzes will be comprised of a series of questions randomly selected from a large question bank. As a result, no two students will complete an identical quiz. **Quizzes are close-booked**

**and students should not consult any course materials while completing their quiz.** Quizzes will assess students' knowledge of content immediately preceding that quiz (i.e., they are non-cumulative). **Each quiz will be available for a week-long period; students are to complete each quiz at a time of their choosing that best suits their ability to complete a quiz within the specified time limit.** Once started, students will have a specified amount of time to complete the quiz before it automatically closes. More information about quizzes will be provided closer to their scheduled dates during live meetings and in the "Quizzes" folder on eClass.

### **Apply It Reflections**

Students will complete Apply It activities each week during live community meetings. These activities will require application of lecture content and will scaffold skills needed for success on course assignments. After completing activities each week students will respond to reflection prompts provided in each week's folder on eClass. It is the student's responsibility to ensure each reflection is closely tied to the corresponding activity to provide sufficient evidence that the activity was completed. **Apply It Reflections will be open weekly from Tuesday during our live community meeting until the start of the live community meeting the following week (i.e., following Tuesday at 2:30pm).** Reflections should be a minimum of 100 words and take 10 to 15 minutes to complete following Apply It activities, and each should be a minimum of 100 words in length. A total of 12 Apply It! Reflections will be available throughout the semester; students are expected to submit at least 10 Apply It! Reflections, each worth 1% of their final grade.

### **Assignments**

Students will complete two (2) assignments throughout the course. **Assignments will require students to draw on knowledge gained from course lecture content and readings as well as skills developed through Apply It activities.** Assignment 1 will correspond to the content covered in the course up to the time of its deadline (i.e., it is non-cumulative). Assignment 2 will draw on content covered throughout the entire course. More details and specific instructions for each assignment will be posted in the "Assignment Instructions & Submission" folder on eClass well in advance of deadlines.

### **Class Format and Attendance Policy**

Course content will be delivered through both pre-recorded content-based video lectures posted weekly on eClass which students will watch on their own time and live community meetings held on Zoom each week on Tuesday at 2:30pm. Attendance to Tuesday live community meetings is strongly recommended; however, recordings of these community meetings will also be posted on eClass for students who have a legitimate reason for being unavailable (i.e., living in another time zone which makes timing challenging). Regardless of whether students attend Tuesday meetings live or watch the recordings, they are expected to complete the Apply It Activity each week and to submit at least 10 weekly Apply It reflections based on their experiences completing the activities.

## **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

## **Missed Tests/Midterm Exams/Late Assignment**

### **Missed quizzes**

Missed quizzes will receive a grade of 0 and no extensions or make up quizzes will be offered, other than in highly extreme circumstances (as judged by the professor). Each quiz will be available for a week-long period, which acts as built-in extra time for all students. Students are advised to choose a time to complete their quiz that is best for them to be in the right physical space and mindset to complete a graded quiz. Students believing that their circumstance for missing a quiz qualifies as highly extreme must notify the professor within 48 hours of the final day of that quiz's availability period. Exceptions will only be made at the professor's discretion.

### **Late Apply It Reflections**

Late Apply It reflections will not be accepted and no extensions will be granted, other than in highly extreme circumstances (as judged by the professor). Twelve (12) Apply It Activities/Reflections will be held throughout the semester during live community meetings; students need only complete ten (10) to receive the full possible 10% toward their final grade. Thus, students can leave up to two Apply It Reflections incomplete with no impact to their final grade. Each Apply It! Reflection will be open for a 7-day submission window, which acts as built-in extra time for their completion. Students believing they are impacted by highly extreme circumstances and who have already missed their two "freebie" Apply It Reflections must consult the professor within 48 hours of the missed Apply It Reflection. Exceptions will only be made at the professor's discretion.

### **Late Assignments**

All assignments have a 2 day grace period where students can submit after the deadline at no penalty. Assignments submitted *beyond this 2 day grace period* will receive a 5% per day penalty up to a total of 3 days (i.e., up to 5 days after original due date). No assignments will be accepted 5 days beyond their due date; assignments more than 5 days late will receive a grade of 0.

Example: The deadline for Assignment 1 is October 26<sup>th</sup> at 11:59pm. If additional time is needed (due to illness, falling behind, having a lot of deadlines around then, perfectionism, etc.), students can submit their assignment with no late penalty until October 28<sup>th</sup> at 11:59pm. Assignments submitted October 29<sup>th</sup>, 30<sup>th</sup>, or 31<sup>st</sup> will receive a 5% per day late

penalty (e.g., 5%, 10%, 15% total penalty, respectively). Assignments not submitted by October 31<sup>st</sup> at 11:59pm will receive a grade of 0.

**This policy holds for BOTH assignments in this course and their respective deadlines.**

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted/required during class time for course-related purposes. It is expected that students will complete quizzes in a manner that does not include consulting an unauthorised source during the quiz. In other words, quizzes in this course are **not** open-book

and students should complete them without referring to course notes, webpages, or other resources that are not explicitly provided by the professor.

**Any sharing of screenshots and/or personal feedback received from completing course assessments will be considered a violation of the electronic device policy and there will be consequences for this behaviour. The unauthorized sharing of these details or any other course materials by any means (e.g., What's App group, student forum, Reddit, Facebook group etc.) is strictly prohibited.**

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

**This includes the sharing of screenshots and/or personal feedback received from completing course quizzes online. The sharing of these details by any means (e.g., What's App group, Discord, SnapChat, Reddit, etc.) is strictly prohibited.**

### **Course Group Chats**

Participating in group chats other than the Student Forum on eClass (e.g., WhatsApp, Discord, Reddit, etc.) in the interest of forming a course community that is solely for the students enrolled in this course is permitted, but students should proceed with caution for the following reasons:

1. The professor, teaching assistants, department and York University overall have no jurisdiction over adverse behaviours (e.g., hacking, bullying, etc.) that may occur in these contexts. That means that it is difficult for the professor monitor if an unsafe situation arises. If such an event occurs, students are advised to shut down the group and form a new one. You should also inform the professor should the adverse behaviour be committed by another student in the course. To reduce the risk of external individuals joining a course chat group please only share links to the group through

private means (i.e., don't post the link publicly on Reddit) and share only with other members of PSYC2030A.

2. Participation in illicit activity (e.g., cheating) that occurs in such groups may put your academic integrity at risk. Sharing of answers or asking for an answer on a graded quiz or assignment through such a group chat is considered an act of academic dishonesty and is strictly prohibited. Any violations will be reported to the Department of Psychology and are subject to consequences (e.g., a failing grade on the assessment in question, a grade of 0 on the particular assessment, a failing grade in the course, etc.). It is strongly recommended that the administrator of any such group(s) for the course suspend the chat group during scheduled quiz times, and that participants who violate these guidelines are immediately blocked/removed from the group.
3. The sharing of screenshots of emails or answers provided by the professor or other members of the teaching team through emails is not permitted in course community group chats. All email communications between student and professor/teaching team are considered private and should not be shared without express permission from the professor/teaching team.

### **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).



### **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC2030A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

**Proposed Course Schedule** (subject to change)

<b>Week</b>	<b>Live Mtg Date</b>	<b>Topic</b>	<b>Reading</b>	<b>What's due when?</b>
1	Sept 14	Course Overview eClass Orientation	Syllabus eClass	Apply It 1 (Sept 14 - 21)
2	Sept 21	Scientific Understanding of Behaviour Where to Start?	Ch. 1 Ch. 2	Apply It 2 (Sept 21 - 28)
3	Sept 28	Conducting Ethical Research	Ch. 3	Apply It 3 (Sept 28 – Oct 5)
4	Oct 5	Research Design Fundamentals	Ch. 4	Apply It 4 (Oct 5 - 19) <b>Quiz 1 (Oct 5 – 12)</b>
		<b>Reading Week</b>	<b>No Class</b>	
5	Oct 19	Sampling & Measurement	Ch. 5 Ch. 7 pp. 139-146 Ch. 9 pp. 169-173	Apply It 5 (Oct 19 - 26)
6	Oct 26	Observational Methods Self-report Methods	Ch. 6 excl. 117-121 Ch. 7 pp. 124-139	Apply It 6 (Oct 26 – Nov 2) <b>Assignment 1 (Oct 26) (+2 day grace period)</b>
7	Nov 2	Basic Experimental Designs	Ch. 8	Apply It 7 (Nov 2 – 9)
8	Nov 9	Complex Experimental Designs Quasi-experimental Designs	Ch. 11 pp. 210-215 Ch. 10 pp. 187-198	Apply It 8 (Nov 9 – 16) <b>Quiz 2 (Nov 9 – 16)</b>
9	Nov 16	Single Subject (Case) Designs	Ch 10 pp. 199-202	Apply It 9 (Nov 16 – 23)
10	Nov 23	Connecting Statistics & Research Methods	Ch. 12 Ch.13 (don't stress about formulas/numbers)	Apply It 10 (Nov 23 – 30)
11	Nov 30	Applications of Research Outside of Academia	10 pp. 184-187	Apply It 11 (Nov 30 – Dec 7)
12	Dec 7	Generalizing Research Results Course wrap-up	14	Apply It 12 (Dec 7 - 14) <b>Quiz 3 (Dec 7 – 14)</b>
				Assignment 2 (Dec 12) (+ 2 Day grace period)