

Faculty of Health
Department of Psychology
PSYC 2030 3.0 B: INTRODUCTION TO RESEARCH METHODS
Asynchronous and Online
Fall 2021

Why should I read all of this?

This syllabus is a contract between yourself and myself, that you agree upon by enrolling in the course. By staying enrolled in this course, you agree to everything I've written here. Thus, you should read this *very* closely as I could have put all sorts of wild things in this syllabus. My old high-school chemistry teacher used to make us do push-ups if we forgot to wear our safety goggles. Maybe I'll force you to record a Tik Tok dance video if you submit too many late assignments. Best to know that in advance.

How will I learn?

In large part, you will learn by doing, practicing research skills and doing so frequently. This course is completely online and mostly asynchronous, with no mandatory scheduled synchronous meetings. Instead, you will complete several assignments due each week. Because this is an online course, you are required to have high-speed Internet during the duration of the course. As this is a requirement of the course, lacking access is not a valid excuse for late or incomplete work. If you are concerned that this may be an issue, another section of 2030 with different requirements may be more appropriate for you. Similarly, you should not enroll in this course if you are not able to work the 8-10 hours per week that is required to complete the readings and assignments (i.e., the minimum hours estimated for a 0.5 FCE course at York).

INSTRUCTOR & TA INFORMATION

Who is responsible for this course?

Your professor is Dr. Raymond Mar (he/him), and it'd make him really happy if you worked hard and did really well in this course. If you encounter any obstacles to succeeding in this course, please e-mail (mar@yorku.ca).

Your teaching assistants (TAs) are highly capable graduate students, who are in the midst of completing either an M.A. or Ph.D. degree. They are the ones largely responsible for grading all of your many assignments. This year, they are Jessica Padgett (she/her; jpadgett@yorku.ca) and Rebecca Dunk (rjdunk@yorku.ca). Feel free to reach out to them if you require any assistance.

Office hours for all of us are by appointment.

How do I send an e-mail to my professor or a teaching assistant?

I'm so glad that you asked! Many students simply assume they know how to communicate appropriately with faculty and teaching assistants, but end up making a poor impression. In order to maximize the chance that your e-mail will be read and responded to promptly, with a helpful response, follow these handy tips:

1. Before you write with a question, read the syllabus and other documentation, and do some quick Googling to make sure that the information cannot be found easily. This prevents you from looking silly or lazy.
2. Avoid informal language or slang.

3. Be sure your e-mail uses proper spelling, grammar, and punctuation. Using a grammar or spell-check tool could definitely help.
4. Start your e-mail with a salutation or address, which indicates to whom the message is directed (e.g., Dr. Mar) and end with your full name and student number (e.g., Pratchaya Shah-Okuwa, 211995552).
5. Write your e-mail as far in advance of when you need the answer as possible.

The full course code, including the section (as I often teach several sections; e.g., PSYC 2030 B) must appear in the subject of the e-mail. If you follow these tips and remember to include the course code in the subject, you can typically expect a response from myself or the TAs within 48 hours, not including weekends/holidays. If you don't receive a reply within this time span, please double-check these tips and re-send your e-mail.

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 on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

COURSE DESCRIPTION

What will I learn?

You will learn how to think like a scientist and about how the scientific method is used to gather evidence about how the world, including the people in it, works. The course focuses on building research skills, so you will learn how to find scientific research, how to comprehend and critique it, and how to conduct research using a variety of study designs and statistical tools. In addition, you will work on building valuable and generalizable skills related to reading, writing, listening, synthesizing, reflecting, and conducting statistical analyses.

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. Demonstrate 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. Understand ethical obligations of researchers.

The required textbook is

Cozby, P. C., Mar, R. A., & Rawn, C. D. (2020). *Methods in Behavioural Research* (3rd Canadian Edition). Toronto, CA: McGraw-Hill Education.

The text is available as an eBook and in hardcopy. We recommend the hardcopy to reduce screentime and spare your eyes, if possible. Note that the eBook cannot be printed out.

COURSE REQUIREMENTS AND ASSESSMENTS

How will my learning be assessed?

You will learn by completing several assignments due each week (~3 to 6 assignments), with each assignment being pass/fail (more on that later). Although you will be required to read portions of a textbook each week, and sometimes answer simple multiple-choice questions regarding the readings, the assignments are highly varied, at times involve coordination and collaboration with your peers, and often involve actively practicing research skills. There are no timed exams or quizzes for this course and we have endeavoured to reduce the amount of time you spend in front of a screen as much as possible. The details of all assignments are on the eClass for this course.

All assignments for this course have a due date, specified on eClass. Assignments are graded as follows:

3 points = Completed as required and before the due date.

2 points = Completed before the due date, and missing requirements are corrected within 1 week of the due date.

1 point = Completed as required but after the due date (within 1 week after due date), or missing requirements not corrected within 1 week of the due date.

NOTE: It is your responsibility to figure out how a submitted assignment failed to meet all of the requirements, and then correct this.

0 points = Not completed within 1 week after the due date.

Your final course grade is the total points earned on all assignments out of the total points possible, expressed as a percentage.

How can I improve my chances of doing well?

A 0.5 FCE course at York is expected to require approximately 8-10 hours per week of work. You should make yourself a schedule for when you will work on this course and stick with it. I would recommend you work on this course every day, and plan for a bit more than you think you will need. But you know yourself, your schedule, and your optimal way of working best. In order to do well you will have to keep up. If you want to greatly improve your chances of doing well, you should work ahead as much as possible. Working ahead of schedule also permits you flexibility if something unexpected happens that causes a disruption to your work schedule for this course. The course is made available to you 2 weeks before the start of term, to give you plenty of opportunity to work ahead.

Description of Assignments

The details of all assignments are on the eClass for this course, with deadlines each week.

Class Format and Attendance Policy

This class is fully asynchronous, with no mandatory synchronous portions. Attendance, either in-person or on Zoom, is not required.

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

How can I be accommodated while completing this course?

Many accommodations for students of varying ability are purposefully built directly into the design of this course, and do not need to be requested. For example, all videos are also available as audio-only files and also have written transcripts; all documents are also searchable, highlightable, and can be accessed through text-to-speech software. There are no timed forms of evaluation (e.g., quizzes have no time limit and can be repeated as many times as necessary), and no in-person requirements at all. Because there are so many possible ways to earn grades in this course, there is great flexibility in both when and how students tackle the material and are assessed. All students are able to work ahead, turn work in late (with a minor penalty), and even miss a small number of assignments, but still earn an A in this course. This flexibility benefits all students, including those who typically require formal accommodation due to health or ability, religious commitments, family commitments, and difficult work schedules. To take advantage of this flexibility, you must (1) work ahead as far as possible, (2) take advantage of completing an assignment within 1 week of the due date when necessary, and (3) take advantage of not completing an assignment when necessary. It is not necessary to ask for an extension for any assignment, because all students have an extension for all assignments (with a minor penalty). As an example of how this flexibility works as an accommodation, imagine that you have a mental health crisis one week. If you have been working ahead, then you can take a week off and not fall behind. If you still fall behind, you can submit work late. And if things get really bad and you can't submit the work late, you can still get an A in the course having missed this assignment. When planning how to approach this course and when to work ahead, note that weeks 4, 5, 8, and 10 have the heaviest workloads; weeks 1, 2, 11, and 12 have the least amount of work.

For more information on accessibility and accommodation, please visit the [York University Accessibility Hub](#). You can read the official York University policy on accommodation [here](#). Students requiring additional accommodation should request a formal [letter of accommodation](#) from Student Accessibility Services and present it to the instructor within the first 3 weeks of class. Please speak with the instructor if you have any concerns at all about being accommodated in this course.

Add/Drop Deadlines

I don't like the sounds of all this, or I'm starting to really hate this course, how can I drop it?

Fair enough, this course won't be for everyone. You can drop the course at any time, using the registration and enrollment system. You can find important dates, including when you can add or drop a course (with and without penalty) on the [York website](#).

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 without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission 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 during class time for course-related purposes.

Academic Integrity for Students

What are my responsibilities as a student in this course?

If you miss one assignment in this course, you're posting a karaoke video for a song of my choosing. Just kidding. In truth, you are responsible for acting in a civil and respectful way in all your interactions with other students, the TAs, and instructor(s). When completing assignments, including discussions board posts, avoid using insulting and inflammatory language. In short: be nice to one another and ensure your actions originate in an intention to be helpful. In addition, you are responsible for upholding the principles of academic integrity, outlined in [this senate policy](#). I highly recommend that you use [the SPARK modules](#) to learn about your responsibilities when it comes to academic integrity. Just like they say in all those cop shows, ignorance doesn't protect you, so you

should really learn about all of this. Needless to say, creating and sharing a collection of quiz questions and answers is not permitted by the Faculty of Health. This includes the selling, buying, and even attempting to sell or buy, banks of test questions and/or answers. Doing so breaches the Senate Policy on Academic Honesty (articles 2.1.1 and 2.1.10, for those interested), and students found engaging in this behavior will be treated accordingly. Note that all course materials are the property of the instructor unless otherwise stated, and that third party copyrighted materials (e.g., book chapters, journal articles) have either been licensed for use in the course or fall under an exception or limitation according to Canadian copyright law. As a result, copying and/or distributing any material may lead to a violation of copyright law.

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](#).

What do I do if I'm confused about something and have a question?

If you're not sure about something about the course, such as how to do something on eClass or what you should be reading or doing for an assignment, the first thing you should do is make sure the answer can't easily be found either in the documents provided for this course (of which there are a LOT), or online. The #1 complaint from course instructors and TAs is when students ask questions to which the answers are easily found with minimal effort (often in the syllabus). (The #2 complaint is rude and informal e-mails, addressed below.) Even after you leave University, asking questions when the answer can easily be found on your own generally gives a poor impression to others: it makes you appear either lazy or foolish, or both. Thus, if you are confused about something and have a question, first carefully check the information that you have at hand (i.e., documentation for this course, do a Google search [e.g., "how to embed a link for an eClass discussion board post?"]) and then consider asking someone. If the answer to your question is likely to help other students (e.g., a question regarding the course content or course administration), please ask it in the Q&A forum for the entire course. If you know the answer to a question here, please do reply! If your question is about a personal or individual issue, you can ask a TA or your professor, via e-mail.

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.

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

Acknowledgement and License

This course was designed by Dr. Raymond Mar and Jessica Padgett, both at York University. Essential programming in R was completed by Eric Tu. The design of this course is based heavily on a course developed by [Prof. Morton Gernsbacher](#) at the University of Wisconsin-Madison, which she made available via an Attribution-NonCommercial 4.0 International ([CC BY-NC 4.0](#)) license. Major changes were made to her course and she in no way endorses this version or our use of her course.



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