

Faculty of Health
Department of Psychology
PSYC 2030 Section B: INTRODUCTION TO RESEARCH METHODS
Fall 2023
Friday 11:30am to 2:30pm
Vari Hall C

This course will be delivered using a flipped classroom approach. This approach involves both asynchronous (pre-recorded; completed on your own time) and synchronous (completed in class) in-person components. Students are responsible for watching pre-recorded lectures that deliver instruction of course material. Students are also responsible for attending weekly in-person classes during which they can ask questions about the pre-recorded lecture content and apply their knowledge through the completion of structured learning activities; support and feedback will be provided from instructor and teaching assistant during in-person class time. **Students are expected to have watched the pre-recorded lecture(s) each week before attending the corresponding in-person class.**

For more information about what to expect in a flipped classroom and the benefits of this approach, watch this [2.5 minute video!](#)

Students are expected to spend **an average of 5 to 7 hours per week** on this course, including the time spent reading the textbook, watching pre-recorded lectures, and attending in-person classes. Studying for tests, completing assignments, and completing your URPP research participation will require additional time beyond these weekly minimums.

Instructor and T.A. Information

Instructor: Dr. Jodi Martin

Office Hours: By appointment (see Contact Teaching Team folder on eClass to book an appointment)

Email: jodimart@yorku.ca

T.A.	Marette Abdelmaseh	Carly Magnacca
Email	mjabd@yorku.ca	cmagnacc@yorku.ca
Office Hours	Via Zoom, by appointment	BSB307, by appointment
	See Contact Teaching Team folder on eClass to book	See Contact Teaching Team folder on eClass to book

When emailing the teaching team please include PSYC2030B 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).

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 & schedule, weekly pre-recorded lecture videos & slides, Q&A submissions for each week's class, in-class activity instructions, assignment instructions and submission link, and appointment sign-ups for instructor & TA office hours. Important communications from instructor to students will take place through eClass's Course Announcements.

It is absolutely necessary that you regularly access 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. It is the students' responsibility to review and become comfortable with using eClass for the purposes of this course.

Course Description

This course will introduce you to the different stages of the research process. 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 approaches, as well as how to select statistical analyses appropriate for different research designs and data characteristics. 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. Understand the ethical obligations of researchers.

Specific Learning Objectives

1. Locate published research online.
2. Synthesize information from published research articles.
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* (3rd 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. You will also likely be able to find used copies of the text for sale as it has been used for several years in different sections of the course. A copy of this textbook has also been requested as a reference book through the Scott Library; to use, go to the Access Services desk in Scott Library.

Should you have serious financial concerns about paying for a textbook (e.g., you are choosing between being able to buy food/pay rent and buying the textbook for this course) speak to the professor as soon as possible.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
URPP	September 12 – December 12	2%
In-class Participation	Weekly	5%
Test 1	October 6	25%
Test 2	November 10	25%
Test 3	Final exam period (Dec 7 – 20)	25%
Research Proposal Assignment	December 2	18%
Total		100%

Description of Assessments

URPP (Undergraduate Research Participant Pool)

The Department of Psychology requires PSYC2030 students to earn 2% of their final grade by participating in research OR by writing a paper that analyzes a published research report. URPP

participation is not managed by the Teaching Team for this course; if you have questions about it you must reach out to the URPP team directly at urpp@yorku.ca.

Research option. The URPP 2% is earned by participating in a total of 2 hrs of research. This research is conducted by psychology faculty members or graduate students and has received ethical approval. Each hour of research participation is worth 1 credit (2 credits = 2%). You can choose from a variety of types of research, both online and in person. This is a great opportunity to experience the different research designs you will learn about in this course. Sign up early in the semester to ensure you have a good selection of studies to choose from. See the “URPP Participation” folder on eClass for more information.

Research participation through URPP opens on September 12th and the last day to participate is December 12th.

Paper Alternative. There is also a paper option for those who would prefer not to participate in research. This alternative is also a good opportunity to practice your skills in reading and understanding published research. Please see the [URPP website](#) for more detail.

The deadline to sign up for the paper-stream is October 16th, 2023 and the paper must be submitted by December 15th.

In-class Participation

Students can earn participation grades by attending each week’s class. To earn participation students will complete written reflections (on paper!) during each in person class. These reflections must be submitted during the in person class to earn 1 participation point per class. All students will get 2 “freebie weeks”, building in flexibility to miss two class’ worth of in-class participation with no penalty. Students who miss more than 2 classes due to truly exceptional and unavoidable circumstances should speak with the professor about possible alternatives well before the end of the course.

Tests

Students will complete three in-person tests throughout the semester (see Course Schedule below). Tests will be comprised of both multiple choice and short answer questions. Each test will be non-cumulative. More information about test format and expectations will be provided during class time closer to their scheduled dates. Students should be prepared to bring photo ID to each test (preferably a YorkU student card).

Research Proposal Assignment

Students will complete cumulative assignment at the end of the course, specifically, you will propose a hypothetical research study! This assignment requires students to draw on knowledge gained from course lecture content and readings as well as skills developed through in-class activities completed throughout the semester. More details and specific instructions for

the assignment will be posted in the “Assignment Instructions & Submission” folder on eClass early on in the course.

Class Format and Attendance Policy

Course content will be delivered through pre-recorded content lectures posted on eClass which students will watch on their own time AND through in-person classes held each week. In-person classes will be spent on Q&A about content from the pre-recorded lecture and opportunities to apply course content through learning activities with the instructor and TAs available to provide feedback and guidance. These activities establish students’ knowledge of course content and prepare them for later graded assessments (i.e., tests, research proposal assignment).

Students are expected to watch pre-recorded lecture(s) corresponding to each in-person class before the in-person class takes place in order to benefit from the scheduled activities. If an in person class is missed, students are likewise expected to review the material and activities that took place on their own time to ensure the same learning experience and to avoid negatively impacting their performance on course assessments due to missing important material.

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 2023-24](#)

Missed Tests/Midterm Exams/Late Assignments

Missed Tests

All tests will be completed in person. Student MUST complete the Missed Test form found on eClass within 48 hours of the original test date in the event of a missed test. Failure to complete the form within 48 hours of the original test dates will result in a grade of 0 for the missed test. At this time, an Attending Physician’s Statement (APS) is not required, however, a reason or explanation for missing a test must be provided and you may provide documentation should you wish to do so. Missed tests for reason other than illness may be subject to documented evidence.

Once you have notified us of a missed test a TA will contact you with the date of a make up test; **all make up tests will be completed in person.** If you miss the scheduled make up test, you must again completed the Missed Test form with a reason and, assuming this reason is approved, the weighting of the missed test will be redistributed across the remaining tests in the course. Students can reweight one of the three tests in the course; all students must

complete at least two tests to finish the course. It is strongly recommended that you avoid missing tests unless entirely unavoidable to avoid falling behind in the course.

Late Assignments

The Research Proposal Assignment has 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 the assignment is December 2nd 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 December 4th at 11:59pm. Assignments submitted December 5th, 6th, and 7th will receive a 5% per day late penalty (e.g., 5%, 10%, 15% total penalty, respectively). Assignments not submitted by December 7th at 11:59pm will receive a grade of 0.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12-April 8

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

Students may find it helpful to have access to a laptop during in-person classes in order to work on assigned learning activities. Students will need access to a computer and Internet connection to watch pre-recorded content lectures through eClass in advance of weekly in-person classes.

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](#)

Information on Plagiarism Detection

All submitted work for this course must be completed by the student submitting the work. Any submitted assessments that are suspected to have been completed in part or entirety by someone other than the student who submitted the work (including work that has been AI generated) will be considered a breach of academic honesty. For more information on the university's perspective on AI visit this [website](#), for more information about Senate policies on Academic Honesty see the links in the previous section.

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.

Course Group Chats

Participating in group chats other than the Student Forum on eClass (e.g., What’sApp, 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 limited 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 PSYC2030B (there is a Student Forum on eClass you can for this purpose).
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 assessment 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 participants who violate these guidelines are immediately blocked/removed from the group by the group administrator.
3. The sharing of screenshots of emails or answers provided by the professor or other members of the teaching team through emails or during office hours appointments 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 written 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 PSYC2030 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 and/or a breach of Academic Honesty. [Intellectual Property Rights Statement](#).

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.

- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.

Course Schedule

Class	Date	Topic	Reading
1	Sept 8	Course Overview	Course outline, eClass
2	Sept 15	Scientific Understanding of Behaviour Where to Start?	Ch. 1 Ch. 2
3	Sept 22	Conducting Ethical Research	Ch. 3 Deadline: BONUS Course Outline Quiz (Sept 22 @ 11:59pm)
4	Sept 29	Research Design Fundamentals	Ch. 4
5	Oct 6	Test 1	
FALL READING WEEK			
6	Oct 20	Sampling & Measurement	Ch. 5 Ch. 7 pp. 139-146 (from "INTERPRETING SURVEY RESULTS: CONSIDER THE SAMPLE" to end of chapter) Ch. 9 pp. 169-173 (from "OPTIONS FOR MEASURING VARIABLES" to end of "SETTING THE STAGE")
7	Oct 27	Observational Methods Self-report Methods	Ch. 6 excl. 117-121 (excl. "ARCHIVAL RESEARCH") Ch. 7 pp. 124-139 (to end of "INTERVIEWS" section)
8	Nov 3	Basic Experimental Designs	Ch. 8
9	Nov 10	Test 2	
10	Nov 17	Complex Experimental Designs Quasi-experimental Designs	Ch. 11 pp. 210-225 (from "AN INDEPENDENT VARIABLE WITH MORE THAN TWO LEVEL" to end of chapter) Ch. 10 pp. 187-198 (from "QUASI-EXPERIMENTAL DESIGNS" to end of "SUMMING UP QUASI-EXPERIMENTAL DESIGNS") (Note: the rest of chapter 10 is great supplemental material for anyone interested in Applied Behaviour Analysis or developmental research)

Class	Date	Topic	Reading
11	Nov 24	Connecting Statistics & Research Methods	Ch. 12 & Ch.13 (don't stress about formulas, save that for your stats classes!)
12	Dec 1	Generalizing Research Results	Ch. 14 DEADLINE: Research Proposal Assignment Due Dec 2 @ 11:59pm (+ 2 day grace period)
		FINAL EXAM PERIOD (Dec 7 – 20) Test 3	