

**Faculty of Health  
Department of Psychology  
PSYC 2030 3.0 N: INTRODUCTION TO RESEARCH METHODS  
Thursdays 2:30–5:30 | SLH D  
Winter 2019**

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**Instructor and T.A. Information**

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Office Hours	By Appointment	By Appointment

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

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

*Recommended Prerequisite or Corequisite(s):* HH/PSYC 2020 6.00 (Statistical Methods I and II), *or* HH/PSYC 2021 3.00 (Statistical Methods I)

**Course Credit Exclusions**

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

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

**Course Description**

This course will introduce students to the scientific method and various forms of research design, including case studies, correlational, and experimental approaches. The strengths and weaknesses of these different approaches to research will be discussed. You will also learn how to locate empirical psychological research reports, comprehend them, and evaluate them critically. Specifically, students will learn how to evaluate different forms of measurement, understand issues pertaining to sampling and sample size, be able to apply the concepts for basic statistical tests, and evaluate the ethical issues surrounding a research study. A good grasp of research methods will prove helpful throughout your studies, in particular for those courses that involve writing research papers.

## Learning Outcomes

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

1. Demonstrate solid understanding of various research designs.
2. Define hypotheses, independent and dependent variables, validity and reliability.
3. Demonstrate knowledge of the basics of scientific writing, including an understanding of APA formatting and referencing.
4. Demonstrate ability to locate and identify valid, credible, and rigorous psychological research.
5. Understand ethical principles in the CPA code of ethics.
6. Be a critical consumer of scientific research articles as well as non-scientific media messages.

## Required Text

Haslam, S. A. & McGarty, C. *Research Methods and Statistics in Psychology* (3<sup>rd</sup> ed.). London, UK: Sage.

## Course Requirements and Assessment

Assessment	Due Date	Weighting
6 Weekly Assignments	January 10 – February 28	20%
Term Test 1	January 24	25%
Term Test 2	February 28	35%
Term Test 3	March 28	20%
<b>Total</b>		<b>100%</b>

## Description of Assignments

Weekly Assignments: Assignments will be given at the end of a lecture, to be completed before the following lecture or whenever else noted. These assignments will include, but are not limited to, completion of online quizzes, small written assignments, and library searches. Altogether, these 6 assignments will be worth 20% of the total, but may differ in individual value.

## 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 2018-19](#))

## Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, et cetera, which is confirmed by supporting documentation (e.g., an Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physiciansstatement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Late Assignments. It is important for the smooth running of the course that assignments are submitted on time. Late assignments will not be accepted and will receive a grade of 0.

Missed Tests. Students who miss a test due to illness or severe distress must **e-mail the instructor and TA** (Stephan Bonfield) **within 48 hours**, and follow the Faculty of Health guidelines for missed tests or examination. Exams missed on the grounds of medical circumstances must be supported by an [Attending Physician's Statement](#). Also acceptable is a statement by a psychologist or counselor. Students are not expected to disclose the nature of the illness, but the document must specify (1) the date of consultation, (2) contact information for the health provider, and (3) a statement that the student would not have been able to attend class (or write a test/exam) during the relevant period of time. For other types of emergencies, appropriate official documentation must also be provided (e.g., death certificate, obituary notice, automobile accident report; notes from parents and relatives will not be accepted). The documentation must be dated on the same day of the exam/test or earlier, or it will not be accepted. This documentation should be placed in the instructor's mailbox (main floor of BSB) and sent as a PDF/JPG via e-mail. Failure to provide appropriate documentation for a missed test will result in a grade of 0. Your TA will organize a make-up exam session for those with appropriate documentation. Please note that the make-up test may not resemble the original test.

## Important New Information Regarding Missed Tests

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

## Important dates for Winter 2019

Last date to add a course <b>without</b> permission of instructor	January 16
Last date to add a course <b>with permission</b> of instructor	January 30
Last date to drop a course without receiving a grade	March 8
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript)	March 9 – April 3

**\*Note:** *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.*

For other important dates, including Financial Deadlines please consult [Undergraduate Fall/Winter 2018-2019 Important Dates](#).

### **Electronic Device Policy**

Use of cellphones is not allowed during lectures. If you must use your phone during a lecture, please leave the classroom to do so.

Students are encouraged to avoid using laptops for note-taking. Past research has shown that taking notes by hand results in better retention of material and better performance on tests and exams. If laptops are employed, WiFi must be disabled and the laptop can only be used for note-taking purposes. Multi-tasking, such as checking Facebook and other sites, during class is prohibited. Past research has found that multi-tasking with a laptop results in poorer course grades, not just for the person doing the multi-tasking but for those sitting behind and within view of the screen. Be considerate to others and do not multi-task if you choose to use a laptop. Along similar lines, if someone's laptop-use is distracting you, feel free to ask him/her to stop. This behavior is not only prohibited, it is negatively impacting your ability to learn the material and do well in this course. In order to reduce the negative impact on peers, those using laptops are asked to please sit in the back row so as to not distract other students.

### **Attendance Policy**

Attendance for this class is not mandatory, although it is strongly recommended.

### **Policy Regarding E-mail Etiquette**

Formal norms exist for e-mail communication in a professional setting, such as at a University or in a workplace. Learning these norms is important because violating them will often result in creating a poor impression. Here are some tips for how to make a good impression when you e-mail a professor or TA:

- Before you write, read the syllabus carefully to make sure the information you need isn't there.
- Avoid informal language or slang.
- Be sure that your e-mail contains proper spelling, grammar, and punctuation.
- Take the time to think out your question before writing. Be clear and concise.
- Write your e-mail far in advance of when you need the answer (see below for details).

Here are some examples of good and bad e-mails, courtesy of Dr. Sasaki:

#### Good e-mail:

Dr. Sasaki,

I hope all is well and that you are enjoying your weekend. I have been looking over my past assignments, and I was wondering if I could make an appointment to see you to discuss how I can improve for my presentation and final paper. Tuesdays and Wednesdays would be the best days for me. Looking forward to hearing from you.

[Student's name, Student number]

Bad e-mail:

hey prof, i was wondering if i could come and see you tmrw? i just started working on my presentation and ran into some problems and im kind of confused as to what i should do in regards to my topic.thx

### SPECIFIC POLICIES

The course code (PSYC2030N) must appear in the subject-heading of all e-mails, to prevent messages from being discarded as spam. As well, all e-mails should begin with a salutation or address indicating to whom the message is directed and close with your full name and student number. Students can expect a response to a legitimate inquiry within 48 hours, not including weekends. If you don't receive a reply in this time period, please re-send your message. Please read the syllabus closely before asking a question via e-mail. Questions that are answered in the syllabus will be given low priority.

### **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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

### **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.

### **Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

## **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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The Accessibility Hub provides tools, assistance and resources.

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 PSYC 2030 N 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](#).

## Course Schedule

<b>Date</b>	<b>Lecture/Reading</b>	<b>Assignment</b>
Jan. 3	Course Introduction and Overview	
Jan. 10	The Scientific Method (in Psychology) and Scientific Literature - Chapters 1, 2; Library Tutorial	Assignment 1 due
Jan. 17	Sampling, Measurement, and Naturalistic Observation - Chapters 3, 4, 5	Assignment 2 due
Jan. 24	<b>Term Test 1 (25%)</b>	Assignment 3 due
Jan. 31	Descriptive Statistics and Inferential Statistics - Chapters 6, 7	
Feb. 7	Case studies, Survey Research, and Research Ethics - Chapters 3, 5, 14	Assignment 4 due
Feb. 14	Correlational Research - Chapter 9	Assignment 5 due
Feb. 21	* READING WEEK*	
Feb. 28	<b>Term Test 2 (35%)</b>	Assignment 6 due
Mar. 7	Introduction to Experimental Research - Chapters 3, 4	
Mar. 14	Experimental Research Cont. - Chapter 4	
Mar. 21	Qualitative Methods - Chapter 12	
Mar. 28	<b>Term Test 3 (20%)</b>	