

Faculty of Health
Department of Psychology
PSYC 2030 3.0 A: INTRODUCTION TO RESEARCH METHODS
Content-based lectures: Posted to eClass weekly
Activity-based meetings: Tuesdays at 2:30pm Online via Zoom
Fall 2020

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 (when sending an email please include PSYC2030A in the subject box and your full name and student ID in the signature of the email)

T.A.	David Berman	Justeena Zaki-Azat
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Office Hours	See Communication & Contact Info folder on eClass to book
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Note: ALL OFFICE HOURS WILL BE HELD AS ZOOM MEETINGS

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.

Asynchronous content-based lectures: Pre-recorded lecture videos will be shared each week through eClass. Lecture videos will be available exactly one week before the “live” community meeting for which the topic is scheduled (see page 8). These videos will provide instruction of course material to complement textbook readings. Students are expected to have viewed the lecture video(s) before attending the live community meeting each week.

Synchronous “live” community meetings: Weekly meetings for the course community (students, teaching team) will be held via Zoom each Tuesday at 2:30pm for 1 – 1.5 hours. These meetings will be structured around two tasks. First we will engage in a student-centric Q&A session during which student questions about the week’s lecture content will be answered by the instructor. Students will submit their questions for this session through eClass by 11:59pm the day before (Monday) the community meeting. Second, students will complete “Apply It!” activities to apply the week’s course content to new contexts and situations. Application of course content in this way facilitates student learning, builds important skills for completing graded assignments, and should ultimately improve performance in the course. Recordings of live community meetings will also be posted on eClass. Although attendance to these meetings is strongly recommended, students who cannot attend live can watch a recording of the community meeting on eClass at a later time and will still be able to receive their participation points, provided their Apply It! activity reflection is submitted within the specified timeline.

Students are expected to spend **an average of 4 - 5 hours per week** on this course.

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

eClass (formerly known as Moodle) will be your central access point for all course materials including important announcements from the instructor, weekly content-based lecture videos & lecture slides, links to weekly activity-based Zoom meetings and recordings, weekly Q&A discussion forums, quizzes, assignment instructions and submissions, and appointment sign-ups for instructor & TA office hours.

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 our initial orientation, it is the student's 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 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. Demonstrate an ability to locate and identify valid, credible, and rigorous psychological research.
5. Identify the problems that arise during sampling, measurement, and drawing inferences from data.

6. Understand the ethical obligations of researchers.

Specific Learning Outcomes

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* (3rd Canadian Edition). McGraw-Hill Ryerson Ltd.

This book is available through the YorkU bookstore in either ebook or hard copy versions.

The ebook version of the book is certainly the most affordable, provided that you do not want to keep a hard copy.

Assessments:

Assessment	Date of Evaluation (if known)	Weighting
Quizzes	Weekly (1.5% each; lowest 2 grades dropped)	15%
“Apply it!” Reflections	Weekly (0.5% each up to a total of 5%)	5%
Assignment 1	Due between October 6 and 13	20%
Assignment 2	Due between November 10 and 17	25%
Assignment 3	Due between December 8 and 13	35%
Total		100%

Description of Assessments

Quizzes

Each week students will complete a multiple-choice eClass quiz based on the week’s content topic. Quizzes will be comprised of a small number of questions randomly selected from a large question bank. As a result, no two students will complete an identical quiz. Students will have **2 attempts** to complete each quiz, **retaining the highest grade across attempts**. Twelve (12) quizzes will be held throughout the semester and the lowest two quiz grades will be dropped prior to calculating final grades. **Quizzes will open weekly on Tuesdays at 4:00pm (i.e., after our live community meeting) and will remain open for 7 days, until the start of the following week’s live meeting (Tuesday at 2:30pm); however, once started students will have 25 minutes for each quiz attempt.**

“Apply it!” Reflections

Students will complete Apply It! activities each week during Tuesday synchronous 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 through eClass. **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 take 10 to 15 minutes to complete following Apply It! activities. A total of 12 Apply It! Reflections will be available throughout the semester; students are expected to submit 10 Apply It! Reflections, each worth 0.5% of their final grade.

Assignments

Students will complete three (3) 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.** Assignments 1 and 2 will each correspond to the content covered in the course up to the time of their respective deadlines. Assignment 3 will draw on content covered throughout the entire course. More details and specific instructions for each assignment will be posted to eClass throughout the semester. All assignments will be submitted through eClass during the week-long submission window.

Class Format and Attendance Policy

Course content will be delivered through both content-based video lectures posted weekly on eClass which students will watch on their own time and activity-based meetings held each week on Tuesdays at 2:30pm on Zoom. Attendance to Tuesday live community meetings is strongly recommended but will not be enforced in order to accommodate students who are truly unable to attend; recordings of these community meetings will be posted for students who cannot attend live. Regardless of whether students attend Tuesday meetings live or watch the recording, they will still be expected to submit a total of 10 weekly Apply It! reflections based on activities completed therein.

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 2020-21](#)

Missed Quizzes and Late Assignments:

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 student's lowest two quiz grades are dropped, thus, a student can receive a 0 on up to two quizzes and these will be excluded as the lowest scored quizzes and will not impact the final grade. This means students can miss up to two quizzes with no penalty to their final grade. Each quiz will be available for a 7-day window, which acts as built-in extra time for them to be completed. This does not mean that the final day of a quiz's availability is its

deadline. Rather, students can complete each quiz at a time that is most convenient for them within each week long period throughout the semester. Students believing that their circumstance qualifies as highly extreme and who have already received 0 on two quizzes will need to consult with the professor within 48 hours of the missed quiz.

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 will be held throughout the semester during Tuesday synchronous meetings; students need only complete ten (10) to receive the full possible 5% 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. This does not mean that the final day of availability for a submission is its deadline, rather, students can complete each Apply It! Reflection at a time that is most convenient for them. Class time will be available each week for Apply It! Reflections during Tuesday live community meetings. It is strongly suggested that students make good use of this provided time. Students believing they are impacted by highly extreme circumstances and who have already missed their two “freebie” Apply It! reflections must consult the professor prior to the final day of the Apply It’s Reflection’s submission window.

Late assignments will receive a grade of 0 and no extensions will be granted, other than in highly extreme circumstances (as judged by the professor). Assignment deadlines span a 7-day submission window, which acts as built-in extra time for their completion. This does not mean that the final day of a deadline week for an assignment is the actual deadline, rather, students should submit their assignment at a time during the submission window that is most convenient for them. Students believing they are impacted by a highly extreme circumstance must consult with the professor prior to the final day of the assignment submission window.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

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.

Information on Plagiarism Detection

Turnitin may be used for submission of written assignments in this course.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are required during class time for course-related purposes.

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, student forum, Reddit, Facebook group etc.) is strictly prohibited.

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 the instructor 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)

Week	Synchronous Mtg Date	Topic	Text Chapter/ Reading	What's due when?
1	Sept 15	Course Overview eClass Orientation	Syllabus eClass	Quiz 1 (Sept 15-22) Apply It! 1 (Sept 15-22)
2	Sept 22	Scientific Understanding of Behaviour Where to Start?	1 2	Quiz 2 (Sept 22-29) Apply It! 2 (Sept 22-29)
3	Sept 29	Conducting Ethical Research	3	Quiz 3 (Sept 29-Oct 6) Apply It! 3 (Sept 29-Oct 6)
4	Oct 6	Research Design Fundamentals	4	Quiz 4 (Oct 6-13) Apply It! 4 (Oct 6-13) Assignment 1 (Oct 6-13)
	Oct 13	FALL READING WEEK		
5	Oct 20	Sampling & Measurement	5 7 pp. 139-146 9 pp. 169-173	Quiz 5 (Oct 20-27) Apply It! 5 (Oct 20-27)
6	Oct 27	Observational Methods Self-report Methods	6 excl. 117-121 7 pp. 124-139	Quiz 6 (Oct 27-Nov 3) Apply It! 6 (Oct 27-Nov 3)
7	Nov 3	Basic Experimental Designs	8	Quiz 7 (Nov 3-Nov 10) Apply It! 7 (Nov 3 - 10)
8	Nov 10	Complex Experimental Designs Quasi-experimental Designs	11 pp. 210-215 10 pp. 187-198	Quiz 8 (Nov 10-17) Apply It! 8 (Nov 10-17) Assignment 2 (Nov 10-17)
9	Nov 17	Qualitative Methods	TBD	Quiz 9 (Nov 17-24) Apply It! 9 (Nov 17-24)
10	Nov 24	Connecting Statistics & Research Methods	12, 13	Quiz 10 (Nov 24 -Dec 1) Apply It! 10 (Nov 24 - Dec 1)
11	Dec 1	Applications of Research Outside of Academia	10 pp. 184-187	Quiz 11 (Dec 1 - 8) Apply It! 11 (Dec 1 - 8)
12	Dec 8	Generalizing Research Results & Questionable Research Practices Course wrap-up	14	Quiz 12 (Dec 8 - 15) Apply It! 12 (Dec 8 - 15) Assignment 3 (Dec 8-15)