

**Faculty of Health
Department of Psychology
PSYC 2030 3.0 C: INTRODUCTION TO RESEARCH METHODS
Friday/11:30 – 14:30/Online via Zoom
Fall/2020**

Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus. The course will be delivered using BOTH synchronous and asynchronous methods. Lectures will be pre-recorded videos. Asynchronous activities will be through the online support of the textbook using LaunchPad. Synchronous activities (orientation, tests, discussions, activities and Q&A sessions) will be delivered by Zoom during class time and there is an expectation of participation.

Instructor and T.A. Information

Dr. Heather Jenkin

Office Hours: By appointment through <https://calendly.com/hjenkin-office-hours-psyc/15min>

Email: hjenkin@yorku.ca

T.A.	Kristina Cordeiro	Jeffrey Esteves
Email	krismc85@yorku.ca	jesteves@yorku.ca
Office Hours	In Class	In Class
Student Last Name	A - L	M - Z

Students will be assigned to a specific Teaching Assistant alphabetically by the student's last name. This is an administrative decision and is designed simply to facilitate organization in the course. With a large course enrollment, it's important that each student have someone who is familiar with them and their grades etc. The teaching assistant to whom you are assigned will be the person you should visit in their virtual office hours to consult about course material and to inquire about your grades. Your TA's office hours will take place primarily during the course hours.

If you are having trouble with the lectures or the text visit the TA's. The TA's also will be happy to talk with you about improving your study habits and about graduate school in psychology and careers in psychology.

Email (n)etiquette When you email Dr. Jenkin or your TA include your Student ID and full name in the body of your email with the Course number on the subject line (if not, a reply is not guaranteed). Dr. Jenkin will not answer emails regarding issues/questions covered in the course syllabus – read the syllabus before emailing.

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 such as Lecture Videos, LaunchPad (textbook support) additional web resources.

Technical requirements for taking the course:

Several platforms will be used in this course (e.g., EClass, LaunchPad, Zoom, etc.) through which students will interact with the course materials, the course director / TA, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.

- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

I expect students to participate in this course, 1) through Zoom video conferencing and therefore 2) student may also appear on video (e.g., for tutorial/seminar discussion, etc.). In addition to stable, higher-speed Internet connection, students will need a computer with webcam and microphone, and/or a smart device with these features.

Instructions on how to register to borrow a laptop can be found here: <https://computing.yorku.ca/offcampus> under the heading “If you don’t have a computer at home.”

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](#), that can be run. **Useful links describing computing information, resources and help for students:**

[Student Guide to eClass](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Organization of the course: This online course will be taught remotely in both a synchronous and asynchronous manner. On Fridays at 11:30 we will open a zoom meeting and run mini lectures/discussions/workshops and/or question and answer sessions with myself and/or the Teaching Assistants. The length of these zoom interactions is still to be determined but probably not more than 45 minutes – or 1 hour with breaks. Office hours with myself will run by using Calendly (see link above by my name. Teaching Assistants will arrange contact via email requests. There will also be course lecture material pre-recorded and uploaded to eClass (see Description of Assignments). There will also be offline opportunities to interact with course content through Launchpad – a software package that is accessed with the textbook (see Required Textbook). There is a **lot of work** and most will be on a quick turnaround so **be aware of due dates**. There are weekly Chapter specific quizzes, Research In Action activities and Research in Action quizzes all due by Thursday at 11:30 the week following assignment. There are Learning Curve activities due by 11:30 the day before the associated Term test. **No late quiz or activity will be accepted.**

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

This online course will introduce you to the basics of research and will provide you with a foundation for conducting your own research in higher-level courses. Students should be able to identify appropriate methodologies to investigate research questions, understand validity and reliability issues along with the ethical considerations of research participants by the end of the course. Also, you will gain experience with research design and sampling issues by proposing a replication study. This course will further your skill at locating and familiarizing yourselves with APA-style published research in psychology. Students will acquire an understanding of how research is communicated to a variety of audiences.

Required Text

- Lewandowski, G. W., Ciarocco, N. J. & Strohmets, D. B. (2019). *Discovering the scientist within: Research methods in psychology* (2nd Ed.) Worth.

- Available through the York bookstore as either hardcover, loose-leaf or eBook packaged with Launchpad access. **Launchpad is required** as course content will be online.
- Please see the York University Bookstore webpage (<https://bookstore.yorku.ca>) for ordering e-books and for the information about free shipping of course books/kits to students with a Canadian address.

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
LaunchPad Learning Curves (LC)	weekly	5%
LaunchPad Research in Action (RIA) Both activities & quizzes	1, 2, 3, 4, and 5 due Oct 22nd. 6, 7, 8, 10, 11, and 13 due Dec 7th.	10%
LaunchPad Chapter Quizzes (CQ)	weekly	10%
Midterm (M)	October 23rd.	30%
Research Proposal (RP)	November 6th.	15%
Final (F)	Fall exam period (Dec 9 – 23)	30%
Total		100%

Description of Assignments (All are due before 11:30 on due date)

- Information on the **LaunchPad activities (LC, RIAa, RAQ and CQ)** will be posted on EClass. All online assignments **MUST** be completed by 11:30 on the due date. These Launchpad activities are worth 25% of your grade, made up of:
 - **Welcome Quiz, to be completed by September 17th at 11:30** (not for grade) to make sure all the technological bugs are worked out promptly. Please contact Launchpad technical staff with any problems.
 - **Learning Curves (LC)** participation marks worth of 5%. Learning curves are best done before date assigned to start engagement with course content. The LCs associated with studying for the Midterm are due the day before the Midterm (no later than 11:30 Oct 22nd). The LCs associated with studying for the Final are due the last day of classes before the Fall exam period (no later than 11:30 Dec 7th).
 - **Research in Action activities (RIAa)** are worth 5% in total. There is no restriction on timing of attempts except:
 - The first 5 assigned **RIAa** (1, 2, 3, 4, 5) are opened as we discuss the topics in class and must be completed **before Sunday October 22nd at 11:30**. This allows you to work with material before the Midterm.
 - The second set of 6 assigned **RIAa** (6, 7, 8, 10, 11, 13) are opened as we discuss the topics in class and must be completed **before Monday December 7th at 11:30**. This allows you to work with material before the Final.
 - **No late RIAa will be accepted.**
 - **Research in Action quizzes (RIAq)** are worth 5% in total. There is no restriction on timing of attempts except:
 - The first 5 assigned **RIAq** (1, 2, 3, 4, 5) are opened as we discuss the topics in class and must be completed **before Sunday October 22 at 11:30**. This allows you to work with material before the Midterm.
 - The second set of 6 assigned **RIAq** (6, 7, 8, 10, 11, 13) are opened as we discuss the topics in class and must be completed **before Monday December 7th at 11:30**. This allows you to work with material before the Final.
 - **No late RIAq will be accepted.**
 - **Chapter Quizzes (CQ)** worth 5% in total. Verification of content knowledge after class time ends. **Quizzes opened 11:30 on Fridays are due before 11:30 (72 hours later) on Mondays**. One attempt is allowed for each CQ. **No late Quizzes** will be accepted.
- There will be a **Research Proposal Assignment (RP)** worth 15% of your grade. Information will be posted on EClass. Submission will be via Turnitin on the course EClass website (**November 6th before 11:30**)
- There will be two non-cumulative test evaluations, which combined are worth 60% of your grade.
 - **Midterm** is scheduled for October 23rd (start 11:30).
 - **Final** is scheduled by the RO for the S1 Exam period (date and timing TBD).

The online test evaluations will have both multiple choice and essay questions from the lectures, discussions, videos and readings preceding the test date.

Class Format and Attendance Policy

I expect students to participate synchronously in this course, through Zoom video conferencing when such sessions are scheduled (check eClass for omitted dates). Attendance will be taken by polling participants. Otherwise course content will be posted asynchronously.

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 Tests/Midterm Exams/Late Assignment:

[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 missed quiz or late assignment.

The Instructor **MUST** receive notification of inability to write a test **within 24 hours of the test date and submit the Missed Test/Exam form** (see above) for review by the Undergraduate Psychology Office within 48 hours. There is no "make-up" Midterm, rather students will write an **expanded** final worth 50%. As this course is running during the COVID-19 Pandemic students will not be asked to provide an Attending Physician's Statement. Whatever the reason is for missing the midterm, including sickness, it doesn't matter -- as long as they contact the instructor within 24 hours and fill out this Missed Test/Exam Form within 48 hours, they can take the final exam worth 50%. In addition, to the online form, a student's documented reason for a missed test must be submitted. Tests/exams missed due to **non-medical circumstances** must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. **Having to work at the time of a test is not considered a valid excuse for missing the test.**

There are no make ups in this course, a zero grade for a missed term test will be replaced by your mark on the expanded cumulative final offered in the Fall exam period (December 9 - 23). This is scheduled by the RO and students are expected to be available to write it. You should be aware that if you miss a term test as scheduled, may not receive the requisite 15% feedback on your course work before the course drop deadline to determine whether or not you need to drop the course. Therefore, it is in your best interests to write tests as scheduled by the course instructor. Students who miss the Midterm must acknowledge that they may not receive sufficient feedback before the drop date. Students should be aware of Drop and Withdraw options (see below).

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.

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

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 Sessions \(P.A.S.S.\)](#) 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 [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

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](#).

Academic Accommodation for Religious Observance

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance. If any test date poses a problem for you with regard to your Religious Observance please inform Dr. Jenkin at least two weeks before the test. Alternative tests dates will be arranged. You should complete a Religious Accommodation Form available at:

<https://secure.students.yorku.ca/pdf/religious-accommodation-agreement-final-examinations.pdf>

Further information is available at the [Senate Guidelines for Religious Observance](#)

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. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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](#)

In this course, we strive to maintain academic integrity to the highest extent possible. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Information on Plagiarism Detection

Always write your own work on any work submitted for grade. Academic Integrity is treated very seriously in the Department.

To promote academic integrity in this course, students will be normally required to submit their written Short Answers on a test to Turnitin (via the course eClass website) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. Also our Teaching Assistants are excellent observers as they mark answers in detecting lifts from the text eBook and other sources.

Audio-visual recordings

Photographs, video and audio recordings are "**records**" as defined in the *Freedom of Information and Protection of Privacy Act* (FIPPA). The information contained in them is considered "personal information" when they contain "recorded information about an identifiable individual. Our course Zoom interactions that are recorded:

- 1) my pre-recorded lectures and recorded Zoom interactions should be used for educational purposes only and as a means for enhancing accessibility;
- 2) students do not have permission to duplicate, copy and/or distribute any of the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#) and intellectual property rights); and
- 3) all recordings will be destroyed after the end of classes.

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC2030C 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.

In the past, such course materials have been posted to external, public websites. **Do not do this with materials I provide for this course PSYC2030C without my explicit permission.**

Generally, in the absence of another agreement, instructors at York University own the intellectual property to the teaching materials they create. Students wishing to reuse instructor-created content must either request permission from the instructor or limit their use to one of the “user rights” set out in the Copyright Act. In most cases, 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](#).

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 Schedule

Dates	Topics	Readings	Due Dates before 11:30
September 11	Launchpad presentation; Psychology as a Science	Ch. 1	Welcome Quiz (not for grade) AND CQ 1 Due Monday Sept 14
September 18	The Research Process	Ch. 2	CQ 2 Due Monday Sept 21
September 25	Library Presentation Ethics; Communication	Ch. 3 & Appendix B	CQ 3 Due Monday Sept 28
October 2	Psychologist's Toolbox, Statistics	Ch. 4 & Appendix A	CQ 4 Due Monday Oct 5
October 9	Qualitative Research	Ch. 5	CQ 5 Due Monday Oct 19
<i>Fall Reading Week No class October 16</i>			
<i>LaunchPad LC, RIAa and RIAq 1,2,3, 4 and 5 all due before 11:30 Thursday Oct 22</i>			
<i>Midterm 11:30 start Oct. 23</i>			
October 30	Observational Research Methods	Ch. 6	CQ 6 Due Monday Nov 2
Nov 6	Correlational Research	Ch. 7	<i>RPA due through Turnitin Nov 6</i> CQ 7 Due Monday Nov 9
November 13	Two-Group Design	Ch. 8	CQ 8 Due Monday Nov 16
November 20	Within-Subjects Design	Ch. 10	CQ 10 Due Monday Nov 23
November 27	Factorial Designs	Ch. 11	CQ 11 Due Monday Nov 30
December 4	Using Research in the Real World	Ch. 13	CQ 13 Due Monday Dec 7
<i>LaunchPad LC, RIAa and RIAq 6,7,8, 10, 11 and 13 all due before 11:30 Monday Dec 7</i>			
<i>Final TBD Scheduled by RO (Dec 9-23)</i> <i>Students are expected to be available for this final in the Fall Exam Period.</i>			