

**Faculty of Health**  
**Department of Psychology**  
**PSYC 2030 3.0 O: INTRODUCTION TO RESEARCH METHODS**  
**Content lectures: Posted to eClass weekly**  
**Live meetings: Tuesdays at 2:30pm Online via Zoom**  
**Winter 2021**

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**Instructor and T.A. Information**

Instructor: Dr. Jodi Martin

Office Hours: By appointment (see Communication & Contact Info folder on eClass to book)

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<b>Office Hours</b>	See Communication & Contact Info folder on eClass to book	
<b>Note: All office hours will be held as Zoom meetings</b>		

**When sending emails to the teaching team please include PSYC20300 in the subject line and your full name in the email.**

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.

**Content lectures (asynchronous):** Pre-recorded lectures teaching course materials will be shared weekly through eClass. Lecture videos will be available one week before the “live” community meeting for which the topic is scheduled (see page 9). 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.

**“Live” community meetings (synchronous):** Weekly meetings for the course community (students, teaching team) will be held via Zoom each Tuesday at 2:30pm for 1.5 – 2 hours. These meetings will be structured around two tasks:

1. A Q&A session during which students’ questions about the week’s pre-recorded lecture content will be answered by the instructor. Students can submit their questions for this session through eClass by 11:59pm the day before (Monday) the community meeting.
2. Students will complete “Apply It!” activities to apply the week’s content to new contexts and situations. Application of course content facilitates student learning, builds important skills for completing graded assignments, and should ultimately improve performance in the course.

Attendance to “live” community meetings is strongly recommended. However, recordings of these meetings will also be posted on eClass each week. Students who choose not to attend the community meetings live are expected to watch the recordings and complete each week’s Apply It! activity on their own time. To not do so may impact their ability to perform on course assessments.

Students are expected to spend **on average 4 -5 hours per week** on this course. This includes time spent watching pre-recorded lectures and completing readings, attending live meetings, weekly quizzes, and reflections.

## **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 & slides, links to weekly “live” Zoom meetings and their 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. 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* (3<sup>rd</sup> 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 between January 11<sup>th</sup> and 24<sup>th</sup>. Hard copies will also 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.

## Assessments:

Assessment	Date of Evaluation (if known)	Weighting
Quizzes	Weekly (1.5% each; lowest 2 grades dropped)	15%
"Apply it!" Reflections	Weekly (1% each up to a total of 10%)	10%
Assignment 1	Due February 9	20%
Assignment 2	Due March 16	25%
Assignment 3	Due April 13	30%
<b>Total</b>		<b>100%</b>

## 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, **keeping 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 Tuesday 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 “live” community 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 a maximum of 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 at least 10 Apply It! Reflections, each worth 1% 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 (i.e., they are non-cumulative). Assignment 3 will draw on content covered throughout the entire course. More details and specific instructions for each assignment will be posted to eClass well in advance of deadlines. All assignments will be submitted through eClass.

## **Class Format and Attendance Policy**

Course content will be delivered through both pre-recorded content-based video lectures posted weekly on eClass which students will watch on their own time and live community meetings held on Zoom each week on Tuesday at 2:30pm. Attendance to Tuesday live community meetings is strongly recommended; however, recordings of these community meetings will also be posted on eClass. Regardless of whether students attend Tuesday meetings live or watch the recording, they are 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**

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 miss (i.e., 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. 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**

Late 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 live community meetings; students need only complete ten (10) to receive the full possible 10% 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. Students believing they are impacted by highly extreme circumstances and who have already missed their two “freebie” Apply It! reflections must consult the professor within 48 hours of the missed Apply It Reflection.

**Late Assignments**

All assignments have 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 Assignment 1 is February 9<sup>th</sup> 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 Assignment 1 with no late penalty until February 11<sup>th</sup> at 11:59pm. Assignments submitted February 12<sup>th</sup>, 13<sup>th</sup>, or 14<sup>th</sup> will receive a 5% per day late penalty (e.g., 5%, 10%, 15% total penalty, respectively). If a student has not submitted Assignment 1 by February 14<sup>th</sup> at 11:59pm they will receive a grade of 0.

This policy holds for all three (3) assignments in this course and their respective deadlines.

**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 <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> 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, Discord, SnapChat, Reddit, etc.) is strictly prohibited.**

## Course Chat Groups

Participating in group chats other than the Student Forum on eClass (e.g., What’sApp, Discord, Reddit, SnapChat, etc.) in the interest of forming a course community that is solely for the students is permitted, but students should proceed with caution for the following reasons:

1. The professor, teaching assistants, department and York University overall have no jurisdiction over adverse behaviours (e.g., hacking, bullying, etc.) that may occur in these contexts. That means that it is difficult if not impossible for the professor to intervene if an unsafe situation arises. If that occurs, students are advised to shut down the group and form a new one. 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 PSYC20300.
2. Participating 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 quiz 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 assessment in question, a failing grade in the course, etc.).
3. The sharing of screenshots of emails or answers provided by the professor or other members of the teaching team through private personal emails 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 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 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 PSYC20300 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)

<b>Week</b>	<b>Synchronous Mtg Date</b>	<b>Topic</b>	<b>Text Chapter/ Reading</b>	<b>What's due when?</b>
1	January 12	Course Overview eClass Orientation	Syllabus eClass	Quiz 1 (Jan 12 – 19) Apply It! 1 (Jan 12 – 19)
2	January 19	Scientific Understanding of Behaviour Where to Start?	1 2	Quiz 2 (Jan 19 – 26) Apply It! 2 (Jan 19 – 26)
3	January 26	Conducting Ethical Research	3	Quiz 3 (Jan 26 – Feb 2) Apply It! 3 (Jan 26 – Feb 2)
4	February 2	Research Design Fundamentals	4	Quiz 4 (Feb 2 – 9) Apply It! 4 (Feb 2 – 9)
5	February 9	Sampling & Measurement	5 7 pp. 139-146 9 pp. 169-173	<b>Assignment 1 (Feb 9)</b> Quiz 5 (Feb 9 – 23) Apply It! 5 (Feb 9 – 23)
<b>READING WEEK NO CLASS!</b>				
6	February 23	Observational Methods Self-report Methods	6 excl. 117-121 7 pp. 124-139	Quiz 6 (Feb 23 – Mar 2) Apply It! 6 (Feb 23 – Mar 2)
7	March 2	Basic Experimental Designs	8	Quiz 7 (Mar 2 – 9) Apply It! 7 (Mar 2 – 9)
8	March 9	Complex Experimental Designs Quasi-experimental Designs	11 pp. 210-215 10 pp. 187-198	Quiz 8 (Mar 9 – 16) Apply It! 8 (Mar 9 – 16)
9	March 16	Qualitative Research Methods	Qualitative Research Methods PDF on eClass	<b>Assignment 2 (Mar 16)</b> Quiz 9 (Mar 16 – 23) Apply It! 9 (Mar 16 – 23)
10	March 23	Connecting Statistics & Research Methods	12, 13 <small>(don't worry too much about the formulas/numbers)</small>	Quiz 10 (Mar 23 – 30) Apply It! 10 (Mar 23 – 30)
11	March 30	Applications of Research Outside of Academia	10 pp. 184-187	Quiz 11 (Mar 30 – Apr 6) Apply It! 11 (Mar 30 – Apr 6)
12	April 6	Generalizing Research Results Course wrap-up	14	Quiz 12 (Apr 6 – 13) Apply It! 12 (Apr 6 – 13)
	April 13	<b>FINAL ASSIGNMENT DEADLINE</b>		<b>Assignment 3 (Apr 13)</b>