

PSY 203H1F: PSYCHOLOGICAL RESEARCH

FALL 2021

SEPTEMBER 9– DECEMBER 8

COURSE FORMAT Online asynchronous; Synchronous sessions held Th 3-4pm ET on [Zoom!](#) (PW: Psy203)

INSTRUCTOR	OFFICE HOURS	OFFICE	EMAIL
Dr. Molly Metz Pronouns: She/Her	BY APPT https://calendly.com/profmetz/office-hours	Zoom! PW: metz	molly.metz@utoronto.ca

TA	OFFICE HOURS	OFFICE	EMAIL
Liz Cox (She/her)	W 11am	Zoom! PW: Psy203	elizabeth.cox@mail.utoronto.ca
Emily Heffernan (She/her)	T 8am	Zoom! PW: Psy203	emily.heffernan@mail.utoronto.ca

PREREQUISITES: PSY100H1

COREQUISITES: PSY201H1 (or exclusion)

It is your responsibility to ensure that you have met all prerequisites listed in the A&S Calendar for this course. If you lack any prerequisites you will be removed from the course. No waivers will be granted.

REQUIRED COURSE MATERIALS

Jhangiani, R.S., Chiang, I.A., Cuttler, C., Leighton, D. C., & Metz, M.A. (2020). *Research Methods in Psychology* (3rd Canadian Ed.). <https://dx.doi.org/10.17605/OSF.IO/HF7DQ> ISBN: 978-1-9991981-0-7

Read for free here! <https://ecampusontario.pressbooks.pub/psychmethods3ecan/>

Additional readings, videos, and podcasts will be posted on the course site.

Subscription for Packback Platform. Email invitations will go out on September 10. If you register later or have not received an email invitation from help@packback.co (make sure to check your spam folder!), please go to <https://questions.packback.ca> and search for our class using this community key: **37ea9c09-e3f9-4c5a-8b58-61963349b345**

Packback requires a paid subscription of no more than \$25 ([more here](#)). If the cost of this platform is prohibitive and will prevent you from participating in this class, please email Dr. Metz to help with a plan.

TECHNICAL REQUIREMENTS AND SUGGESTIONS FOR ONLINE LEARNING

<https://www.vicereprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

COURSE COMMUNICATION

- **General inquiries related to course content, policies, or assessments** should first be posted to the relevant **Quercus Discussion Board**. TAs and the instructor will monitor the board, but you are welcome to respond to and support your peers as well!
- **Scheduling appointments to review content, get study advice, or view tests** – email TAs directly.
- **Personal questions related to illness, accessibility, accommodations, class concerns** – email the instructor directly.
- **EMAILS:** Please use a descriptive subject line, a greeting, complete and grammatically correct sentences, and a signature with your full name (in other words, think of email as professional communication; click [here](#) for a great how-to). **Please include “PSY203” in the subject line with the topic of your email!** We will try to respond to all emails within 2 business days. Finally, we may not respond to emails between the hours of 8pm and 8am.

COURSE OVERVIEW & GOALS

This course provides an introduction to conceiving, designing, and conducting research in psychology. It prepares students to be both consumers and producers of scientific research, and also addresses basic issues related to the work of psychological scientists such as theory development, research ethics, and scientific writing. Students in this course will gain insight into the scientific process as a whole – its advantages, difficulties, and limitations. As such, students will be able to better evaluate the knowledge that psychological science can provide, and integrate that knowledge into a broader worldview. Specifically, the primary goal for this course is to prepare you as a consumer and producer of scientific knowledge by developing your ability to¹:

Goal 1: Psychological Knowledge

- Understand and explain why psychology is a science
- Distinguish between psychology's contributions to understanding behaviour with those of other related disciplines
- Distinguish between the approaches used in different psychology domains

Goal 2: Scientific Inquiry and Critical Thinking

- Interpret basic psychological research
 - Describe problems operationally to study them empirically
 - Understand the relation between research designs and inference
 - Evaluate studies' validity and generalizability, including sample issues (e.g., WEIRD)
 - Understand basics of measurement validity and reliability and their role in psychological research
- Recognize subjectivity in scientific inquiry
 - Understand how researchers' values and identities and historical and cultural context influence the development and interpretation of psychological knowledge and inquiry
 - Understand when and how biases are introduced into the research process
- Demonstrate psychology information literacy
 - Navigate information databases and other resources to find primary sources
 - Evaluate credibility and informational value of academic and nonacademic sources
 - Read, understand, and critically evaluate primary scientific literature (e.g., journal articles)
 - Interpret and evaluate psychological findings as reported in the media

Goal 3: Scientific Communication

- Write clearly, effectively, and in APA style
 - Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of written work and research ideas.

Goal 4: Professional Development

- Build personal relationships and interact effectively with others
 - Be tolerant of others' viewpoints, and recognize the importance of diversity in the classroom
- Demonstrate self-efficacy, responsibility, and self-regulation
 - Appropriately give, seek, and receive performance feedback from others
 - Display project management skills, including producing deliverables within deadlines
 - Maintain standards of academic and personal integrity

Goal 5: Ethical and Social Responsibility

- Apply ethical standards to evaluate psychological science

¹ These course goals and learning outcomes are consistent with the Department of Psychology's Program Learning Outcomes as well as the learning outcomes suggested by the APA Guidelines for the Undergraduate Psychology Major (APA 2.0)

COURSE STRUCTURE

A. LECTURE MATERIAL

This is an *asynchronous course*, which means that lecture recordings and videos will be posted each Thursday, and you will be able to watch at your convenience. In these videos, we will introduce and expand on the important concepts of the course, as well as explore real-world applications. Lecture slides will be posted to the course site, but these slides will *not* include all of the information reviewed in the videos, and therefore are not a substitute for viewing the required content.

ACTIVE ENGAGEMENT

Playing the lecture videos is a great first step toward success, but learning doesn't happen by passively absorbing rogue information from the atmosphere. In order to get the most out of this (or any) class, *active engagement* is key. This may include: participation in learning checks or activities, taking notes on readings and videos, or even just actually thinking about questions that are posed. This definitely does not include: reading blogs, checking social media, doing other work, texting or engaging in side conversations, listening to your headphones, sleeping, etc.

Additional activities will not be assessed for marks, nor will attendance be formally recorded; however, in my experience, deeper engagement with activities is associated with deeper engagement with the material and a more fulfilling class experience.

FEEDBACK AND REVIEW

At the end of each week, you will be asked to submit a brief survey about what the most confusing or muddiest points were for you (as well as what you learned or enjoyed). Then, the following week on Thursday 3-4pm, I will do a live review session hosted on Zoom of this material. In addition, with any time remaining, I will answer questions posed via the chat. If you are unable to attend, fear not, as it will be recorded and posted on the course site.

B. READING

The readings are a supplement to the video content; some assigned chapters will review or expand on what we discuss, while others will expose you to important topics that we will *not* be reviewing in videos. Additional articles will be assigned to clarify or expound on particular topics or to provide examples. To get the most out of lecture videos, please complete all readings *before watching*. You will be responsible for assigned readings for all tests, whether it was covered in lecture or not.

C. DISCUSSION WITH PACKBACK®

As in most learning contexts, regular practice, discussion, and engagement with the course material is critical to your success in this class. To support engaging discussions while also providing ample feedback on how to effectively engage in written discussions, we will be using the Packback discussion platform. Packback is an online community where “you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications”. Some weeks I will provide suggested discussion prompts, but you will also be posing your own questions about course content and responding to questions of your peers (*aka, discussing*). Packback is NOT for clarification of content or course administration (please use the Quercus discussion boards for that) but for deep engagement with the course.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

ASSESSMENT

A. TESTS – 45% OF COURSE TOTAL

There will be 1 term test and 1 cumulative final assessment. The tests may be multiple choice, short answer, and brief essay, and will cover information from both lecture and readings. You should be prepared not only to provide definitions but also to construct explanations of concepts, make connections (across concepts, across texts, etc.), and apply the material to new situations. These exams will be open-book and open-note (but *not* open-classmate or open-Google!), and completed individually. You will have approximately 3 days to complete each assessment, but they will be written to take about 3 hours, assuming you study ahead of time as you would for an in-class assessment, and you can do the assessment at any time you wish within the testing window. Therefore, accessibility accommodations for extended time on testing do not apply. Please contact the instructor if you have any questions.

The midterm and final assessment will each account for 22.5% of your course total.

B. WRITING – 45% OF COURSE TOTAL

One of the major goals for this course is to help you be a better consumer of academic psychological research. To support this goal, you will be writing a review paper that requires you to summarize, synthesize, and evaluate multiple methods or perspectives on a single topic. You will also participate in a peer review process. This course is part of the WIT program (<http://www.artsci.utoronto.ca/wit/about-us>), and based on your topic, you will be assigned a specific TA who will serve as your go-to person and will be marking all components of your assignment. Throughout the semester, we will post online modules/workshops on necessary skills for this assignment, provide feedback on intermediary steps, and support you in the writing of the final paper. Details on this assignment will be posted on the course website and reviewed in class.

Topic Sign-Up. You will choose one of four topics and read 3 assigned papers on that topic.
Assignment Worksheet (10%). The purpose of this assignment is to guide you through the process of extracting key information from academic journal articles, putting together an APA-style reference page, and practice paraphrasing. You will receive feedback from your TA regarding any major concerns that they foresee as well as suggestions for improvement. You are also encouraged to meet with your TA at this stage.

Paper Draft + Constructive Peer Feedback (5%). This should be as complete a draft as possible to allow your peers to provide you with useful feedback. The draft itself is not graded, but it must be submitted in order to participate in the peer review. The peer reviews will be anonymous and will be conducted online using peerScholar. You will be graded on the quality of feedback you provide to your peers. Detailed instructions on how to provide effective feedback will be reviewed later in the term.

Final Paper (30%). In a 5-7 page paper, you will briefly summarize each reading and detail the relative contributions and limitations of the methods in each, incorporate an additional study on the topic on a non-WEIRD sample, as well as briefly propose an area for future research, explaining what this additional method/perspective will add.

C. DISCUSSION – 10% OF COURSE TOTAL

As in most learning contexts, regular practice, discussion, and engagement with the course material is critical to your success in this class. To support engaging discussions while also providing ample feedback on how to effectively engage in written discussions, we will be using the Packback discussion platform. Most weeks, you will post one open-ended discussion question (worth 10 pts) and 2 peer responses (worth 5 pts each); open-ended posts should be posted by Sunday nights at 11:59pm, and all posts are due no later than Wednesday nights at 11:59pm.

FINAL GRADE CALCULATION

There are no extra credit opportunities, but fear not: there are plenty of regular credit opportunities!

All final grades will be rounded to the nearest tenth of a percent. Your grade will then be determined by the scale pictured, the official FAS grading scale. Final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Exams (45%)

Midterm – 22.5%

Final – 22.5%

Writing (45%)

Assignment Worksheet – 10%

Peer Feedback – 5%

Paper – 30%

Discussion (10%)

Packback Participation – 10%

PERCENTAGE	GRADE	GPA VALUE
90-100	A+	4.0
85-89.9	A	4.0
80-84.9	A-	3.7
77-79.9	B+	3.3
73-76.9	B	3.0
70-72.9	B-	2.7
67-69.9	C+	2.3
63-66.9	C	2.0
60-62.9	C-	1.7
57-59.9	D+	1.3
53-56.9	D	1.0
50-52.9	D-	0.7
0-49	F	0.0

Note: Any grades posted in the Quercus gradebook are posted for your information only, so you can view and track your progress through the course. No grades are considered official, included any posted in Quercus at any point in the term, until they have been formally approved by the Course Instructor at the end of the course.

COURSE POLICIES

LATE WORK AND MAKE-UP POLICIES

RELIGIOUS ACCOMMODATION

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate missing a major course assessment due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

LATE WORK

As a rule, late assignments will not be accepted. Late assignments will only be accepted (or extensions provided) in the case of registered accommodations or extraordinary circumstances and may involve point deductions. Please alert me to these extraordinary circumstances by email within 12 hours of the missed deadline (or as soon as you can), and we will discuss these on a case-by-case basis.

“Life Happens” Insurance: However, I definitely recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and terrible, horrible, no good, very bad days, *no questions asked and no documentation necessary.*

First, I will drop the lowest TWO of your discussion posts and FOUR of your discussion responses at the end of the term. In addition, I will provide ONE late ticket, good for one 48-hr grace period for any assignment (not tests) during the term, no questions asked. Use it wisely, because once it’s gone, it’s gone! To use this late ticket, email Dr. Metz in advance of the time of the original deadline to indicate your intent, and then submit the assignment in the usual way no more than 48 hours later.

****Important: Assignment Drafts and Peer Reviews****

- You **MUST** submit a draft of your paper in order to complete your peer reviews. Assignment drafts will be accepted until 11:59pm on *Friday Nov 19*. After this point, you will be unable to submit your draft and will therefore be *unable to participate in the peer review activity*.
- Your peer feedback **MUST BE SUBMITTED ON TIME**. There is no wiggle room here. Please do not let your classmates down! Make sure that you provide your constructive feedback to your peers by the deadline. **Please double-check that your feedback has been submitted properly.**

EXTENSIONS

Due to the collaborative nature of the peer review assignment, extensions *cannot* be granted for this specific task. If you are unable to participate in the peer review activity due to ongoing mental or physical health challenges, please email me and together we will decide how to adjust for this missed activity.

MAKE-UP EXAMS

If you miss a term test or require a short extension, you should submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool or an email from your college registrar or accessibility counselor). Documentation should be submitted to me via email within 7 calendar days of the missed test. If you do not provide appropriate documentation, you will receive a 0 for the missed test.

As a rule, makeup tests will not be issued. If you miss one term test, your final marking scheme will be reweighted: 30% Final, 40% Paper, 15% Assignment Worksheet, 5% Peer Review, 10% Discussion. If you miss the final assessment, you will need to contact your College Registrar to file a petition for late term work (<https://www.artsci.utoronto.ca/current/faculty-registrar/petitions>) or work out an alternative plan.

ACCOMMODATION FOR PERSONAL REASONS

There may be times when you are unable to complete course work on time due to non-medical reasons. If your “life happens” situation is larger or more extended than the above policy covers, contact Dr. Metz to discuss your situation. I am here to support you and will help make accommodations where reasonable, possible, and in fairness to other students. It is also a very good idea to speak with an advisor in your College Registrar’s office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

Please do not feel like you need to perform or share your trauma in order to get the support you need. I *do* need to know when you are struggling and need some extra help, but you do not need to share private details of your life in order to qualify for a discussion of alternative arrangements that can be made.

GRADE DISPUTE POLICY

24/7 Policy: You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 7-10 days of the return of the assignment/assessment (the specific date will be provided upon release of the grades in question). Please write a short paragraph detailing your grade concern (including a) the question(s) in question; b) why you provided the answer you did and where in the course materials you learned this content, and c) why you think the key is incorrect or incomplete and what in the course materials would support your request) and submit it to the required form. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. By submitting a request, you are consenting to a full regrade of the assignment, and your grade may go up, down, or stay the same.

USE OF COURSE MATERIALS POLICY

Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. ONLY the instructor has permission to record and post the live student hour.

Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

STUDENT RESOURCES

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

Peer Support: Connect with Your Classmates!

Recognized Study Groups: I encourage everyone to strongly consider joining or leading a study group. The Faculty of Arts and Science has a Recognized Study Groups (now fully online!) program that can help you facilitate this (particularly useful if you don't know anyone else in the class!). If you become a study group leader, you can also receive co-curricular credit. To learn more about the program and join or start a study group visit: <https://sidneysmithcommons.artsci.utoronto.ca/recognized-study-groups/>

Meet To Complete (MTC) Program: New this year, Meet to Complete drop-in sessions allow students across academic disciplines to work alongside peers to support motivation and community, set goals with the support of a student staff member, and earn a CCR credit after participating in 6 MTC sessions. Learn more by visiting: <https://sidneysmithcommons.artsci.utoronto.ca/meet-to-complete/>

Quercus Discussion Board: You are encouraged to both ask AND answer questions about course content and administration on the course discussion board. The TAs and course instructor will also monitor this board and provide answers or input when needed. For example, if you have any questions about the content presented in this syllabus, the discussion board is a perfect place to ask for clarification - that way everyone can benefit from the response. Before posting a question, please check to see whether it has already been answered/discussed.

Other Campus Resources

Accessibility Services (AS): Students with diverse learning and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<http://accessibility.utoronto.ca>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS. **Note:** Please submit your letter of accessibility accommodation to the instructor as soon as you can in the term, even if you hope to not request any extensions or accommodations.

Mental Health and Well-Being: As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle. There are many helpful resources available through your college Registrar or through Student Life (for example, <http://www.studentlife.utoronto.ca/hwc> or <https://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time as early as possible to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or the Course Instructor to help learn what supports are available.

Academic Success Centre: “Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no ‘right’ way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater

balance between life and learning.” Check out their study spaces, attend a workshop or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT. Two examples are: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning> and <https://writing.utoronto.ca/support/english-language-support/>. Your College Registrar will also be able to direct you to other resources.

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please check in with your College Registrar or visit <http://www.writing.utoronto.ca/>

Accessing the Course from Mainland China: <https://isea.utoronto.ca/services/vpn/>

BONUS SECTION ON ONLINE LEARNING

In addition to the resources listed above, here are a few resources to support your transition to online/remote coursework.

Getting Ready for Online from UofT Office of Online Learning: The University of Toronto is welcoming many of its new and returning students to online learning this year. Whether you are new to U of T or a returning student, you may be looking for advice on how to be successful while learning online. This resource has been developed to introduce you to some tips and strategies for success. Take a moment to read and take part in the activities on this page to help you prepare for your online learning experience. <https://onlinelearning.utoronto.ca/getting-ready-for-online>

South College Newsletter on Online Learning in a Pandemic (obviously the campus-specific stuff doesn't apply, but otherwise, this is one of the best, most comprehensive resources I've seen)

- <https://sway.office.com/DI3EfuY4n5tZJ17n>

Common Mistakes to Avoid as a New Online Student

- <https://www.learnhowtobecome.org/career-resource-center/student-success-online-college/>

Tips from Cognitive Educational Psychologist (and one of Dr. Metz's BFFs) on Success with Online Courses

- <https://www.youtube.com/watch?v=1IIUVU-d1DM>

Advice for students new to remote coursework

- <https://gccu.uconn.edu/2020/03/31/pass-it-on-advice-for-students-new-to-remote-coursework/>

An assignment calculator to help you break down projects into smaller, more manageable chunks:
<https://ctl.utsc.utoronto.ca/assignmentcal/>

A NOTE ON TAKING NOTES

Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop, and this is partially explained by the necessity of summarizing and paraphrasing in order to take notes by hand and keep up with the lecture (see Mueller & Oppenheimer, 2014). However, a recent study indicates that even more important than the note-taking method is the presence of *digital distractions* (off-task texting or browsing) – digital distractions were a meaningful predictor of both note quality and learning, and were especially disruptive to laptop note takers (Flanigan & Titsworth, 2020). So, what does this mean?

1. Well, I recommend trying to take notes longhand (i.e., on paper), especially if you haven't tried it in awhile.
2. Whether you take notes on paper or on a laptop, be mindful of process. In other words, as tempting as it can be (especially now that you can pause the lecture video), don't write everything down word-for-word! Be careful to select key points, write things in your own words, and to organize your notes – all of these things will help you better learn the material and be able to retrieve it more effectively on later tests.

- a. [Note Taking 101](#) from Oregon State University
 - b. [Note taking styles](#)
 - i. One specific note-taking style to try: [Cornell Notes](#)
 - ii. Not sure which to try? Here are a bunch of [templates!](#)
3. Regardless of method, minimize distraction as much as possible. Close all other browser windows and turn off notifications on your phone, if possible.
- a. <https://getcoldturkey.com/>
 - i. Can block yourself out of certain websites, the entire Internet, apps, etc., during specific time windows (e.g., when you have a class!)
 - b. <http://selfcontrolapp.com/> (for Mac users)
 - c. StayFocusd (Google Chrome extension)
 - i. Limits time spent on distracting websites
 - d. Freedom (available in the app store) – same idea, works on your iPhone, iPad
 - e. Forest (<https://forestapp.cc/>, available for Android and Apple and as a Chrome extension) – While the app is open and you’re focusing on your work, a tree grows!
 - f. <https://www.boomerangmail.com/>
 - i. If you use Gmail and email is a major distraction during class/studying – pause your inbox!
4. If you need to take a break or you find you aren’t focusing well, don’t try to multitask while listening to lecture, just press pause and come back when you can! (Just make sure to come back 😊) This is one of the major benefits of asynchronous online learning, shaping it to fit your patterns and schedule.

SOME FINAL WORDS

DIVERSITY STATEMENT

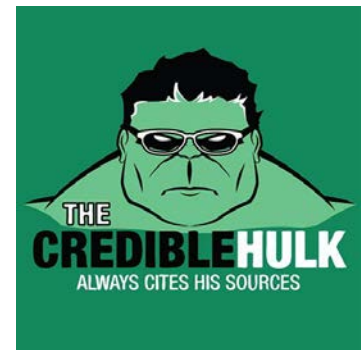
It is my intention that students’ learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

A WORD ABOUT ACADEMIC INTEGRITY

Academic Integrity is at the heart of the mission and values of University of Toronto and is an expectation of all students. Maintaining academic integrity is a means to ensuring that you are achieving the outcomes of this course and that your grades accurately reflect your learning and understanding of the course material. In addition, your performance in the next course in this series depends heavily on your ability to truly learn this material and apply it in future contexts. Ensure that the work you submit for grading represents your own honest efforts.

Academic misconduct will not be tolerated in any form. Academic misconduct includes, but is not limited to:

- Submitting the work of another (whether in part or in whole) as your own. This includes putting your name on group work that you did not contribute to.
- Possessing prohibited materials while writing tests and exams.
- Providing or receiving assistance from another student unless explicitly permitted to do so by the instructor. You are, however, encouraged to study and practice with peers.
- For this class, all writing you submit **MUST** be your own. Learn more about plagiarism and proper citation practices here: <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>



I strongly recommend you familiarize yourself with the *Code of Behaviour on Academic Matters*, posted and explained at <http://www.artsci.utoronto.ca/osai/students>. Ignorance of the policy is not a defense for violating it. If you are at all uncertain about what constitutes academic dishonesty, please see your TA or the instructor – do not risk your grade or integrity!

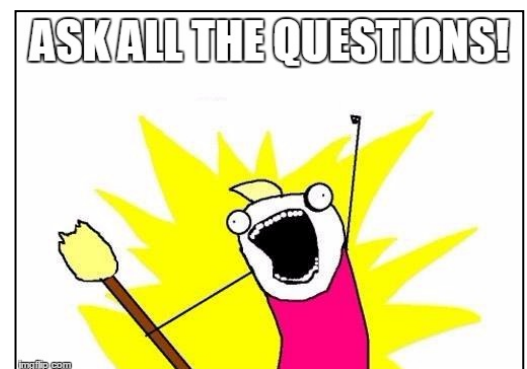
Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>)

ADVICE FOR COURSE SUCCESS

It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Remember that your grade in this course is not a reflection of your general ability or your character.

This is a difficult, but not impossible course; it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:

- “Attend” every lecture and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to regular encounters with it, through lectures, videos, and readings.
- Review lecture notes shortly after writing them for the first time; compare these to the slides. If you need clarification on anything, ask in the weekly survey or post on the discussion board. Don’t wait until right before the exams! Reorganizing and combining this information can help you consolidate and remember it.
- Manage your time wisely. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your



work – there is just too much to do it at the last minute! This is especially important now, with many classes moved online.

- Use the resources available to you – that includes your course materials (especially this syllabus), the TAs, me, and the many amazing services offered on campus.
- Discuss the material with another student. Form a study group. Go to office hours. Ask the TA questions. Ask me questions. ASK QUESTIONS.

More resources here on [studying...](#) On [time management...](#) [On hosting a remote study group...](#) [On prioritizing...](#)

WELLNESS STATEMENT²

As your professor, I value your health and well-being. In order to succeed in my class, in [university], and beyond, you must work hard AND balance the work with rest... and attention to your mental and physical health. Yes, I plan to challenge you... By the end of this class, I hope you will feel proud of your growth and learning much like the marathoner feels accomplished by their triumphs across the finish line.

However, this work cannot be at the expense of your well-being. **Working until exhaustion is NOT a badge of honour; it shows you are out of balance.**

Audre Lorde once said, “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Please see your wellness as an act of power and perseverance. The core to your success. Hold each other accountable. Hold me accountable. I [want] to... change this “achievement-oriented” culture into one that embraces well-being and growth. Let’s start a revolution together.

In addition to the many resources and supports available to you at UofT , you might find [this self-care packet](#) (with a self-assessment, advice, and worksheets) helpful in reaching your self-care goals.

² Excerpted from Dr. Nicole Gonzalez Van Cleeve of Brown University, from Twitter (full text [here](#))

CLASS CALENDAR – FALL 2021

Tentative schedule; I reserve the right to adjust this timeline based on course progress

MODULE	DATE	TOPIC	READING	DUE	OTHER NOTES
0	9/9	COURSE LAUNCH DAY!	THE SYLLABUS	INTRO PACKBACK 1 DUE WED SEPT 15, 11:59PM	
1	9/16	PSYCHOLOGY AS A SCIENCE	CH 1/2 Schwartz, M. A. (2009). The importance of stupidity in scientific research. <i>Journal of Cell Science</i> , 121, 1771.	PACKBACK 2 DUE WED SEPT 22, 11:59PM	WRITING WORKSHOP 1: READING A JOURNAL ARTICLE
2	9/23	ETHICS IN DESIGNING, ANALYZING, AND DISSEMINATING RESEARCH	CH 3 Barber, L. K. & Bagsby, P. G. (2012). You Are Not a Mouse: Participant Rights and Responsibilities for Ethical Research Conduct (online module) Excerpt from the Tri-Council Policy Statement on Research with Human Participants <i>Optional:</i> You're Wrong About... Podcast, Episode: Tuskegee Syphilis Study Part 1: The Lie https://www.buzzsprout.com/1112270/5330092-tuskegee-syphilis-study-part-1-the-lie (78 min) <i>And Part 2: The Truth</i> https://www.buzzsprout.com/1112270/5418709-tuskegee-syphilis-study-part-2-the-truth (71 min)	PACKBACK 3 DUE WED SEPT 29, 11:59PM	*SEPT 22 – LAST DATE TO ENROL
3	9/30	VARIABLES & MEASUREMENT	CH 4 Silberzahn, et al. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. <i>Advances in Methods and Practices in Psychological Science</i> , 1, 337–356. https://fivethirtyeight.com/features/science-isnt-broken/	PACKBACK 4 DUE WED OCT 6, 11:59PM	WRITING WORKSHOP 2: USING PSYCINFO

4	10/7	SURVEY/OBSERVATIONAL METHODS	<p>CH 6.32, 7</p> <p>EXEMPLAR: Fraley, R.C., & Shaver, P.R. (1998). Airport separations: A naturalistic study of adult dynamics in separating couples. <i>Journal of Personality and Social Psychology</i>, 75(5), 1198-1212.</p>	<p>ANNOT BIB WORKSHEET DUE WED OCT 13, 11:59PM</p> <p>PACKBACK 5 DUE WED OCT 13, 11:59PM</p>	
5	10/14	SAMPLING AND RESEARCH DESIGN: WHO STUDIES THE STUDIERS?	<p>CH 7</p> <p>Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. <i>Perspectives on Psychological Science</i>, 1745691620927709.</p> <p>https://www.sciencemag.org/news/2019/07/western-mind-too-weird-study</p> <p>Podcast: You're Wrong About... Episode: The 'Ebonics' Controversy: https://www.buzzsprout.com/1112270/3883997-the-ebonics-controversy (61 min)</p>		
	10/21	MIDTERM WILL BE POSTED THURSDAY OCT 21 9AM AND DUE SATURDAY OCT 23 11:59PM			
6	10/28	EVALUATING ASSOCIATION CLAIMS I	<p>CH 6.28-6.29, 8</p> <p>EXEMPLAR: Bouchard, T. J., Lykken, D. T., McGue, M., Segal, N. L., & Tellegen, A. (1990). Sources of human psychological differences: The Minnesota study of twins reared apart. <i>Science</i>, 250(4978), 223-228.</p>	<p>PACKBACK 6 DUE WED NOV 3, 11:59PM</p>	<p>WRITING WORKSHOP 3: GOOD PARAPHRASING</p>
7	11/4	EVALUATING ASSOCIATION CLAIMS II	<p>CH 6.28-6.29, 8</p> <p>EXEMPLAR: Yoo, J., Miyamoto, Y., Rigotti, A., & Ryff, C. D. (2017). Linking positive affect to blood lipids:</p>	<p>PACKBACK 7 DUE WED NOV 17 11:59PM</p>	

			A cultural perspective. <i>Psychological Science</i> , 28(10), 1468-1477.		
	11/8 – 12		<i>NO CLASS – READING WEEK</i>	DRAFT DUE WED NOV 17 11:59PM	<i>*NOV 8 - LAST DAY TO DROP F COURSES</i>
8	11/18	EVALUATING CAUSAL CLAIMS	CH 5 EXEMPLAR: Kornell, N., Hays, M. J., & Bjork, R. A. (2009). Unsuccessful retrieval attempts enhance subsequent learning. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 35(4), 989-999.	PACKBACK 8 DUE WED NOV 24, 11:59PM PEER FEEDBACK DUE WED NOV 24, 11:59PM	WRITING WORKSHOP 4: GIVING GREAT PEER FEEDBACK
9	11/25	COMPLEX RESEARCH DESIGNS	CH 6.30, 9 EXEMPLAR: Glick, P., Larsen, S., Johnson, C., & Branstiter, H. (2005). Evaluations of sexy women in low-and high-status jobs. <i>Psychology of Women Quarterly</i> , 29(4), 389-395.	PACKBACK 9 DUE WED DEC 1, 11:59PM	
10	12/2	DISCUSSING RESEARCH	CH 13.6 Nelson, L. D., Simmons, J., & Simonsohn, U. (2018). Psychology's renaissance. <i>Annual Review of Psychology</i> , 69, 511-534 https://sometimesimwrong.typepad.com/wrong/2014/12/why-i-am-optimistic.html	FINAL PAPER DUE SUN NOVEMBER 28, 11:59PM	
FINALS	DEC 10-21	<i>CUMULATIVE FINAL ASSESSMENT WILL BE POSTED MONDAY DEC 13 9AM AND DUE WEDNESDAY DEC 15 11:59PM</i>			

Recommended Podcasts

These are not required for the course, but are relevant to much of our class and you may find them interesting

Everything Hertz	James Heathers & Dan Quintana	https://everythinghertz.com/	A podcast by scientists, for scientists. Methodology, scientific life, and bad language. Co-hosted by Dr. Dan Quintana (University of Oslo) and Dr. James Heathers (Northeastern University)
The Black Goat	Sanjay Srivastava, Alexa Tullett, and Simine Vazire.	https://www.theblackgoatpodcast.com/	Open-science movement, meta-science, doing science, research practices, the "replication crisis," and scientific integrity.
reproducibiliTea	Amy Orben, Sam Parsons, Sophia Cruwell	https://soundcloud.com/reproducibilitea	Serving mugs of Reproducibili ☺: Blends include transparency, openness and robustness + a spoonful of science. Brewed by @OrbenAmy, @Sam_D_Parsons and @Cruwelli
Science Vs.	Wendy Zukerman	https://gimletmedia.com/shows/science-vs	Science Vs is your team of friendly fact checkers that blow up your firmly held opinions and replace them with science. Wondering whether you should drink detox teas like an insta-celeb, or believe your drunk uncle's rant about gun control? Science Vs has an ep for that.
Parsing Science	Doug Leigh & Ryan Watkins	https://www.parsingscience.org/	We say our show is about the unpublished stories behind the world's most compelling science, as told by the researchers themselves. Doug's mom says "It's like the Sunday Book Review ... it's interesting; I get the important information, and don't have to read the whole thing." Ryan's mom explains it this way: "You guys interview scientists from all over the world. They tell how they got into science and things about their particular field of science."
You're Wrong About	Michael Hobbes & Sarah Marshall	https://yourewrongabout.com/	Mike and Sarah are journalists obsessed with the past. Every week they reconsider an event, person or phenomenon that's been miscast in the public imagination. Although this isn't strictly about psychology or research, they cover some related topics (like those assigned for the course) and also do a great job including and describing research when relevant to their larger stories (like the "Tipper Gore vs Heavy Metal" episode, where they talk about the research on music and aggression)