

PSY 203H1 Psychological Research

Instructor

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Teaching Assistants

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Course Time and Location

- Wednesdays, 5:00 – 8:00 pm, LM 162

Prerequisites

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

Course Communication

- For questions regarding the format of the course, or questions related to course content, please post to the Quercus discussion board for the course. The instructor and TA will monitor the board on a regular basis during the weekdays. Please feel free to provide concise and supportive responses to your course colleagues.
- For all other inquiries, please email the TA or instructor directly. When doing so, please use the subject header “PSY203” in your email. Otherwise, it may take longer to respond to your email. In general, course related emails will be responded to within 48-72 hours, between the hours of 8:00 am and 5:00 pm, during the weekdays (Monday – Friday).
- Note that the instructor will be available after each class for quick in-person questions.

Course Goals

- Understanding the discipline of Psychology as a science
- Gaining knowledge in the variety of scientific designs and analytic methods used in Psychology
 - Understanding basic scientific principles
- Developing critical thinking skills
 - Evaluating experiments, data, theory, and published articles
- Developing literacy for Psychology information
 - Gaining knowledge on databases (and related resources), journals, and publications

- Developing scientific communication skills
 - Academic posters and presentations, APA format, journal reviews, and journal articles
- Professional Development
 - The profession of being a scientist, academic colleague, and how to get to graduate school (and what to do when you get there), ethical responsibility

Text

- Morling, B. (2022). *Research Methods in Psychology, 4th Edition*. WW Norton. ISBN: 978-0-393-89370-0.
- <https://www.campusebookstore.com/integration/AccessCodes/default.aspx?permalinkId=d105cc46-9c2e-41dd-8f63-0842c6b94a0e&frame=YES&t=permalink>

Class schedule

Date	Topic	Readings	Assesments
Sept 14	Introduction to Psychological Research		
Sept 21	Psychology as a Science	Chapters 1, 2, 3	Poster and Script assigned
Sept 28	Variables and Measurement	Chapter 5, Descriptive Statistics, Inferential Statistics	
Oct 5	Experiments Part I	Chapters 10, 11	Poster and Script due
Oct 12	Experiments Part II	Chapter 12	Review and Proposal assigned
Oct 19	Exam 1		Term test 1
Oct 26	Ethics, APA Format, Visualizations	Chapter 4, Presenting Results	
Nov 2	Surveys and Sampling	Chapters 6, 7	
Nov 9	Reading Week		
Nov 16	Correlational Research	Chapters 8, 9	
Nov 23	Other Designs, Replication	Chapters 13, 14	Review and Proposal due
Nov 30	Graduate School and Beyond		
Dec 7	Exam 2		Term test 2

Assessments

1. Poster and Script (18% of the final grade). This assessment will be assigned in detail on September 21 and will be due on October 5.
2. Review and Proposal (30% of the final grade). This assessment will be assigned in detail on October 5 and will be due on November 23.

3. Term Test 1 (25% of the final grade). Based on the lectures and readings from September 14 through to, and including, October 12, this exam will be a combination of multiple choice, short answer, and long answer. This exam will be in-person during the class time and closed book.
 4. Term Test 2 (25% of the final grade). Based on the lectures and readings from October 26 through to, and including, November 30, this exam will be a combination of multiple choice, short answer, and long answer. This exam will be in-person during the class time and closed book.
- Details regarding these assessments will be provided in class.
 - Please note that late written assessments (Poster & Presentation, Review & Proposal) will be deducted 5% per day after the due date. There will be no make-up tests. A missed test or assignment will require proper documentation (within one week) and will produce a reweighting of the course assessments. Missing two or more tests and/or assignments may lead to an incomplete grade for the course.
 - If you have any questions about the grading of an assessment, you must contact the TA or instructor within two weeks of the assessment being returned to you.

Experimental Credits

- Given the lack of in-person activities on campus for the last couple of years, and given this is a research design course, 2% of the total grade will be available for completing 2 hours of in-person experiments (i.e., 1%/hour for up to 2 hours). Sign-up for these experiments will be done weekly starting in late September and will end the last week of classes.
- If you would prefer not to take part in the experimental credit, a short assignment worth 2% (pass/fail) is available. This will consist of a two-page (double spaced) summary of a recent publication in any field of psychology. This assignment should take about 2 hours, thus being the equivalent in time of the experiments. If you prefer this option, please see the instructor for more details. The deadline for submitting this summary is the last class (Dec 7, 2022).

Specific Medical Circumstances

For 2022 F-term, a Verification of Illness (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. This must be done within one week of the missed test or assignment. Students should also advise their instructor of their absence.

If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then—it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life

(<http://studentlife.utoronto.ca> and <http://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 to inform yourself of available resources.

Accessibility

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. 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 assess your 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 needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Writing Centre

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 centers and writing courses, please visit <http://www.writing.utoronto.ca/>

- Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)
- Academic Success Services (<http://www.asc.utoronto.ca/>)

Religious Accommodations

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 cultural and religious traditions. 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 being absent from class or missing a major course activity (such as a test or in-class assignment) 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.

Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

Some Quercus Information

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY 203 (Psychological Research). You may need to scroll through other cards to find this. Click on the PSY 203 (Psychological Research) link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Technology in the Classroom

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for entertainment during class. Do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, or working on an assigned in-class exercise. Checking social media, email, texting, games, and other online activities are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you.

A Note on Privacy

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

Lecture Content and Recordings

Course materials are provided for the exclusive use of enrolled students. Do not share them with others. 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. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters. Furthermore, lecture Recordings are only for the exclusive use of enrolled students, for their personal learning. Lecture recordings are not to be shared in any way beyond enrolled students.