

Psychology 217- Section 004
Thinking Clearly about Psychology
Tues/Thurs 9:30-11a.m.
Winter 2014-2014 Term 1

Course website on <http://elearning.ubc.ca/connect/>

Professor Amori Mikami

Office Hour: Tuesday 11-12p.m., Kenny 1904

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Teaching Fellows

Name: Ana Pesquita

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Office Hour: Thursday 1-2p.m.

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Office Hour: Wednesday 10:30-11:30

For questions about lab assignments, please try first to contact your particular lab teaching fellow, because this is the person who knows your project best. For questions about lecture content, please try me first, but if I am not available, it is acceptable to go to any of the four teaching fellows' office hours for help.

Course Meetings

- Most weeks we have lecture during each class period located in AERL 120.
- You can see on the syllabus that labs occasionally substitute for lecture times. Labs are in BUCH B142, BUCH D306, and BUCH D319. I will post a document on the course website a week before the labs begin that lists which students are in which lab room.
- There is an optional extra data collection time for your final research project on Monday November 3, 5:00-6:30pm, in SWNG 222.
- There is a required poster session on Friday November 28, 5-6:30pm, in the East Atrium of UBC Life Sciences Institute, where you will present your final research project.

Course Materials

- Cozby, P. C., & Rawn, C. D. (2012). *Methods in Behavioural Research* (1st Canadian Edition). Toronto, ON: McGraw-Hill Ryerson.
- Cuttler, C. (2010). *Research Methods in Psychology*. Dubuque, IA: Kendall Hunt.
- I-clicker response system. This is not required, but if you do not have your own clicker you will be unable to earn extra credit for class participation.
- Recommended: Stanovich, K. E. (2013). *How to Think Straight about Psychology* (10th edition). Boston: Pearson.

Students often ask if they “will be okay” with older editions of books, or with the U.S. edition of the Cozby book instead of the 1st Canadian edition. I recommend that you compare your copy to the new edition and see what is different. Also you will have to check to see what pages the syllabus assignments (in the new edition) correspond to in the older edition. Ultimately you are responsible for the material in the newest edition that is listed on the syllabus.

Course Objectives

My goal for this course is to raise your personal excitement about psychological research and to provide you the opportunity to increase your ability to conduct scientific inquiry. You will learn how to:

- Formulate research questions which are of interest to you and arise from your experience
- Develop a research idea into an actual study with a strong design
- Analyze, and interpret data correctly (or “how NOT to lie with statistics or be fooled by them”)
- Report psychological research in a persuasive, engaging, and professional format

And as a result, you will become a critical consumer of research reported in the media.

Grade Breakdown

Assignment	Percentage of Grade	Due Dates
Midterm Exam 1	15%	Tuesday October 7
Midterm Exam 2	15%	Tuesday November 4
Lab Collaborative Research Project		
Group Poster Presentation	10%	Friday November 28, 5-6:30p.m.
Individual APA-style Report	25%	Tuesday November 25, 9:30a.m.
Research Experience Component	5%	Friday November 28, end of day for participating in studies; Tuesday November 18 for article summaries
Final Exam	30%	Date set by registrar (Exam period: Dec 5-19)
Extra Credit	up to 1%	Ongoing

The UBC psychology department attempts to equalize grade distributions so that students are evaluated the same way no matter who their instructor happens to be. The department rule for all sections of Psych 217 is that the average (mean) must be between 67 to 71, with a standard deviation of 14. Instructors must scale grades, if necessary, to match these figures. Your numerical percentage will convert according to the key below. Grades are rounded to the nearest whole percentage point. Thus, if your average is 79.49%, this will go on record as a 79 and be considered a B+ and not an A-, but if it is 79.50 it will go on record as an 80 and an A-.

However, see the section below about extra credit.

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

If you are a student who has special learning needs, please introduce yourself to me (not only your teaching fellow) as soon as you can and bring me your paperwork from the Access and Diversity Center (www.students.ubc.ca/access). I would like check in about how I can better support your learning. I am happy to give you the testing accommodations you need provided that you have contacted me and have your paperwork a minimum of 5 days before the exam that you need accommodations for.

1. Midterm and Final Exams

You will have two in-class midterm exams (see syllabus for dates) and one final exam during the final exam period on a date that will be set by the registrar later (between Dec 2-17, including Saturdays). Exams are closed book and closed notes. Midterms focus predominantly on the material covered in the last unit. The final covers the entire course. Exams consist of short answer and multiple choice questions assessing your conceptual understanding of a research design or analysis.

Teaching fellows take grading seriously and try to do the best job that they can. However, they are human and can make mistakes. Other than for simple calculation errors (such as the teaching fellow adding your points incorrectly), my regrade policy is that you will have 2 weeks from the time the exams are graded to complete a regrade form (available on the course website) explaining where you think the mistake occurred and I will review it. If you ask for a regrade, I will personally regrade your entire test, not just the question where you think the mistake occurred, and my decision will be your new grade. In the past, this has resulted in some grades going up, some grades going down, and some grades staying the same. The reason for this policy is because sometimes teaching fellows make grading errors in your favor, and sometimes they make them against you. For most people, errors roughly balance out. However, if you think that more errors were made against you than in your favor, then a regrade would be a good decision, because correcting these errors will result in you obtaining a higher grade.

Taking the exams at the times they are scheduled should be your first priority. It is not fair to your classmates when some students get extra time to study. In addition, because of the large size of this class, it is difficult to arrange additional testing times; your teaching fellows are paid for a certain number of hours per week, and every hour they spend giving make-up tests takes away from their ability to answer student questions or to grade thoughtfully. However, because serious emergencies do sometimes occur that would require someone to miss an exam, please speak to me as soon as possible about the emergency in advance of the test if you can, and complete the form (available on the course website) including documentation about the emergency within 3 days after the day of the test. I may allow you to give extra weight to your final, if you do both these things. If your absence is not excused, you receive a 0 for that exam.

2. Lab Collaborative Research Project

In lab, you will have the chance to work with other students to design your own psychology study. You will come up with and test a hypothesis about human behavior that you are personally interested in, and practice reporting these results in a professional format. The creators of Psych 217 designed this project to incorporate as many elements as possible of what psychologists do. As we cover topics such as hypothesis generation, research design, and basic analysis, you will immediately apply your knowledge to your own research project during lab.

Lab is run by the teaching fellows and labs take place during five class periods (see syllabus for the dates). Attendance at all labs and the poster session (November 28, 5-6:30pm) is mandatory, because your presence is needed to help the rest of your group. You will lose 5% off your final course grade for each lab meeting that you miss. You lose 2.5% of your final course grade for each lab meeting (and the poster session) that you are more than 10 minutes late for. If you do not attend the poster session, you will receive a 0 for that part of the assignment (10% of your course grade). Although I feel strongly about all students attending all labs and the poster session, inevitably emergencies and serious conflicts come up. In the event that this happens, we have a procedure across all sections of Psych 217 (so that it is fair to all students) where you will need to complete a form available on the course website to petition the head of the labs, Dr. Catherine Rawn, about your absence.

Because the vast majority of research conducted in psychology these days is collaborative, you will work closely in groups of 5-6 on this project. Group work can be challenging. In order to help your team be productive, each group will have a private discussion thread on the course website to collaborate with each other. Please use this as your primary mode for communication, because it serves to document your process and it helps me solve group disputes. The bottom line is that I encourage you to try hard to work together as a team. If there is a person in the group who is not contributing, I would encourage you to speak to that person first and see if you can resolve the conflict by yourself; this shows the person that you respect him/her. However, if that is not successful, if *all of the group members* ask me to remove someone from the group, and the evidence from the discussion thread seems to me to support that the offending student has hurt the group's productivity despite group efforts to involve this person, then I will do so and that person will receive a 0 for his/her whole lab component of the class. I encourage you to seek help from your teaching fellow and me regarding your group dynamics. You may also request formal mediation from the head of the labs, Dr. Catherine Rawn.

LAB MEETING 1 – RESEARCH DESIGN: In the first meeting you will meet with your group in your lab break-out room to brainstorm a research question and design a brief, simple, minimal risk experiment to address the question (note: the experiment must not require more than 5 minutes of each participant's time). Your teaching fellow will be present to assist and guide you. As you will only have the lab time to come up with a research question and design you should come to this meeting prepared with some ideas. Discussion boards will be set up on the course website for each group a week prior to this lab so that you can toss around ideas with your group prior to this meeting. You will also need to bring your completed TCPS-2 tutorial certificate to lab. See Cuttler's guide, Chapter 1, for further guidance, and Appendix 1 for ideas.

LAB MEETING 2 – PROPOSAL PRESENTATION: In the second meeting your group will give a 5 minute presentation of your proposed research question and design. During this presentation you should: i) state your research question, ii) sell your idea (i.e., provide information on why this question is interesting and/or important), iii) clearly describe the independent variable and how it will be manipulated, iv) describe the dependent variable and how it will be measured, v) discuss any controls you plan to implement, iv) state your hypotheses. Each presentation will be followed by a 5 minute discussion period where your classmates and the teaching fellow will ask questions and provide suggestions for improvement.

This is a great opportunity to get interim feedback about your project and to practice your presentation skills in advance of the poster session. Failing to present a proposal will result in all team members receiving a 3% deduction off their final course grade. See Cuttler's guide, Chapter 2, for further guidance and tips.

LAB MEETING 3 – DATA COLLECTION: In the third lab meeting you will collect data for your experiment using your Psych 217 classmates from other lab sections as participants. Your group must arrive to this meeting with all of the materials needed to conduct your experiment. During this meeting you and your group members will be expected to take turns collecting data for your experiment and serving as participants in other groups' experiments. This meeting should be considered a rare one-time opportunity to collect data. In addition, there is an optional second time (see syllabus) where your group can collect data if you wish. Collecting data outside these two times and/or with individuals other than your 217 classmates and teaching fellows is **NOT ALLOWED** and will result in a major deduction from your lab component grade; this is because of guidelines set out by the UBC research ethics board, that I will explain further in class. See Cuttler's guide, Chapter 3, for further guidance and tips.

LAB MEETING 4 – DATA SUMMARY: During the fourth lab meeting your teaching fellow will teach you how to meaningfully summarize data as well as how to use Microsoft Excel to calculate descriptive statistics and create graphs. You should come to this meeting prepared with a plan for summarizing your data that you can discuss with your teaching fellow. See Cuttler's guide, Chapter 4, for further guidance and tips, and Appendix 2 for examples.

LAB MEETING 5 – WRITING AN APA STYLE RESEARCH REPORT: During the final lab meeting your teaching fellow will teach you how to write an APA style research report (i.e., the various components of an APA report and style guidelines). To get the most out of this meeting, you should come prepared with a rough draft of your paper as well as specific questions and problems you are having with its preparation. See Cuttler's guide, Chapter 5, for further guidance and tips.

POSTER SESSION: Friday November 28, 5-6:30p.m., East Atrium of the Life Sciences Institute. After conducting research, psychologists (like all scholars) communicate their findings to the scientific community. To accommodate all sections, the poster session is scheduled for Friday evening. It is a mandatory course event and all together worth 10% of your grade. Six hundred students from across all seven sections of Psych 217 will come together to share and learn about each other's research projects. You will be asked to prepare, as a group, a poster that summarizes your research project's hypothesis, method, results, and conclusions. This kind of presentation is common at professional scientific conferences; all of us on the teaching team have presented our research at this kind of poster session. During the poster session, you will be asked to evaluate approximately five of your peers' posters (from a different section). Your own poster will be evaluated by five peers (the average of these five ratings will equal 3% of your grade), as well as a teaching fellow (whose rating will comprise the remaining 7%). More details about how to prepare for the poster and presentation, as well as how to evaluate others' posters will be provided later in the term.

INDIVIDUAL RESEARCH REPORT: The most important step in the research communication process for researchers is to clearly document their findings in a written manuscript. The individual report is designed to give you experiences with a part of this process. Reports are to be prepared independently; each group member must prepare his/her own report separately from the other group members. Evidence of working with classmates or team members to prepare the reports will result in major deductions from your lab component grade and in severe cases may result in a grade of zero on the lab component.

Your report must be written using APA style and must include the following sections: Abstract, Introduction, Method, Results (including at least one graph or table), Discussion and References (at least 2). See Appendix A of your Cozby text, the Publication Manual of the American Psychological Association (6th ed.), and Cuttler's guide, Chapter 5, for guidance. Reports must be between 5 and 7 double spaced 8.5 x 11 inch pages (approximately 1500-1700 words). This page limit does NOT include a cover page, references, graphs, tables or appendices. You must use 12 point Arial, Times New Roman, or Calibri font and margins must be set to 1 inch all around. Your paper should integrate into the introduction section at least 2 references to related empirical journal articles (e.g., to set up a foundation for your hypothesis). Articles can also be used in the discussion section to help put results into context.

Reports are due on Tuesday Nov 25th at the start of class time. They must be submitted online to TurnItIn AND an identical hard copy must be submitted to your teaching fellow (can be brought to class). If you fail to do both these things (submit it in person AND also to TurnItIn) by Tuesday Nov 25, 9:30a.m. (start of class time), your report is considered late. You will lose 10% of your paper grade *for each 24 hour period* past the due date that the report is late. In other words, if you turn in your paper between Nov 25 9:31a.m. and Nov 26 9:30a.m., you are penalized 10%. If you turn in your paper between Nov 26 9:31a.m. and Nov 27 9:30a.m., you are penalized 20%. If your paper is over 5 days late, it will no longer be accepted. If you need to turn the paper in on the weekend, you may stop the clock (so you are not penalized for additional days) by submitting it to TurnItIn and simultaneously emailing the paper to your teaching fellow. On Monday you must submit a hard copy of the identical paper to your teaching fellow. Note that emailing your teaching fellow your paper in lieu of a hard copy will NOT be accepted unless your paper is already late. To submit your paper on TurnItIn you will need to go to turnitin.com, create an account if you do not yet have one, and enter our course ID (8512510) and password (psy217). See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin.

The research report is worth 20% of your grade. You will be graded on: Abstract and Introduction (4%), Method and Experimental Design (4%), Results and Figures (4%), Discussion (4%), APA format and Writing style (4%).

3. Research Experience Component

In order to understand how to be a good psychology researcher, it helps to experience things "from the other side" as a participant. Having been a participant has personally helped me to get better at designing my own studies in a way that is more interesting and more kind to the people who take part in them. To this end, a component of this class is to spending 4 hours participating in studies through the Department of Psychology's Human Subject Pool (HSP) system. You can

locate and sign up for studies by going to <https://hsp.psych.ubc.ca>. If you don't already have a user account you will first need to request an HSP user account on that webpage. You will be able to browse through all of the studies in which you can participate, sign up for studies and confirm your accumulated credits.

I encourage you to register on the webpage and start doing studies as soon as possible, and definitely before the end of September. This way you will be able to complete a brief online survey worth ½ credit that will make you eligible for more studies. The subject pool closes on the last day of classes and there is a rush to sign up for studies from students who have put this off until the last minute, so in order to get the studies at convenient times that you want, you should sign up early. Note: a new requirement is that at least 3 of the 4 required hours need to come from participating in an experiment face to face (e.g., no more than 1 hour can come from an online experiment). Further instruction on how to use the HSP online system can be found at <http://www.psych.ubc.ca/resguide.psy> in the document entitled "Subject Pool Information for Participants."

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing: (a) the research question, (b) the method and (c) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive 1 hour of research participation credit for each article summary that meets the following requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

Summaries must be submitted no later than 10 days before the end of classes (e.g., November 18, end of day). You are to submit your article and your summary to turnitin.com. For the library assignment the class ID is 6880064, class name is Library Option for HSP, and password is research. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

The Research Experience Component is worth 5% of your course grade: Each hour of participation or article summary is worth 1% (so 1% times 4 = 4%) plus 1% is given for completing the online Tri-Council Policy Statement-2 (TCPS-2) tutorial (you will need to bring the certificate of completion to Lab 1; see the lab guide under Lab 1 for details about how to access and complete the tutorial).

4. Extra Credit

I use iClicker during lectures to poll students about their understanding of the material, to incorporate students into the class discussions, and to help me improve your learning experience. Clickers will not be used on lab days or on test days. In the past students have really liked this system and said it helped them greatly to learn. I will ask questions throughout the class (from the start to the end) and you may respond using your clicker.

Extra credit will be given based on the percentage of questions to which you responded (without attention to the content of your response). A maximum of 1% may be added to your final course grade based on your participation. To receive the full 1% you must have responded to at least 95.0% of the questions in class. Thus, a grade of 79.0% (B+) would be changed to 80.0% (A-). If you responded to at least 90.0% of the questions, but less than 95%, you will get 0.5% increase. If you respond to less than 90% of the questions, then there is no extra credit. The extra credit is small and it will only help students whose averages are very close to the grade cutoff. Extra credit will not matter for most students. However, the extra credit gives those students with very strong attendance and participation a boost if their grades are on the border. *There are no excused absences for I-clicker points*, and I cannot give you credit if you are in class but forgot your clicker, or if your clicker runs out of batteries, or if you are in class but do not buy a clicker until a few weeks into the semester. I recommend that you carry extra batteries in your bag when you come to class. I consider it cheating to click in for someone else who is not present, or to give someone else your clicker to use for you.

To get extra credit you must register your clicker through the course webpage on Vista. If your clicker number is worn off the back of your remote, go to the Learning Commons at the Barber Learning Centre to retrieve it; see <http://learningcommons.ubc.ca>. Just keep using your clicker in class and the system will give you back-credit for every question you have answered up to that point; it will have recorded all of your answers throughout already, but you need the registration process so that the computer will know that the clicker belongs to you.

Optional Homework

I post weekly optional homework problems on the course website. During office hours, the teaching fellows and I will be available to answer your questions about these problems. The homework is to provide you practice, and the homework will be similar in style and content to the actual exams. Doing the homework is a good way to make sure you understand the concepts and prepared for exams- in other words, it is a good way for you to know how much you know. These assignments will not be graded.

Office Hours and Extra Help

I firmly believe that every student who is willing to put his or her full effort into it can pass this course. I would like to be accessible to you if you need extra help in this course. I see this as part of my job. Because I realize that in a big lecture course such as this one it can be hard to feel comfortable enough with your professors to ask for help, I try to encourage this by:

- Using the I-clicker system where you can anonymously report that you don't understand
- Hosting "tea-time" in my office where students can stop by to chat
- Having a lot of discussion in class (for a lecture course)

In addition, because I am aware of the way students study, I would like to encourage you to please instant message me if you have a question about the material. My username on gmail gchat is amorilabbit. During my office hours I will try to log on to gchat so it is acceptable to instant message me instead of dropping by physically. Please understand of course that sometimes there is someone in my office, but I will get back to you as soon as I can. I also set up special instant messaging office hours sessions in the evenings before every exam, because I know this is the time when most students study.

Attendance

Attendance in lecture is optional. However, I encourage you to come, not only so that you will do the best you can in the course, but also because I aim to make lecture fun. To that end, I will also do things differently than in most lectures. I will try hard to learn your names and more about you. I will walk around the classroom a lot. If you are unable to attend class, it will be your responsibility to obtain missed material from other students. The slides used in class and my notes will be available on the class webpage. Lab attendance is mandatory, and missing lab will result in decreases in your grade (see Lab Collaborative Research Project section).

Policy on Academic Misconduct

The University (Policy #69: Student Discipline) states that academic misconduct includes:

Cheating: This includes but is not limited to dishonest or attempted dishonest conduct at tests or examinations, in which use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.

Plagiarism: This includes but is not limited to the presentation or submission of the work of another person, without citation or credits, as the student's own work.

All graded work in this course, unless explicitly stated otherwise in the assignment, is to be original work done independently by you. If it appears to me that you have cheated on a test or plagiarized a paper, I will pursue disciplinary sanctions. For more details, see the Policies and Regulations section in <http://students.ubc.ca/calendar> and <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If you have any concerns or questions as to whether what you want to do may potentially represent academic misconduct, please consult me or the teaching fellows first.

How to Do Well in This Class

1. Do the reading for the week before you come to lecture. Don't expect to understand everything at this stage, just do your best.
2. Attend every lecture and be an active participant in your learning. Take good notes during lecture. Use lecture to fill in the holes from the reading. Expect after lecture that you'll have a basic grasp on all the concepts discussed, but you'll feel shaky on many of them. If after lecture you are totally lost, see me or the teaching fellows immediately for extra help on that concept.
3. Do the homework assignment based on that week's lecture, even though the assignment is optional. Try it out by yourself without the homework answer key (as if to mimic a real testing situation). You should be able to get through most of the problems but perhaps have places

where you are unsure. Don't wait until the night before the exam to try the homework for the first time. You will be cramming, and you won't retain as much.

4. Take your completed homework assignment to office hours, where the teaching fellow or myself can go over places where you are confused. However, I recommend that you try the assignment in advance of the office hours. You will learn more if you have already tried the assignment yourself, and you won't learn anything if you sit there passively while we talk at you.

5. Attend all labs and stay on top of your lab work. See your teaching fellow for guidance about your assignments and places where you are confused.

6. Before the exam, in addition to reviewing your reading and notes from the course, redo the homework assignments without looking at the answer key and see if you can get them perfect at a fast pace. Do practice problems from the book for areas where you are still feeling shaky. See me or teaching fellows about places where you are still stuck.

A Final Note

I love teaching this class. My personal background is in child clinical psychology. If there's anything you'd like to learn more about, please talk to me about it. If you have suggestions for the class, I also welcome those. I want to make the material in this class as enjoyable and as life-relevant as possible.

Schedule

Reading assignments are due on the day that they are listed. The reading is heavier at the beginning of the term and then it slows down. This is intentional. The concepts at the beginning of the term are easier, and students have told me that it helps to spread the workload out if I cover the easier topics quickly in the early part of the term, so students have more time to understand the harder topics in the later part of the term and also to work on their lab projects and final paper/presentation.

DATE	TOPIC	READINGS COZBY & RAWN = C&R
<i>week 1</i>		
Sept 4	You're already a closet scientist even if you don't know it	C&R Ch 1 and Ch 2; Register I-clicker
<i>week 2</i>		
Sept 9	Describing your variable well (at a party)	C&R Ch 4 pp. 67-71 (stop at "non-experimental and experimental methods"); C&R Ch 5
Sept 11	Why it matters who is in your study	C&R Ch 7 pp. 143 ("Sampling from a population") - end; C&R Ch 14 pp. 284-288 (stop at "Generalization")
<i>week 3</i>		
Sept 16	Putting your ideas into action	C&R Ch 4, pp.71 ("non-experimental and experimental methods")-end; C&R Ch 8
Sept 18	Hey baby, what's your study design?	C&R Ch 9
<i>week 4</i>		
Sept 23	Describing your data with a few good numbers	C&R Ch 12 pp. 235-243 (stop at "Correlation coefficients")
Sept 25	LAB 1	Bring TCPS-2 tutorial completion certificate

week 5		
Sept 30	Why you should take your professor to Vegas	C&R Ch 13 pp. 257-264 (end of page)
Oct 2	How you test if pigs are smarter than cats and dogs	C&R pp. 265-269 (stop at “Significance of a Pearson r”)
week 6		
Oct 7	MIDTERM EXAM 1	
Oct 9	LAB 2	
week 7		
Oct 14	Interaction effects are the coolest things ever!	C&R Ch 10
Oct 16	How to spot Type I and Type II errors at a party (and impress your friends)	C&R Ch 13 pp. 269 “we made a decision about the null hypothesis...” to end of chapter
week 8		
Oct 21	What if the study you want to do is impractical, costly, or evil?	C&R Ch 3; C&R Ch 6
Oct 23	Were Justin Bieber and Selena Gomez just headed for trouble?	C&R Ch 7 pp. 127-143 (stop at “Sampling from a population”; C&R Ch 12 pp.243 - end)
week 9		
Oct 28	How I know if training Fatty is working	C&R Ch 11
Oct 30	LAB 3	
week 10		
Nov 4	MIDTERM EXAM 2	
Nov 6	LAB 4	
week 11		
Nov 11	NO CLASS	University Holiday
Nov 13	LAB 5	
week 12		
Nov 18	Should anyone care about my finding?	C&R Ch 14
Nov 20	NO CLASS	Optional: time for your group to meet to work on your research project
week 13		
Nov 25	The Jenny McCarthy effect	Stanovich Ch 4 (reading posted on Connect) Paper due at start of class
Nov 27	Who wants to be a millionaire?	

See the next page for more important course dates

**OPTIONAL Q AND A SESSION ABOUT GRAD SCHOOL WITH TFS: Friday
September 12, 12-12:50p.m. in AERL 120**

**LAST DAY TO DROP THIS COURSE WITHOUT “W”: Tuesday September 16
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,45,99,0>**

**OPTIONAL ADDITIONAL DATA COLLECTION SESSION: Monday November 3, 5:00-
6:30p.m., in SWNG 222**

REQUIRED POSTER SESSION: Friday November 28, 5:00-6:30p.m. in East Atrium, LSI

**FINAL EXAM: Set by Registrar (usually in late October) for a date anytime during the
final exam period (Dec 2-17, including Saturdays). Do not make travel plans during that
period, including on Saturdays, until the Registrar has set the dates for your final exams.**