

Psychology 217: Research Methods in Psychology – Syllabus (Section 3)

What is Psych 217 About?

Modern psychology uses the scientific method to investigate behaviour. By successfully completing this course, you will be able to understand and contribute to these scientific investigations. Together, we will explore the foundations of the scientific method, the core experimental and non-experimental research designs psychologists most often use to test their hypotheses, and current issues in psychology (e.g., replication, ethical practices). You will be able to apply your knowledge to collaboratively design your own research study, collect and briefly analyze data, and present your results in written and poster forms. You will be prepared to critically evaluate psychological claims made in the media, to engage effectively in future courses in psychology, and to pursue further research experience in the social sciences.

Psych 217 Section 3 Class Time: Mondays, Wednesdays, Fridays, noon - 1 pm in AERL Room 120.

INSTRUCTOR

Dr. Robert Whitwell. Office: Kenny Psychology Building, Room 3503. Drop-in office hours: Wednesdays 1 – 2 pm. Some appointments can be made if necessary. Email: rwhitwell@psych.ubc.ca **Please include “Psyc 217” in the Subject line**, use professional tone and style, and use your UBC email account. Before emailing, please check with your class notes, syllabus, and classmates for an answer to your question. Although I try to respond as quickly as possible, expect approximately 48 hours for a reply (excluding evenings and weekends).

TEACHING FELLOWS

TFs are here to help you learn and to help me to evaluate your learning. They will teach lab sections, grade papers and exams, hold office hours for you, and respond to brief questions sent via email. If you cannot make their scheduled office hours, email them to work out an alternative appointment.

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Lab Sections E: SWNG 406 (cap 27), F: SWNG 408 (cap 27), G: SWNG 307 (cap 47), and H: SWNG 309 (cap 47)

Course Goals

If you are willing and able to meet the requirements, by the end of this course, you will be able to describe basic characteristics of the science of psychology; explain, compare, and contrast various research methods used by psychologists, including their key characteristics, strengths and limitations; design and conduct a basic study to address a psychological question using appropriate research methods and creative operational definitions; evaluate conclusions drawn by yourself and others from various research designs; know and follow ethical guidelines in all aspects of scholarly work (e.g., literature search, research design, data collection, analysis, interpretation, reporting); use critical thinking effectively (e.g., evaluate the quality of information from various sources; challenge claims that arise from untested assumptions); begin to exhibit quantitative statistical literacy; demonstrate effective technological, written communication, and oral communication skills in various formats and for various scholarly purposes; exhibit the ability to collaborate effectively, including working within a team to complete projects in a reasonable time frame, and managing conflicts appropriately; reflect on your research-related experiences and find meaning in them.

Is This Course A Good Fit for You?

Our course concepts provide a strong foundation for all subsequent coursework and research assistantships in Psychology, other behavioural sciences (e.g., marketing, economics, sociology), and for being an informed citizen. Moreover, there is lots of support available to you while taking this course (teammates, TFs, instructor).

Pre/Co-Requisites. To take this course, you must have taken (or currently be taking): Either (a) PSYC 100 or (b) all of PSYC 101 and PSYC 102. This course is a Prerequisite for: Psyc 218 and 359 (Statistics), Psyc 349/449 (Honours), and some other courses.

If you wish to withdraw from the course without any record of this course on your transcript, you must do so before September 22nd, 2015. Withdrawing through the student centre is available until October 16th, 2015, which will leave a standing of "W" on your transcript. Withdrawing after October 16th, 2015 will require faculty approval. If you are considering withdrawing after the second week of classes please see me, your instructor, to discuss options.

Course Materials

1. Cozby, P. C., & Rawn, C. D. (2012). *Methods in Behavioural Research* (Canadian Ed.). Toronto, ON: McGraw-Hill Ryerson. Focuses on details of how to conduct research. Avoid earlier editions as there are substantial changes.
2. Stanovich, K. E. (2013). *How to Think Straight about Psychology* (10th ed.). Boston, MA: Pearson. (NOTE: the 9th edition should suffice.)
3. Cuttler, C. (2010). *Research Methods in Psychology*. Dubuque, IA: Kendall Hunt. This lab guide will help you and your teammates create a successful research project.

Required Supplemental Readings are available as links on our Connect website.

OPTIONAL Online Learning Centre to accompany the textbook
http://highered.mheducation.com/sites/0071056734/student_view0/index.html

Learning Appraisals

Two non-cumulative mid-term exams worth 15% each (30% of final grade).

Research Experience Component (REC) 5% NOTE: REC must be completed by the last day of classes (December 5th, 2015).

Team Oral Presentation (-3% if incomplete)

Individual APA-style Report (25%)

Team Poster Presentation (10%) Friday November 28, 5-6:30pm, East Atrium, LSI

Final exam (30%) NOTE: Date set by registrar (Exam period is Dec 8th-22nd)

The midterms and the final exam will require thorough understanding of the applicable course material, including the ability to apply and integrate concepts across units. Questions may include a mix of multiple choice, true/false, fill-in-the-blanks, and short written answer questions.

The final exam will be scheduled by the registrar during the official exam period; do not book any trips for these dates. If you have 3 or more exams scheduled to start and finish within a 24 hour period you may request to write the second exam on a different day. You must give the instructor of the second exam one month notice.

Although the material covered after the second midterm will be featured prominently, the final exam is cumulative.

Two Non-Cumulative Midterm Exams (15% each) – 30% of Final Grade

Each midterm will consist of short answer and multiple choice questions assessing your conceptual understanding of a research design or analysis. Short-answer questions will require a ~1-5 sentence response based on the complexity of the question and may also require the creation of a visual aid (e.g., diagram). Short-answer questions will be weighted based on difficulty – not all questions will be worth the same number of points. Multiple-choice questions will have with five options each and these questions may come in various formats, including (but not limited to) questions with diagrams and “all of the above” or “none of the above” options. There will be more of a focus from lecture versus the textbook but to perform well, you must have a clear understanding of both lecture and the textbook. NOTE: No exceptions for missing a midterm. If you miss the first midterm for medical, emergency, or reasons, the 15% will be redistributed evenly across the second midterm (15% + 7.5% = 22.5%) and the final (30% + 7.5%).

Research Experience Component (REC) – 5%

The REC is worth 5% of every Psyc 217 student's course grade: 1 hour of participation or 1 article summary = 1% x 4, plus 1% for completing the online Tri-Council Policy Statement (TCPS) tutorial (details given in Lab 1). The REC is designed to help you learn more about psychology and how research is conducted, and to provide you with first-hand experience with psychological research. One way to meet the REC requirement is to spend four hours participating in psychology studies through the Department of Psychology's Human Subject Pool (HSP) system.

Information about the HSP system can be found here: <http://psych.ubc.ca/internal/human-subject-pool/>.

You can locate and sign up for studies by going to <https://ubc-psych.sona-systems.com>

If you don't already have a user account you will first need to request an HSP user account on that webpage. Once you have an account and have logged into it, 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. **The subject pool typically closes on the last day of class.**

As an alternative to participating in subject pool studies, you may choose to fulfill the REC by completing four library writing projects, for which you read and summarize a research article. Each article summary counts as one hour of research participation. You must select a research article (not a letter to the editor, commentary, or review paper) published since the year 2000 in the journal *Psychological Science*. Each summary should be about 500 of your own words and should summarize the purpose, method and results of the study. If you choose this library option, you must consult the document entitled Subject Pool.

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.

Collaborative Research Project – 25% Individual, 10% Team

The purpose of this project is to give you—and everyone who takes Psyc 217—an opportunity to apply what you are learning in class to a real research project. You will work in a team to generate and test a hypothesis about human behaviour, and you will report these results in professional written and poster formats. This project has been designed to incorporate as many elements as possible of the process in which psychological scientists engage to gain insight into human behaviour. You will receive guidance from your Teaching Fellow at each stage of the process. Lab Meetings will take place during class time, but in a smaller room, on Fridays October 2nd, October 16th, November 6th, and November 13th, and November 20th. Attendance at all Lab Meetings and the Poster Session (November 28, 5-6:30pm) is required. The first three lab meetings involve crucial teamwork and are therefore mandatory. You will lose 20% of your lab grade (i.e., 7% of your course grade) for each of these meetings that you miss (e.g., if you miss 2 of those first 3 meetings, you will lose 14% of your course grade, simply for not showing up to contribute to your team).

You will work closely in teams of 5-6 on this project. Teams will be assigned immediately after the drop period. I encourage you to work together in the spirit of collaboration. I also know that team work can sometimes be challenging. To help you achieve excellence in your projects, each team will have a private discussion thread on Connect to collaborate with each other throughout the term. Using this thread provides a permanent record of your team collaborations, and might be helpful if a team dispute arises. You will also provide feedback to your teammates about their performance, and receive feedback on your performance (see "Participation" section). You are always welcome to seek me and our TFs out for help and advice on your team dynamics. If your team is having great challenges, there is a form on Connect that you can submit a formal request for mediation. In the past, such mediation has typically led to positive team progress.

Lab Structure

LAB MEETING 1 – RESEARCH DESIGN (OCT 2nd): You will meet with your team 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). Our Teaching Fellow will be present to assist and guide you. Come to the meeting prepared with some ideas so you can maximize your 50 minutes of time together. You will be able to start posting ideas in advance on Connect as soon as teams are established. See Cuttler's guide, Chapter 1, for further guidance and tips, as well as Appendix 1 for ideas.

LAB MEETING 2 – PROPOSAL PRESENTATION (OCT 16th): Your team will give a 5 minute presentation of your proposed research question and design. During this presentation you should: i) state your research question and why it is interesting, ii) clearly describe the independent variable and how it will be manipulated, iii) clearly describe the dependent variable and how it will be measured, iv) discuss any controls you plan to implement, v) state your hypothesis. Each presentation will be followed by a 5 minute discussion period where your classmates and Teaching Fellow will ask questions and provide suggestions for improving your study design. Failing to present a proposal will result in all team members receiving a 3% deduction. See Cuttler's guide, Chapter 2, for further guidance and tips.

LAB MEETING 3 – DATA COLLECTION (NOV 6th): You will collect data for your experiment using your classmates as participants. Your team must arrive to this meeting with all of the materials needed to conduct your experiment. This meeting is the primary (and required) opportunity to collect data. Your team may also opt to collect data (along with other teams across all sections) on Monday Nov 3, 5-6:30 in Swing 222. Collecting data outside these two meeting times and/or with individuals other than your 217 classmates and Teaching Fellows is not covered by our ethics approval certificate (H13-01648) and will result in a major deduction from your lab component grade. While some team members are collecting data, you may participate in other teams' studies. See Cuttler's guide, Chapter 3, for further guidance and tips.

LAB MEETING 4 – DATA SUMMARY (NOV 20th): Your TF will help you learn how to meaningfully summarize your data, including calculating descriptive statistics and creating graphs using Microsoft Excel. Come prepared with your raw data and a plan for summarizing it

that you can discuss with your TF. 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 (FRIDAY NOVEMBER 14): Your TF will help you learn how to write an APA style research report. You may wish to come prepared with a rough draft of your paper as well as specific questions and challenges you are having with its preparation. See Cuttler's guide, Chapter 5, for further guidance and tips.

Communicating your Results

After conducting research and generating conclusions, psychological scientists (like all scholars) need to communicate their methods and findings to the scientific community. For your research projects, we consider our class as well as all sections of Psyc 217 as our common scientific community. You will be asked to communicate your research findings in written form (one APA Style Report per person), and in poster form (one per team) to be presented at the Annual Psychology 217 Research Methods Poster Session.

POSTER SESSION (10%): DECEMBER 4th, 5-6:30PM, EAST ATRIUM OF UBC LIFE SCIENCES INSTITUTE (2350 Health Sciences Mall) Approximately 600 students, 12 Teaching Fellows, and 6 Instructors from all 7 sections of Psychology 217 will meet to share and learn about everyone's research projects. You will prepare, as a team, 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 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 your Teaching Fellow (whose rating will comprise the other 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. **NOTE: TO ACCOMMODATE ALL SECTIONS, THE POSTER SESSION IS IN THE EVENING ON THE LAST FRIDAY OF THE TERM. IT IS A MANDATORY COURSE EVENT; MARK YOUR CALENDAR NOW.**

INDIVIDUAL RESEARCH REPORT (25%): DUE DECEMBER 2nd at the start of class (noon). The most important step in the research communication process for researchers is to clearly document their research and the contribution it makes to understanding human behaviour in a written manuscript. These written manuscripts are then reviewed by their peers, and published in a journal. This individual report is designed to give you experience with a part of this process.

Reports are to be prepared independently; each team member must prepare a report separately from other team members. Evidence of collaboration or team work in writing 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.

Format: 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 and Rawn text, the Publication Manual

of the American Psychological Association (6th ed.), and Cuttler's guide (Chapter 5), for guidance in writing APA style reports.

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.

Submission: Reports are DUE DECEMBER 2nd at the start of class (noon). A hard copy must be submitted (at the start of class) AND an identical copy must be submitted online to TurnItIn.com (by noon December 2nd). If you fail to do either (submit it in person or to TurnItIn) on the deadline, your report will be considered late. You will lose 10% for each day the report is late. The purpose of the online copy is so that we can use TurnItIn to cross-check your paper with an enormous database of websites, past submissions, and published works. To learn more about TurnItIn and UBC's policies about it, see <http://vpacademic.ubc.ca/academic-integrity/turnitin-at-ubc/>.

Grading: The lab report is worth 25% of your grade. You will be graded on the following: Abstract and Introduction (5%), Method and Experimental Design (5%), Results and Figures (5%), Discussion (5%), proper use of APA format and writing style (5%). Read Cuttler Chapter 5 and attend Lab 5 for details about each section.

CLASS SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Topics / Readings</u>
W1	W Sept 9	Course Overview / Syllabus
	F Sept 11	Science Basics / Cozby & Rawn Ch 1 (Optional: Stanovich Ch 1)
W2	M Sept 14	Hypotheses, Falsifiability / Cozby & Rawn Ch 2 (Optional: Stanovich Ch2)
	W Sept 16	Hypotheses, Falsifiability (continued)
	F Sept 18	Operationism, Variables and the Experimental Method / Cozby & Rawn Ch 4 (Stanovich Ch 3)
W3	M Sept 21	Correlational and Experimental Design Basics / (Optional: Stanovich Ch 5)
	W Sept 23	Experimental Design (continued) / Cozby & Rawn Ch 8 (p. 155-162 only) (Optional: Stanovich Ch 6)
	F Sept 25	Practical Considerations / Cozby & Rawn Ch 9

W4 M Sept 28 Experimental Design (continued) / Cozby & Rawn Ch 8 (p. 163-168 only)
W Sept 30 Questionnaire Design / Cozby & Rawn Ch 7 (p. 130-138 only)
F Oct 2 **LAB #1 Research Design / Cuttler Ch 1**

W5 M Oct 5 **MIDTERM #1**
W Oct 7 Measurement Concepts / Cozby & Rawn Ch 5
F Oct 9 Measurement Concepts (continued)

W6 M Oct 12 THANKSGIVING (no classes)
W Oct 14 Ethics of Research / Cozby & Rawn Ch 3
F Oct 16 **Lab #2 Proposal Presentation, TCPS Certificate due / Cuttler Ch 2**

W7 M Oct 19 Ethics of Research (continued)
W Oct 21 Ethics and Values in Psychology / Articles available as links in Connect
Neuroskeptic (2012), Madigan, Johnson, & Linton (1995)
F Oct 23 Quasi-Experiments / Cozby & Rawn Ch 11

W8 M Oct 26 Quasi-Experiments (continued)
W Oct 28 Complex Designs / Cozby & Rawn Ch 10 (Optional: Stanovich Ch 9)
F Oct 30 Complex Designs (continued)

W9 M Nov 2 Describing Data / Cozby & Rawn Ch 12 (up to p. 250)
W Nov 4 **MIDTERM #2**
F Nov 6 **Lab #3 Data Collection / Cuttler Ch 3**

W10 M Nov 9 Describing Data (continued) / Data Collection Event
(Optional: Cozby & Rawn p. 250-254) 5 pm - 6:30 pm in Swing 222
W Nov 11 REMEMBRANCE DAY No class
F Nov 13 **Lab #4 Data Summary / Cuttler Ch 4**

W11	M Nov 16	Probabilistic Reasoning & Chance / Stanovich Ch 10, 11	
	W Nov 18	Inferential Statistics / Cozby & Rawn Ch 13	
	F Nov 20	Lab #5 Writing an APA Style Report / Cuttler Ch 5	
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W12	M Nov 23	Inferential Statistics (continued)	
	W Nov 25	Inferential Statistics (continued)	
W12	F Nov 27	Observation, Case Studies, & Testimonials / Cozby & Rawn Ch 6, Stanovich Ch 4	
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W13	M Nov 30	Generalization and Interpretation Issues / Cozby & Rawn Ch 14 (Optional: Stanovich Ch 7, 12)	APA-style Report Due
	W Dec 2	Publication and Replication in Psychology / Articles available as links in Connect: Pashler & Wagenmakers (2012), Nosek, Spies, & Motyl (2012), Bartlett (2013), Ledgerwood (2014)	
	F Dec 4	Publication and Replication, Synthesis	NOTE: Poster Session 5-6:30pm, LSI
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Final Exam: Until the final exam date is set by the registrar, do not book travel during exam period: December 2 to 17, including Saturdays. It will emphasize the new material covered since Quiz 3 (Cozby Chapters 6, 13, 14; Stanovich Chapters 4, 10, 11; Pashler, Bartlett, Ledgerwood, & Nosek articles; all classes), and will include class and reading material from the entire course, as listed above.

Expectations and Policies – What We Expect From You

ATTEND CLASS Please come to every class, prepared to participate. If you miss class, you are responsible for obtaining notes and announcements.

PARTICIPATE Success in this class depends on your active participation. Class time is designed to mix lecture-based explanations of course material with demonstrations, pair and small group discussions, large group discussions, writing, and feedback. We will ask you to do only those activities that we believe will help you learn. Come ready.

TREAT OTHERS RESPECTFULLY You are expected to treat all classmates, teammates, instructor, and Teaching Fellows, with respect both in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving to class on time and minimizing distractions for other students.

ACT ETHICALLY You are responsible for your own learning. Cheating of any kind will not be tolerated. See page 10 for more information about plagiarism, exams, and ethical conduct.

COMPLETE ASSIGNMENTS ON TIME Late research papers will be accepted up to 7 days late, but 10% per day will be deducted if either the hard copy or the electronic copy is late. No assignments will be accepted after 7 days (including weekends). Plan ahead to avoid penalties. (Because of the flexible deadline for the Communication Assignment, none will be accepted after the start time of the final exam, or December 5, whichever is first.)

WRITE BOTH MIDTERMS AND THE FINAL EXAM If you must miss an exam due to an extenuating circumstance like severe illness, you must submit the "Request For A Make-up Exam" Form, available on Connect, plus appropriate documentation to Dr. Catherine Rawn. Unless it is an emergency, this form must be submitted at least 7 days before the date of the exam, at which point an alternative individual exam will be arranged. In case of emergency, the form must be submitted within 3 days of missing the exam (or as soon as is physically possible). If you miss the deadline, or fail to follow through on rescheduling the midterm during the term, you will receive a zero. Furthermore, please note that students will not be allowed to write the exam and will receive a mark of 0 for that exam if they show up (1) 30 minutes late or more to write an exam or (2) after a student has already finished and submitted their exam.

BE PRESENT AT LABS 1, 2, 3, AND THE POSTER SESSION **If you are unable to attend any of those meetings, you must submit the Request For Excused Absence Form, available on Connect, to Dr. Catherine Rawn.** *This form must be submitted at least 10 days before the date of the event.* In case of emergency, the form must be submitted within 3 days of missing the event (or as soon as is physically possible). If your documentation is approved for missing Lab, you will still be responsible for communicating with and contributing to your team but you will not lose points for missing lab. If your documentation is approved for missing the poster session, your grade will be re-weighted such that the poster session will count for 0% (instead of 10%) and your APA style paper will count for 35% (instead of 25%).

SHARE CONSTRUCTIVE FEEDBACK We invite you to share your thoughts and suggestions with us, particularly about things we are able to change, and to be open to working together to make this course a positive experience for all of us.

RESPONSIBLY USE ELECTRONICS IN THE CLASSROOM Policy to be determined collaboratively during the first week of class.

Expectations and Policies – What You Can Expect From Us

BE AVAILABLE We are here to help you and your classmates in your choice to succeed. Visiting us in person is typically more effective than email for clearing up questions. If our office hours absolutely cannot work for you, respectfully email us a few time and day options to make an appointment.

POST SOME MATERIALS ONLINE PowerPoint slides and handouts will be available sometime after class on our course Connect site.

CONSIDER RE-GRADE REQUESTS If you feel very strongly that a question on any exam or your paper was graded unfairly, you may submit the appropriate Re-Grade Request Form available on Connect. **To qualify, you must submit the form to me (Dr. Whitwell) within 2 weeks of the date grades were posted on Connect.** I will consider your request carefully and will respond via email within approximately one week of receiving it. Re-grading may result in an increase or decrease. That re-grade is final.

ARRANGE FOR AND PROVIDE FEEDBACK We will attempt to provide you with feedback on learning appraisals as promptly and as with as much detail as possible, given the size of our class. See us for additional feedback in person.

ACT RESPECTFULLY & ETHICALLY At all times, we aim to treat each of you with respect, and to make all course decisions with the highest ethical standards in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

Psychology Department Grading Policies

To meet department policy, the typical student demonstrating adequate performance on learning appraisals will earn around 67-71% in this course. Read on for details provided by the department. In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions.

According to departmental norms, the mean grade for 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. Psyc 217 is the one exception to this. Our mean may slightly exceed this value (up to 71%, same standard deviation). Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the following key:

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

Faculty of Arts Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines (also available on this website) that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

A RANGE: EXCEPTIONAL PERFORMANCE. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B RANGE: COMPETENT PERFORMANCE. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

D-C RANGE: ADEQUATE PERFORMANCE. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

F RANGE: INADEQUATE PERFORMANCE. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature. Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It. The consequences for unethical conduct are more severe than you may think: you may fail the assignment or test, you may fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Official Statement on Academic Misconduct:

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of originality that flag instances of plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Why is Academic Misconduct Treated So Harshly? In the academic community—a community of which you are now a part—we deal in ideas. That's our currency, our way of advancing knowledge. By representing others' ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.

What can you do to ensure you are acting ethically? First, recognize that all graded work in this course, unless otherwise specified, is to be original work done independently by individuals. Group work is to be original work created collaboratively by the group.

VISIT LEARNING COMMONS' GUIDE TO ACADEMIC INTEGRITY UBC offers an online guide to preventing unintentional plagiarism and organizing your writing. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

USE THE LIBRARY'S RESOURCES, including any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.) When instructed to do so, you may use search engines (e.g., Google, Bing) or GoogleScholar to find articles for assignments in this course.

BE CAREFUL AND CRITICAL OF WHAT YOU READ AND CHOOSE TO CITE. Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate to use. Do not copy and paste text from other sources, even in a draft, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

If you ever have any questions about what sources to use or how to cite them, please see your Teaching Fellow or Instructor before handing in your assignment.