

**Psychology 217- Section 921**  
*Thinking Clearly about Psychology*  
 University of British Columbia, Vancouver  
 Summer 2016 Term 1  
 T/Th 10:00-1:00p.m.  
 AERL 120

**Instructor:** Sophie Lanthier  
**Email:** sophiela@psych.ubc.ca  
**Office Hour:** Tue 1-2pm in Kenny 3010

**Teaching Fellows**

**Name:** Kristan Marchak  
**Email:** marchak@psych.ubc.ca  
**Office Hour:** Thurs 1-2pm in Kenny 2527  
**Lab Groups:** 1-5  
**Lab Room:** SCRF 201

**Name:** Eleni Nasiopoulos  
**Email:** enasiopoulos@psych.ubc.ca  
**Office Hour:** Thurs 2-3pm in Kenny 3010  
**Lab Groups:** 6-10  
**Lab Room:** SCRF 202

**Name:** Ana Pesquita  
**Email:** anapesquita@gmail.com  
**Office Hour:** Fri 10-11am in Kenny 3606  
**Lab Groups:** 11-15  
**Lab Room:** SCRF 203

**Name:** Cermet Ream  
**Email:** cermet@psych.ubc.ca  
**Office Hour:** Tuesdays 1-2 in Kenny 2202  
**Lab Groups:** 16-20  
**Lab Room:** SCRF 204

**1. About your instructor and teaching fellows**



**Sophie (Instructor)** is a 5<sup>th</sup> year PhD student in the Cognitive Science area of Psychology. Her research interests revolve around understanding how eye contact influences cognitive functions and our ability to connect with one another in a social setting. She also enjoys helping students navigate the academic system while realizing and pursuing their interests.

**Kristan** is a 5<sup>th</sup> year PhD student in Developmental Psychology studying how people learn to reason about objects over time. Her favourite part of doing research is designing experiments, so she's thrilled to help students design their own studies in this class.

**Eleni** is a 4<sup>th</sup> year PhD student in the Interdisciplinary program - Cognitive Science and Consumer Behaviour with in both the Psychology department and Sauder Business School.

**Ana** is a 5<sup>th</sup> year PhD student in the Cognitive Science program. She finds being a PSYC 217 TF very rewarding and is looking forward to supporting students as they develop their project ideas!

**Cermet** is a 2nd year MA student in Social Psychology who studies the ways we overgeneralize and misinterpret genetic explanations of behavior. (Currently transitioning genders and prefers they/them pronouns)

## 2. Course Description and Goals

In this course, we will explore how psychologists use scientific methods (i.e., core experimental and non-experimental research designs) to answer research questions and issues important to psychology. In lab, you will apply course concepts as you design your own research study with the help of your classmates. You will learn how to:

- critically evaluate psychological research
- formulate research questions
- develop a research idea into a research study
- understand the basic concepts required to analyze and interpret data
- report psychological research
- pursue further research experience in the social sciences

## 3. Course Meetings

Most weeks we will have a lecture during class time located in AERL 120. However, at pre-specified times in the course, labs will substitute lecture from 11:30 to 1pm (see course schedule). **Labs will be held SCRF 201, SCRF 202, SCRF 203, SCRF 204.**

*\*\*Note: A document that lists which students are in which lab room is posted on connect.*

## 4. Course Materials

Cozby, P. C., & Rawn, C. D. (2012). *Methods in Behavioural Research* (2<sup>nd</sup> Canadian Edition). Toronto, ON: McGraw-Hill Ryerson.

*\*\*please note: I strongly advise AGAINST using the older or U.S. edition of the Cozby book. Evaluations will be based partly on the content from the recommended version and may not be presented in alternate versions*

Cuttler, C. (2010). *Research Methods in Psychology*. Dubuque, IA: Kendall Hunt.

## 5. Course Webpage

You can find the syllabus, lecture slides, important announcements, grades, and discussion forums on the course website on Connect. You are responsible for checking this site frequently. To access our website, go to <http://elearning.ubc.ca/connect/>

## 6. Course Requirements

### **Quizzes (4 quizzes worth 8% each = 32% of the course grade)**

Each quiz will consist of one multi-part short answer question and multiple choice questions. 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 short answer questions will be worth the same number of points. Multiple-choice questions will have 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 on lecture versus the textbook, but to perform well you must have a clear understanding of both lecture and the textbook.

### **Final Examination (28% of course grade)**

The Final will be structurally similar to the quizzes but it will be cumulative and longer. For the Final, every lecture is testable but only the assigned readings post-Quiz 4 will be testable. 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. *Please note: the final exam period is June 22-26. The date of the final is not announced by the University until the beginning of June. You should NOT make travel plans until you learn the date of your final exams. You CANNOT take the final at a different date/time unless you have a verifiable medical reason.*

### **Group presentation (10% of course grade)**

In lab (please see section 8 for more details on what lab entails), you will work with other students from our class to design and conduct a psychology research study. Psychologists (like all scientists) design rigorous studies to address questions and/or problems that are important and worthwhile to society. One way to ensure the quality of our research is by presenting a potential research project to other experts in the field who can critique the project *before* it begins. This way, researchers can receive feedback about their ideas and methods and improve them if necessary. In fact, all of us on the teaching team have or will propose our thesis research plan to a team of experts in the department, who must approve our plans before we can begin our research. Before beginning your research study, your group will prepare a presentation to communicate your research study plan to your peers, just as any other psychologists would.

With the help of your group, you will prepare a 5 minute presentation that summarizes your proposed research project. As a group, you will then present your project proposal to the class during the second lab. Your presentation should state your research question and explain why it is important, clearly describe how you will do your study (i.e., what variables will you manipulate and measure? What will you ask your participants to do during your study? What controls you will use?), and predict what you might expect to find. Each presentation will be followed by a 5 minute discussion period where your classmates and teaching fellow will ask questions and provide suggestions for improvement. All group members will receive the same mark based on the quality of your presentation within the strict 5 minute time limit. See Cuttler’s guide, Chapter 2, for further guidance and tips.

### **Individual APA-style report (25% of course grade)**

Another 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 experience with this part of the research process. While your report will summarize the research study you worked on with the help of your lab group, reports are to be written independently. In other words, each group member must prepare their 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. 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 (i.e. only includes Introduction, Methods, Results without any figures or tables, and Discussion). 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 at least 2 references to related empirical journal articles into the introduction section. Additional articles can also be used in the discussion section to help put results into context. You will be graded on the quality of each section of your paper: Abstract and Introduction (5%), Method and Experimental Design (5%), Results and Figures (5%), Discussion (5%), APA format and Writing style (5%). 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. Lab 4 will also provide extensive detail on how to prepare your figures and reports.

Reports are due on Thursday June 16th at the start of class time. They must be submitted online to TurnItIn AND an identical hard copy must be submitted at the start of class. If you fail to do both of these things (submit it in person AND also to TurnItIn) by 10:00am (start of class time), your report is considered late. Note that you should not expect the TFs to send reminder emails if one or both portions of your report are not submitted on time; this is your sole responsibility. You will lose 10% of your paper grade *for each 24 hour period* past the due date that the report is late, including weekends. In other words, if you submit your report between June 16 10:01am and June 17 10:00am, you will be penalized 10%. If you submit your paper between June 17 10:01am and June 18 10:00am, you will be penalized 20%, etc. 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 fellows mailbox. To submit your paper on TurnItIn you will need to go to [turnitin.com](http://turnitin.com), create an account if you do not yet have one, and enter our course ID (**12623903**) and password (**217921**).

*\*\*See [www.turnitin.com](http://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.*

### **Research Experience Component (5% of final grade)**

The research experience component (REC) of this course has been designed to provide you with first-hand experience with psychological research. This experience should help you understand and evaluate psychological research more easily. You may even find that this experience helps you design your lab research study in a way that is more interesting and engaging for your research participants. The Research Experience Component is worth 5% of your course grade. You will earn 1% 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). To earn the remaining 4% you are free to choose one of two options:

*Participate in the Psychology Department Human Subjects Pool:* You may choose to earn your REC by spending 4 hours participating in studies through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://ubc-psych.sona-systems.com>. Please register in the system ASAP to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies. Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. **At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long before the last week of class.** Further instruction on how to use the HSP online system can be found at <http://psych.ubc.ca/internal/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

*Alternative assignment: Library writing projects:* As an alternative to participation in psychology subject pool experiments, you may choose to complete 4 library-writing projects (worth 1% each).

For this assignment, you will read and summarize 4 research articles. You must choose an article (not a review article, a news item, a notice, or a letter to the editor) for example that has been published between 2000-present in the journal titled “*Psychological Science*”. Your summary should be approximately 500 words in length and should describe the purpose, method and results of the study in your own words. You must also include your name, student number, course, section, instructor and email address on each summary. Before submitting your article summaries, you must also log on to the Human Subject Pool system (<https://ubc-psych.sona-systems.com>) and create an account. Your credit is assigned using the online system. Summaries must be submitted no later than 10 days before the end of classes (e.g., June 6, 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. Please see the “Subject Pool Information for Participants” document found at <http://psych.ubc.ca/internal/human-subject-pool/> for further instructions.

## 7. Course grading

Your final grade consists of the items described in Section 6. Performance for each of the items above will be put into a calculator that outputs your final course percentage earned.

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. According to the departmental rules, **the mean grade in all sections of Psych 217 must be between 67 to 71, with a standard deviation of 14**. If necessary, grades may be scaled up or down to comply with these rules. 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-. 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, your course percentage is converted according to the key below:

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

Remember, 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 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. Please 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 vigor.

*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.

## **8. Lab research project**

In lab, you will 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. As we cover topics such as hypothesis generation, research design, and basic analysis, you will apply what you have learned in lecture to your own research project during lab. Because most psychologists collaborate on research activities, you will work closely in groups of 5-6 on this project. Each group will have a private discussion thread on the course website to facilitate communicating with each other. Please use this as your primary mode of communication with one another, as this will help both me and the TF's track your groups' progress.

Lab is run by the Teaching Fellows and labs take place during class periods on May 19 (Lab 1), May 26 (Lab 2), June 2 (Lab 3) and June 9 (Lab 4). **Attendance at labs 1, 2, and 3 is mandatory.** You will lose 5% off your final course grade for each mandatory lab meeting that you miss. You lose 2.5% of your final course grade for each lab meeting that you are more than 10 minutes late for.

*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 your Teaching Fellow will ask questions and provide suggestions for improvement. This is a great opportunity to get feedback about your project and to practice your presentation skills. 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. This lab will be held in our lecture room AERL 120 with our entire class rather than in your usual lab room. 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. Collecting data outside this time 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. See Cuttler's guide, Chapter 3, for further guidance and tips.

*Lab Meeting 4 – Data Summary and Writing An APA Style Research report:* During the first half of the final 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. Afterwards during the second half of the lab, your Teaching Fellows will show you how to write an APA style research report (i.e., the various components of an APA report and style guidelines). This lab will be held in our lecture room AERL 120 with our entire class rather than in your usual lab room. 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. Please note, you should read both Chapter 4 and 5 in the Cuttler's guide to prepare for this lab.

## 9. Course Policies

### **Class participation**

Active learning is a critical component of a proper education and for that reason it will be frequently promoted during the term. You may be asked to answer questions at any point in class and you are expected to do your best. It is OK to not know the answer in this context but it is NOT acceptable to not try.

### **Attendance and Powerpoint slides**

Attendance is expected for every class period. In the event you miss a lecture, I strongly suggested that you acquire notes from a fellow classmate. The primary reason for this is that lecture slides are designed to give you a framework of our discussions, as opposed to giving you every piece of information discussed in class.

For your convenience, lecture slides will usually be posted on the course website by 10PM the evening before a lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page). *Do note that instructional materials are only for the purpose of learning in this course and **must not** be distributed or used for any other reason.*

### **Reading the textbook**

The textbook is designed to reinforce lecture concepts and to introduce pieces of information that were not discussed in lecture. As a student, I found that reading the assigned chapters before lecture helped me understand the material covered in lecture better, and reading the same chapters again after lecture helped me remember the lecture material better. In addition to questions covering lecture, the quizzes and final exam will also have questions exclusively from the textbook. Thus, superior performance on the quizzes and the final exam will require a thorough reading and understanding of the textbook.

### **E-mail policy**

We (the instructor and TFs) are available to help students as much as possible throughout the term. Note, however, that we receive many emails every week. Therefore, when you have a question, you should first check the syllabus and course website before emailing us. In the interest of saving time,

any emails containing questions that can be answered by looking at the syllabus or website may not receive a response.

In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include the course and nature of the inquiry (i.e., “PSYC 217 – Question about main effects and interactions”). In your email, please only ask one question and try to explain your current understanding of the concept you are stuck on in the email (which will be affirmed or corrected). If you have more than one question, you should visit office hours. Please note that emails about test questions may not be answered the day before a quiz or exam. As such, please ask any questions about test questions well in advance.

### **Class discussion board on Connect**

For your convenience, discussion threads will be created to improve information flow in our course. Inquiries, requests for class notes or study partners *directed to fellow students* may be posted to the entire class on the first thread. Please note that you are NOT allowed to post class notes on the discussion board. Finally, a private discussion board for you and your lab group members will be created to facilitate group discussion and collaboration. Although your Teaching Fellow will have access to your discussion board, you should contact your Teaching Fellow via email since they do not check the discussion boards regularly. Negative remarks on any of these discussion forums will not be tolerated and failure to respect this policy may result in your access to our course website being revoked.

### **Syllabus changes**

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to properly prepare for a quiz or an examination (e.g., reading an extra chapter during the week of the quiz).

### **Office hours**

I encourage you to visit my office hours if you would like to discuss the course material or if you have an issue with course performance or progress (e.g., would like to discuss your quiz performance after meeting with a TF or you missed a quiz due to illness). If you cannot attend regularly scheduled office hours, you should send an email to try to make an appointment for another time (please give at least 48 hours of notice). You may also come to office hours to ask about study strategies, graduate school, research or if you would like to discuss the field of psychology more broadly.

You should consider visiting your TF’s office hours if you would like to review a quiz or if you have questions concerning course material and/or lab research project. If you choose to review your quizzes, you will first need to visit the TF’s office hours (note: only the TF who graded the quiz will have your quiz for review). Please feel free to talk with me after reviewing your quiz with the TF if you have any outstanding questions. Please note that any grading disputes (other than calculation errors) must be handled within one (1) week of the scores being released.

### **Classroom conduct**

Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated and the student(s) and/or individual(s) will be asked to leave.

### **Taking quizzes and examinations**

Punctuality to lectures, quizzes, and exams is a sign of respect to your instructor, teaching fellow and fellow students. Tardy students should ask fellow students what they missed from lecture rather than

the instructor or teaching fellows. Furthermore, a student will not be allowed to write a quiz or the Final if (1) s/he is tardy 30 minutes or more, or (2) a student has already finished and submitted their quiz, whichever occurs first. Students in this situation will not be allowed to write the quiz or exam and will receive a zero. **Absolutely no exceptions will be made.**

When time is called at the end of the quiz or exam, you must immediately stop working and submit your quiz and scantron form. You will not be allowed more time for any reason, including (but not limited to): putting your name or ID on the quiz or filling in or changing an answer. Please come to the quizzes and final exam early so that you will have ample time to fill out your name and ID before you begin writing. Once the quiz is over, please remain completely silent until every quiz has been collected. Failure to stop working when time is called or to stay silent until all quizzes have been collected will result in a zero on the quiz and or exam.

### **Missing a quiz or the Final**

The quizzes cannot be written at another time. You will not be accommodated for missing a quiz unless you have a valid doctor's note (which will be verified). If you are a student from the Faculty of Arts, you must meet with an Arts Advisor within 48 hours of missing the exam (unless it is medically impossible). If you are from a different faculty, you should provide me with your medical note within the same time frame. Non-Arts students may scan and email their medical note to me directly. Being excused from a quiz or the final examination is solely at my discretion.

If you are excused from a quiz, that portion of the course grade will be added to the Final. If you miss the final examination, you must connect with Arts Advising to address the issue. Make-ups for the Final may differ from the version used for the rest of the class.

### **Missing Lab 1, 2, or 3**

In the event that an emergency comes up (medical or otherwise), students from the Faculty of Arts, must meet with an Arts Advisor within 48 hours of missing the lab (unless it is medically impossible). If you are from a different faculty, you should provide me with your medical note within the same time frame. Non-Arts students may scan and email their medical note to me directly. Being excused from a lab is solely at my discretion to maintain equity across all sections of PSYC 217.

### **Dealing with lab group conflict**

While group work can be challenging, we expect all of you to be actively engaged in this project. If someone in your group is not contributing, you should speak to this person and attempt to resolve the issue with your group before asking me or your TF to intervene (though please don't hesitate to ask us for advice on how to best approach this discussion). However, if the issue persists even after talking to your group member, you should contact me and your TF to discuss the issue further. In extreme cases where all group members agree that a student has hurt the group's productivity despite attempts to involve them and there is evidence that supports this claim (i.e., from the discussion board or an email thread), I will remove this person from the group and they will receive a 0 for the entire lab component of the project (worth 35% of the total course grade).

### **Access and Diversity**

UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit this website (<http://www.students.ubc.ca/access/disability-services/support-students/exam-accommodations/>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel here at UBC.

**Grade bumps**

When computing final grades, I carefully analyze every single student to determine whether a grade bump is deserved. Bumps may be awarded for consistent performance at a major grade boundary or for marked improvement from the first quiz to the final (10%+ at minimum). Bumps are not guaranteed and are \*not\* awarded for non-academic reasons (i.e., student is graduating and/or involved in sports or other extracurricular activities). **DO NOT send me an email asking for a grade bump.**

**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 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 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 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.

Also note that during quizzes and exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

**Psychology 217: Lecture and reading schedule**

<i>Lecture</i>	<i>Day</i>	<i>Date</i>	<i>Topic</i>	<i>Assigned readings</i>	<i>Due dates</i>
1	Tu	10-May	Course introduction		
2	Th	12-May	Basics of Scientific method; Generating theories and hypotheses; Breaking down an article/abstract	C & R Ch 1,2	
3	Tu	17-May	<b>Quiz 1</b> Operationalizing Variables Research Designs: Observational and Correlational Designs	<b>Lectures/Readings 1 &amp; 2</b>  C & R Ch 4/6	<b>Quiz 1</b>
4	Th	19-May	<b>Lab 1</b> Experimental Design	<b>Cutler Ch 1</b>  C & R Ch 8/9	<b>TCPS Due</b>
5	Tu	24-May	<b>Quiz 2</b> Measurement Concepts, Reliability, and Validity	<b>Lectures/Readings 3 &amp; 4</b>  C & R Ch 5	<b>Quiz 2</b>
6	Th	26-May	<b>Lab 2</b> Ethics	<b>Cutler Ch 2</b>  C & R Ch 3	<b>Lab Presentation</b>
7	Tu	31-May	<b>Quiz 3</b> Quasi Experiments	<b>Lectures/Readings 5 &amp; 6</b>  C & R Ch 11	<b>Quiz 3</b>
8	Th	2-Jun	<b>Lab 3</b> Factorial Designs	<b>Cutler Ch 3</b>  C & R Ch 10	<b>Data Collection</b>
9	Tu	7-Jun	<b>Quiz 4</b> Describing results and Probability (Kristan Marchak)	<b>Lectures/Readings 7 &amp; 8</b>  C & R Ch 12	<b>Quiz 4</b>
10	Th	9-Jun	<b>Lab 4/5</b>	<b>Cutler Ch 4 &amp; 5</b>	
11	Tu	14-Jun	Inferential stats	C & R Ch 13	
12	Th	16-Jun	Generalization and interpretation issues; Course conclusion	C & R Ch 14	<b>Lab Report Due</b>
-	<b>TBA</b>	-	<b>Cumulative Final Examination</b>	<b>Lectures 1-12/Readings 9-12</b>	

*Inspiration of this syllabus came from Dr. Amori Mikami, Dr. Catherine Rawn, Dr. Michael Souza.*