

**Faculty of Health**  
**Department of Psychology**  
**PSYC 2030 3.0 A: INTRODUCTION TO RESEARCH METHODS**  
**Thursdays from 2:30p to 5:30pm in SLH-D**  
**Fall 2024/2025**

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**Instructor and T.A. Information**

Instructor: Raymond A. Mar [he/him]

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Office Hours: By Appointment

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Office Hours	by Appointment	by Appointment

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [eClass](#)

**Course Description**

This course will introduce students to the scientific method and various forms of research design, including case studies, correlational, and experimental approaches. The strengths and weaknesses of these different approaches to research will be discussed. At the end of this course, students should be able to locate empirical psychological research reports, comprehend them, and evaluate them critically. More specifically, students will be able to evaluate different forms of measurement, understand issues pertaining to sampling and sample size, be able to apply the concepts for basic statistical tests, and evaluate the ethical issues surrounding a research study.

## Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Distinguish between experimental and non-experimental designs.
2. Demonstrate critical thinking in identifying strengths and weaknesses of different research designs
3. Define hypotheses, independent and dependent variables, validity and reliability.
4. Demonstrates an ability to locate and identify valid, credible, and rigorous psychological research.
5. Identify the problems that arise during sampling, measurement, and making inferences from data
6. Understanding ethical obligations of researchers.

## Specific Learning Objectives / Topics Covered

1. Basics of the scientific method
2. Finding scientific articles
3. Understanding the methods in a scientific article
4. Samples and populations
5. Measurement (reliability, validity, measurement error)
6. Basics of descriptive & inferential statistics
7. Case studies
8. Observational studies (naturalistic & participant)
9. Correlational survey studies
10. Qualitative studies
11. Basics of experimental & quasi-experimental designs
12. Experimental control (threats to internal and external validity)
13. Research ethics and questionable research practices

## Required Text

- Cozby, P. C. & Mar, R. A. (2024). *Methods in Behavioural Research* (4th Canadian Ed.). Toronto, CA: McGraw-Hill Education.  
[NB. The 3rd edition is not appropriate for this course. If you are encountering challenges in acquiring this text, please let me know.]

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
6 Weekly Assignments	September 12 to October 31	20%
Research Participation (URPP)	September 9 to December 3	2%
Term Test 1	September 26	25%
Term Test 2	October 31	33%
Term Test 3	November 28	20%
Total		100%

## Description of Assessments

Weekly Assignments: Assignments will be given at the end of the first 6 lectures, to be completed before the following lecture/test or whenever else noted. These assignments will include, but are not limited to, completion of online quizzes, small written assignments, and library searches.

Altogether, these 6 assignments will be worth 20% of the total, but will differ in individual value (e.g., A1–A3, A5 = 3%, A4 & A6 = 4%).

Tests: Tests will consist of multiple-choice and short-answer questions.

Research Participation: In order to earn 2% of your final grade you will complete either 2.0 credits worth of studies through the URPP. Each 15 minute study is worth 0.25 credits, with in-person studies worth an extra 0.5 credits (e.g., 1 hour in-person study is worth 1.5 credits). Earning 2.0 credits could mean, for example, 4 online studies 30 minutes in length each, or 2 in-person studies that are 30 minutes (or 1 in-person study of an hour, for 1.5 credits, and then a 30 minute online study for the remainder). There is also a paper option for those who would prefer not to participate in research.

Please see the URPP website for detail:

[www.yorku.ca/health/psychology/research/undergraduate-research-participant-pool/](http://www.yorku.ca/health/psychology/research/undergraduate-research-participant-pool/)

The deadline to sign up for the paper-stream is October 17th, 2022 and the paper must be submitted by December 10th.

## Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

The following allows for conversion between letter-grades and percentages:

<u>Percentage</u>	<u>Grade</u>	<u>Description</u>
90 - 100	A+	Exceptional
80 - 89	A	Excellent
75 - 79	B+	Very Good
70 - 74	B	Good
65 - 69	C+	Competent
60 - 64	C	Fairly Competent
55 - 59	D+	Passing
50 - 54	D	Marginally Passing
40 - 49	E	Marginally Failing
0 - 39	F	Failing

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2024-25](#)

### **Missed Tests/Midterm Exams/Late Assignments:**

For any missed tests, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). **Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed tests.**

In addition, to the online form, students with a documented reason for a missed test MUST submit official documentation (e.g. [Attending Physician Statement](#)).

Late Assignments. **Assignments received after the deadline will be given a grade of 0. There are no exceptions (e.g., enrolling late).**

Missed Tests. Students who miss a test due to illness or severe distress must **e-mail the instructor and TA within 24 hours**, and follow the Faculty of Health guidelines for missed tests or examination. Exams missed on the grounds of medical circumstances must be supported by an Attending Physician's Statement. Also acceptable is a statement by a psychologist or counselor. Students are not expected to disclose the nature of the illness, but the document must specify (1) the date of consultation, (2) contact information for the health provider, and (3) a statement that the student would not have been able to attend class (or write a test/exam) during the relevant period of time. For other types of emergencies, appropriate official documentation must also be provided (e.g., death certificate, obituary notice, automobile accident report; notes from parents and relatives will not be accepted). **The documentation must be dated on the same day of the exam/test or earlier, or it will not be accepted.** This documentation should be placed in the instructor's mailbox (main floor of BSB) and sent as a PDF/JPG via e-mail. **Failure to provide appropriate documentation for a missed test will result in a grade of 0.**

If this missed test is prior to the drop date, regardless of reason, the student has waived the right to have a specific percentage of graded feedback available to them prior to the drop date.

If appropriate documentation is provided, then the other tests may be re-weighted or the student may have to write a make-up test or complete a make-up assignment. Please note that the make-up test or assignment may not resemble the original test, but instead be a series of essay questions or a take-home essay assignment.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2024-2025 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 20
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 2	Oct. 16	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 8 - Apr. 4	March 15 - Apr. 4

**\*Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

## Electronic Device Policy

Students are forbidden from using their cellphone during lectures. If you must use your phone during a lecture, please leave the classroom to do so.

Past research has shown that taking notes by hand results in better retention of material and better performance on tests and exams. Students are encouraged to avoid using laptops for note-taking. If laptops are employed, WiFi must be disabled and the laptop can only be used for note-taking purposes. Multi-tasking during class is prohibited (i.e., checking websites). Past research has found that multi-tasking with a laptop results in poorer course grades, not just for the person doing the multi-tasking, but also for those sitting behind and within view of the screen. Be considerate to others and do not multi-task if you choose to use a laptop. Along similar lines, if someone's laptop-use is distracting you, feel free to ask this person to stop. This behavior is not only prohibited, it is negatively impacting your ability to learn the material and do well in this course. In order to reduce the negative impact on peers, those using laptops are asked to please sit in the back row so as to not distract other students.

## Generative AI Policy

In this course, every element of each course assessment must be fully prepared by the student themselves. The use of generative AI is not permitted, and its use may be treated as a breach of academic honesty, and considered cheating. For more information, please refer to York University's [Senate-approved Academic Conduct Policy and Procedures](#)

## Attendance Policy

If you want to get a good mark in this class, you will need to attend all lectures. You cannot expect to receive a decent mark in this course if you are not present for lectures.

## Policy Regarding E-mail Etiquette

Formal norms exist for e-mail communication in a professional setting, such as at a University or in a workplace. Learning these norms is important because violating them will often result in creating a poor impression. Here are some tips for how to make a good impression when you e-mail a professor or TA:

- **Before you write, read the syllabus carefully** to make sure the information you need isn't there.
- Avoid informal language or slang.
- Be sure that your e-mail contains proper spelling, grammar, and punctuation.
- Take the time to think out your question before writing. Be clear and concise.
- Write your e-mail far in advance of when you need the answer (see below for details).

Here are some examples of good and bad e-mails, courtesy of Dr. Joni Sasaki (University of Hawai'i at Mānoa):

### Good e-mail:

Dr. Sasaki,

I hope all is well and that you are enjoying your weekend. I have been looking over my past assignments, and I was wondering if I could make an appointment to see you to discuss how I can improve for my presentation and final paper. Tuesdays and Wednesdays would be the best days for me. Looking forward to hearing from you.

- [Student's name, Student number]

### Bad e-mail:

hey prof, i was wondering if i could come and see you tmrw? i just started working on my presentation and ran into some problems and im kind of confused as to what i should do in regards to my topic.thx

### SPECIFIC POLICIES

The full **course code (with section; e.g., PSYC 2030 A)** must appear in the subject-heading of all e-mails, to prevent messages from being discarded as spam. As well, all e-mails should begin with a salutation or address indicating to whom the message is directed (e.g., "Dr. Mar") and close with your full name and student number (e.g., "John Smith, 211995552"). Please **format your e-mails properly, if you expect them to be answered**. Students can expect a response to a legitimate inquiry within 48 hours, not including weekends. If you don't receive a reply in this time period, please re-send your message.

**Please read the syllabus closely before asking a question via e-mail. Questions that are answered in the syllabus will be given low priority.**

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

### **Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **Group Messaging Tools**

Group messaging platforms, such as Discord or WhatsApp, can be helpful tools that connect students and support learning. However, such tools can lead to academic honesty violations when students share or use answers to homework tasks, quizzes, tests, or exams, or when students collaborate on individual assignments. According to York’s [Senate-approved Academic Conduct Policy and Procedures](#) these behaviours may lead to a penalty. Moderators of these groups are required to clearly communicate the group’s purpose and to remind students of the expectations for academic honesty. Being a member of such a group is not a breach of academic honesty or any other university policy. However, if you witness academically dishonest behaviour, it is strongly recommended that you leave the group. If you are unsure whether the behaviour is a violation of academic honesty, check with your TA or instructor. For detailed information about expectations for academic honesty, please refer to York’s [Senate-approved Academic Conduct Policy and Procedures](#).

### **Homework Help Sites**

According to homework help sites, their services are intended to support students’ understanding of course material. Despite this, cheating occurs on tests and exams when students post their test or exam questions to these sites during the assessment in order to obtain answers from one of their experts. Using the answers provided is a breach of academic honesty, according to York’s [Senate-approved Academic Conduct Policy and Procedures](#). If you’re struggling with course material, understanding expectations, or in any other way, reach out to your instructor or TA instead of relying on homework help sites to acquire assessment answers. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>.

### **Contract Cheating**

Contract cheating occurs when a third party completes a student’s work, and the student then submits that work as their own. Third parties can include: freelance academic writers or tutors,

online essay writing companies, friends, classmates, or even family members. Contract cheating is considered to be a serious type of academic dishonesty that carries severe penalties. Besides penalties imposed by the university, contracting a third party to complete academic work carries the additional risks of identity theft and blackmail. If you are unsure whether a certain resource is a legitimate source of help, check with your TA or instructor. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>. As well, for detailed information about expectations for academic honesty, please refer to York's [\*Senate-approved Academic Conduct Policy and Procedures\*](#).

## **Unauthorized Collaboration**

Unauthorized collaboration occurs when students work together on assessments without their instructor's permission. This can include working together to solve homework problems, comparing their homework, test or exam answers, collaborating to complete assignments, or having someone else write or revise an assignment. Sometimes collaborating on assessments with other students is acceptable, yet at other times, individual effort is required. This can vary by course, instructor, or assessment. Even when it comes to group assignments, individual work may be required at different stages. If you are unsure whether collaborating on assigned work is permitted or the extent of collaboration that is acceptable, review the instructions for that assessment, and/or ask your instructor or TA. Note: even if collaboration on an assessment is permitted, it is never acceptable to copy someone else's work or allow them to copy yours.

## **Plagiarism**

Plagiarism is defined as misusing another person's published or unpublished work by presenting their ideas, writing or other intellectual property as one's own without proper acknowledgement ([\*Senate-approved Academic Conduct Policy and Procedures\*](#)). There are a number of acts that are considered to be plagiarism, for example:

- copying content word-for-word from a source without proper citation;
- paraphrasing from a source without proper citation; submitting work you have already submitted for another course without the instructor's approval;
- rewording someone else's work which you submit as your own;
- having a third party complete work in whole then submitting it as one's own (also known as contract cheating).

Although plagiarism is often thought to involve words and ideas, it can also involve drawings, paintings, photographs, programming code, statistics, presentations, musical scores, among other types of content. Even if the act of plagiarism was unintentional, you can still receive a penalty. To avoid plagiarism, keep good track of any outside sources you use, and ensure that you cite sources properly. For more help on how to avoid plagiarism, contact the [Library](#), [Writing Centre](#), or your instructor or TA.

## **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The Accessibility Hub provides tools, assistance and resources. Policy Statement.



**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

### Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 2030 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

### Course Schedule

Date	Lecture/Reading	Assignment
Sept. 05 Week 1	0: Course Introduction and Overview 1: How to Think like a Scientist and Why you Should <b>&gt; How do we learn about the world?</b> <u>Chapter 1 sections:</u> Chapter 1 Intro Why Study Research Methods? Ways of Acquiring Knowledge Intuition Authority <b>&gt; The scientific approach to learning about the world</b> <u>Chapter 1 sections:</u> The Scientific Method: Be Skeptical, Seek Empirical Data Science As a way to Ask Questions and Gather Evidence The Four Goals of Science Describing Behaviour Predicting Behaviour Determining the Causes of Behaviour Explaining Behaviour	
Sept. 11	URPP opens	
Sept. 12 Week 2	2: Asking Questions and Looking for Existing Evidence <b>&gt; Developing questions about the world that can be answered through science</b> <u>Chapter 2 sections:</u> Chapter 2 Intro Where Do Research Ideas Come From? Questioning Common Assumptions Observation of the World around Us	Assignment 1 due

	<p>Practical Problems Theories Past Research Developing Hypotheses and Predictions <b>&gt; Understanding the evidence of answers that science has already provided</b> <u>Chapter 2 sections:</u> How Do We Find out What Is Already Known? What to Expect in a Research Article Other Types of Articles: Literature Reviews and Meta-analyses Reading Articles <b>&gt; Finding scientific evidence</b> <u>Chapter 2 section:</u> Where Are These Articles Published? An Orientation to Journals and Finding Articles</p>	
<p>Sept. 19 Week 3</p>	<p>3: Who to Collect Information From? <b>&gt; Understanding a population by sampling a subset of it</b> <u>Chapter 4 sections:</u> Chapter 4 Intro Populations and Samples Sampling Populations of Interest What Population Does our Sample Represent What Size Should our Sample Be? Confidence Intervals Statistical Power <b>&gt; Different ways of sampling a population</b> <u>Chapter 4 sections:</u> How to Gather Samples of Populations Sources of Bias in Sampling Sampling Techniques Probability Sampling Non-probability Sampling Reasons for Using Convenience Samples <b>&gt; Introducing correlational and experimental research</b> <u>Chapter 5 sections:</u> Chapter 5 Intro Introduction to Basic Research Design Variables Two Basic Research Designs Operationally Defining Variables: Turning Hypotheses into Predictions</p> <p>4: Making Measurements to Gather Information <b>&gt; Self-report questionnaires and the reliability of measures</b> <u>Chapter 6 sections:</u> Chapter Intro Self-Report Measures Reliability Test-Retest Reliability Internal Consistency Reliability Inter-rater Reliability Reliability and Accuracy of Measures <b>&gt; The validity of measures</b></p>	<p>Assignment 2 due</p>

	<p><u>Chapter 6 sections:</u>  Validity of Measures  Indicators of Construct Validity  Reactivity of Measures  <b>&gt; Different types of measurement scales</b>  <u>Chapter 6 sections:</u>  Variables and Measurement Scales  Nominal Scales  Ordinal Scales  Interval Scales  Ratio Scales  The Importance of the Measurement Scales</p>	
Sept. 26 Week 4	<b>Term Test 1 (25%)</b>	Assignment 3 due
Oct. 03 Week 5	<p style="text-align: center;">5: Different Ways of Gathering Information  <b>&gt; Qualitative and Quantitative Data</b>  <u>Chapter 7 sections</u>  Chapter Intro  Quantitative and Qualitative Approaches  Advantages of Qualitative Data  A Mixed-Methods Approach  Collecting Qualitative Data  Text  Audio  Images  Audiovisual  Quantitative Analysis of Qualitative Data  Coding Schemes  Qualitative Analysis of Qualitative Data  <del>Thematic Analysis - Don't Read Struck Out Sections</del>  A Mixed-Methods Approach to Analysis  <b>&gt; Research Design Fundamentals</b>  <u>Chapter 5 sections</u>  Non-experimental Method  Relationships between Variables  Interpreting the Results of Non-experimental Designs  Experimental Method  Designing Experiments That Allow for Causal Inferences  Choosing a Method: Advantages of Multiple Methods  Artificiality of Experiments  Ethical and Practical Considerations  Describing Behaviour  Predicting Future Behaviour  Advantages of Multiple Methods</p>	Assignment 4 due
Oct. 10	* READING WEEK*	
Oct. 17 Week 7	<p>6: Gathering Information through Observation &amp; Questioning  <b>&gt; Studying the world by observing it systematically</b>  <u>Chapter 8 sections</u>  Chapter 8 Intro  Naturalistic Observation  Issues in Naturalistic Observation  Systematic Observation  Issues in Systematic Observation</p>	Assignment 5 due

	<p><b>&gt; Studying the world through individuals or information left behind</b></p> <p><u>Chapter 8 sections</u></p> <p>Case Studies  Archival Research  Census Data or Statistical Records  Survey Archives  Written Records and Mass Media  Working with Archival Data: Content Analysis and Interpretation</p> <p><b>&gt; The advantages of creating good survey questions</b></p> <p><u>Chapter 9 sections:</u></p> <p>Chapter 9 Intro  Why Conduct Surveys?  <del>Response Bias in Survey Research - Don't Read Struck Out Sections</del>  Constructing Good Questions  Defining the Research Objectives  Question Wording</p> <p><b>&gt; Developing a questionnaire and different types of survey items</b></p> <p><u>Chapter 9 sections:</u></p> <p>Responses to Questions: What Kind of Data Are You Seeking?  Closed- versus Open-Ended Questions  Rating Scales for Closed-Ended Questions  Finalizing the Questionnaire  Formatting the Questionnaire  Refining Questions  <del>Administering Surveys - Don't Read Struck Out Sections</del>  <del>Questionnaires - Don't Read Struck Out Sections</del></p>	
Oct. 18	URPP paper stream sign-up deadline	
Oct. 24 Week 6	<p>7: Describing and Understanding this Information</p> <p><b>&gt; Descriptive Statistics: Describing Variables &amp; the Relations Among Them</b></p> <p><u>Chapter 14 sections:</u></p> <p>Chapter Intro  Revisiting Scales of Measurement  Describing Each Variable  Graphing Frequency Distributions  Descriptive Statistics  Describing Relationships Involving Nominal Variables  Comparing Groups of Participants  Graphing Nominal Data  Describing Effect-Size between Two Groups  Describing Relationships among Continuous Variables: Correlating Two Variables  Interpreting the Pearson r Correlation Coefficient  Scatterplots  Important Considerations  Correlation Coefficients as Effect- Sizes  <del>Describing Relationships among Continuous Variables: Increasing Complexity - Don't Read Struck Out Sections</del>  <del>The Regression Equation - Don't Read</del>  <del>Multiple Correlation and Multiple Regression - Don't Read</del>  <del>Integrating Results from Different Analyses - Don't Read</del>  <del>Partial Correlation and the Third Variable Problem - Don't Read</del>  <del>Advanced Modelling Techniques - Don't Read</del></p>	Assignment 6 due

	<p>Inferential Statistics  Using Samples to Make Inferences About Populations  Null Hypothesis Significance Testing (NHST) and Its Problems  Alternatives to NHST  Effect-Size  Confidence Intervals  Bayesian Statistics  Reasoning Based on Statistics  Improving the Replicability and Quality of Research  Methodological Reform</p>	
Oct. 31 Week 8	<b>Term Test 2 (33%)</b>	
Nov. 07 Week 9	<p style="text-align: center;"><b>8: Gathering Information through Experimentation</b></p> <p><b>&gt; Introducing the logic of experiments</b>  <u>Chapter 10 sections:</u>  Chapter 10 Intro  Planning a Basic Experiment  Confounding and Internal Validity</p> <p><b>&gt; Experiments with different people in each condition</b>  <u>Chapter 10 sections:</u>  Between-Subjects Experiments  Pretest-Posttest Design  Matched Pairs Design</p> <p><b>&gt; Experiments with the same people in each condition</b>  <u>Chapter 10 sections:</u>  Within-Subjects Experiments  Advantages and Disadvantages of the Within-Subjects Design  Counterbalancing  Time Interval between Treatments  Choosing between Between-Subjects and Within-Subjects Designs</p> <p><b>&gt; Additional forms of control for experiments</b>  <u>Chapter 11 sections:</u>  Advanced Considerations for Ensuring Control  Controlling for Participant Expectations  Controlling for Experimenter Expectations</p> <p><u>Chapter 12 section:</u>  Threats to Internal Validity</p> <p><b>&gt; Using statistics to describe the data from experiments</b>  <u>Chapter 14 sections:</u>  Describing Relationships Involving Nominal Variables  Comparing Groups of Participants  Graphing Nominal Data  Describing Effect-size Between Two Groups  Correlation Coefficients as Effect-Sizes</p>	
Nov. 08	<b>Last date to withdraw without receiving a grade</b>	
Nov. 14 Week 10	<p style="text-align: center;"><b>9: Making Comparisons when Experiments are Impossible</b></p> <p><b>&gt; Studying a single group with quasi-experiments</b>  <u>Chapter 12 sections:</u>  Chapter 12 Intro  Program Evaluation  Quasi-Experimental Designs  One-Group Posttest-Only Design  One-Group Pretest-Posttest Design</p> <p><b>&gt; Quasi-experiments with complex designs</b></p>	

	<p><u>Chapter 12 sections:</u>  Summing Up Quasi-Experimental Designs  Single Case Experimental Designs  Reversal Designs  Multiple Baseline Designs  Replications in Single Case Designs  <b>&gt; Studying developmental processes with longitudinal and cross-sectional designs</b>  <u>Chapter 12 sections:</u>  Developmental Research Designs  Longitudinal Method  Cross-Sectional Method  Comparing Longitudinal and Cross-Sectional Methods  Sequential Method</p>	
<p>Nov. 21  Week 11</p>	<p style="text-align: center;"><b>11: The responsibilities of Being a Scientist</b></p> <p><b>&gt; History and context of ethical research</b>  <u>Chapter 3 sections:</u>  Chapter 3 Intro  <del>Were Milgram's Obedience Experiments Ethical?</del> - Don't Read  Ethical Research in Canada  The Tri-Council and Its Policy Statement  Historical, Legal, and International Context  <b>&gt; Core principles of conducting research ethically</b>  <u>Chapter 3 sections:</u>  Core Principles Guiding Research with Human Participants  Designing Research to Uphold the Core Principles  Promote Concern for Welfare by Minimizing Risks and Maximizing Benefits  Promote Respect for Persons through Informed Consent  The Importance of Debriefing  Promote Justice by Involving People Equitably in Research  Evaluating the Ethics of Research with Human Participants  <b>&gt; The actual practice of ethical overview for research</b>  <u>Chapter 3 sections:</u>  Monitoring Ethical Standards at Each Institution  Exempt Research  Minimal Risk Research  Greater Than Minimal Risk Research  <b>&gt; Being an ethical scientist across all aspects of one's work</b>  <u>Chapter 3 sections:</u>  Professional Ethics in Academic Life  Ethics Codes of the APA and CPA  Scientific Misconduct and Publication Ethics  Plagiarism and the Integrity of Academic Communication</p> <p><b>12: What can We Learn from the Information We've Gathered?</b>  <b>&gt; What can we learn about the world from our research?</b>  <u>Chapter 15 sections:</u>  Chapter 15 Intro  Challenges to Generalizing Results  Can Results Generalize to Other Populations?  Can Results Generalize beyond the Specific Study Situation?  <b>&gt; Increasing the confidence in what we have learned about the world from our research</b></p>	

	<p><u>Chapter 15 sections:</u>  Solutions to Generalizing Results  Replicate the Study  Consider Different Populations  Rely on Multiple Studies to Draw Conclusions: Literature Reviews and Meta-analyses  <b>&gt; Taking what you've learned and applying it</b></p> <p><u>Chapter 15 sections:</u>  Generalizing Your Knowledge beyond This Book  Recognize and Use Your New Knowledge  Stay Connected to Building a Better Psychological Science  Use Research to Improve Lives</p>	
Nov. 28 Week 12	<b>Term Test 3 (20%)</b>	
Dec. 11	Last Day of URPP	

**Calumet and Stong Colleges' Student Success Programming:**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [Awards & Recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about [Calumet and Strong Colleges Student Success Programs](#), please consult our websites ([Calumet College](#); [Stong College](#)), email us at [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), X (formerly Twitter: [Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our **weekly email** (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then

please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.

- Feel free to consult [additional resources and student supports at York University](#)
- you receive important news and information.