

Syllabus for PSYCO 212: Introduction to Research Methods in Psychology
Section A1
Fall 2018

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Email: jpassey@ualberta.ca (Please put PSYCO 212 Research Methods in the subject line, and use your ualberta email address for all emails – also see email etiquette policy below)
Office Hours: Tuesdays from 1:30-3pm, Wednesdays from 9:00-10:30am, and Thursdays from noon-1:30pm (see office hours policy below).
Course Website: Go to eClass, accessible on the University main page
Preferred Pronouns: She/Her;
Dr. Passey is a Safe Spaces Resource Person; for more info see:
<http://www.ismss.ualberta.ca/SafeSpaces>

Class Location:
SAB 325

Class Times:
MWF 11:00am-11:50am

Required Text:

Leary, M. R. (2017). *Introduction to Behavioral Research Methods* (7th Edition). Boston, MA: Pearson.

Note: Throughout the term, **supplementary readings will be required**. Links to these readings will be available on the course website.

Prerequisites:

PSYCO 104 or SCI 100, PSYCO 105, and STAT 141 or 151. Students who have not completed this prerequisite will not receive credit for completing PSYCO 212.

Course Description and Objectives:

This class will provide an introduction to basic scientific methodology. Hopefully, by the end of the term you will have the skills to:

- (1) Interpret, critically evaluate, and discuss scientific research – both your own and others,
- (2) Design and conduct your own scientific experiments, and
- (3) Clearly and concisely communicate scientific results to other through APA-style research reports.

Lecture Schedule:

This class consists of three 50-minute lectures each week. The purpose of the lectures is not to repeat the material covered in the text. In my lectures I will be variously introducing, clarifying, and elaborating on material about research methods in psychology, much of it in the text but not all. I will also be using class activities, demonstrations, video clips, as well as examples from recently published research and real life applications to supplement the text material. **I may test on any of this material, in addition to the material in the text, assignment readings, and lecture notes.**

If a student misses lecture for any reason, they are strongly encouraged to not only print and review the lecture notes, but also to a) meet with another student to go through the notes and catch up on any supplemental material not included in the notes, and b) to attend office hours with the instructor to go over any questions or to clarify anything regarding the missed lecture. **Lecture time is limited, so you will be responsible for a great deal of the information in the text on your own.** Just because I haven't explicitly covered a topic in lecture doesn't mean that it won't be on the exam. Many students will find it helpful to complete the readings from the text before attending lecture. The outline for the course, including the midterm dates and chapters of the text covered each week is as follows:

Note: RA in this table refers to the Reading Assessment quizzes for these chapters.

* The instructor reserves the right to make changes to this outline as the course progresses.

Dates	Lecture #s	Topics	Chapters from text
Sept. 5 th	1	Orientation to the course	-
Sept. 7 th -10 th	2-3	Introduction to Scientific Reasoning	1 – RA#1 due Sept. 10 th
Sept. 12 th -14 th	4-5	Scientific Writing	16 – RA#2 due Sept. 12 th
Sept. 17 th -19 th	6-7	Sources of Information	Crowe (2012)
Sept. 21 st -26 th	8-10	Claims and Validity (Assignment #1 tutorial day Sept. 26th)	2 – RA#3 due Sept. 21 st
Sept. 28 th -Oct. 1 st	11-12	Ethics	15 – RA#4 due Sept. 28 th ; Assignment #1 due Oct. 1st
Oct. 3 rd -10 th	13-15	Identifying Good Measurement	3 & 4 – RA#5 due Oct. 3 rd
Oct. 8th	-	Classes cancelled (Thanksgiving Day)	-
Oct. 12 th -17 th	16-18	Surveys, Observations, and Sampling (Assignment #2 tutorial day on Oct. 15th)	5 & 6 – RA#6 due Oct. 12 th ; Assignment #2 due Oct. 17th
Oct. 19th	-	Midterm exam	Covers lectures 1-18
Oct. 22 nd -24 th	19-20	Bivariate Correlational Research	7
Oct. 26 th -29 th	21-22	Multivariate Correlational Design	8 – RA#7 for chapters 7 & 8 due Oct. 26 th
Oct. 31 st – Nov. 5 th	23-25	Introduction to Simple Experiments (Assignment #3 tutorial day on Nov. 2nd)	9 – RA#8 due Oct. 31 st ; Assignment #3 due Nov. 5th
Nov. 7 th -19 th	26-28	Confounding and Obscuring Variables	11
Nov. 12th-16th	-	Classes cancelled (Remembrance Day Holiday and Reading Week)	-
Nov. 21 st -26 th	29-31	Interactions and Factorial Design	10 – RA#9 for chapters 10 & 11 due Nov. 21 st ; Assignment #4 due Nov. 26th
Nov. 28 th -Dec. 3 rd	32-34	Quasi-Experiments and Small-N Designs	13 & 14 – RA#10 due Nov. 28 th
Dec. 5 th -7 th	35-36	Replicability, Generalization, and the Real World; Review	Wilson (2013) & Funder (2013); Final paper due Dec. 5th

Evaluation:

Midterm Exam	Lectures 1-18 (chapters 1-6, 15, & 16)	20%
Final Exam*	Lectures 1-36 (chapters 1-11, & 13-16)	30%
Reading assessment quizzes	Total (best 8 of 10 quizzes)	10%
Class participation	Total (2 lowest dropped)	10%
Assignments	Total (best 3 of 4)	20%
Final paper	APA research report	10%
GRAND TOTAL		100%

*Note: There is no possibility of a reexamination in this course.

Tests (worth 50%; see learning objectives #1 and 2):

Students are responsible for all lecture, text, assigned readings, assignment readings, and the course website material. In addition, I may test on any content covered in a demonstration/activity completed in class, or in any videos played in class. Thus, attending class is essential to success in this course. Attending the review sessions held during class before each test would also be in the student's best interests. The instructor will not answer questions regarding what content the students should focus on for the tests. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

Previous tests for this course are not available to the students. However, there are several resources available to the students for assistance in preparing for the tests. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on the course website.
2. Weekly office hours for the instructor.
3. "Test Your Knowledge Questions" given during each lecture. The instructor will pose several of these questions to the students during lecture and provide the answers. Students will be given time to copy down these questions if they wish. These questions cover material that the instructor considers to be key concepts.
4. The questions asked in the Reading Assessment quizzes (see section below) will similarly give the students an indication of some of the text material that the instructor may test on the exams.
5. I will make a list of key questions that the students should be able to answer regarding each lecture section (e.g., Ethics) available on the course website at the end of each lecture section. These questions (or the answers to them) may appear as components of the questions on the tests.
6. The in-class participation assignments will also give the students an indication of some of the material that the instructor may test on the tests.

Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes. Students must remain in the exam room until at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms and hats should not be worn.

The midterm (worth 20%) will be 50 minutes long and will consist of 50 multiple choice questions. The final exam (worth 30% of the final grade) will be 2 hours long and will consist of 80 multiple choice questions and 4 or 5 sets of short answer questions. Examples of potential questions are attached to this syllabus; other examples will be provided throughout the term (see reading assessment quizzes and the list of key questions referred to above). The final exam will

cover material from the entire course; approximately half of the questions will focus exclusively on the material covered after the Midterm. **The final exam is scheduled by the University exams office, and has a tentative date of Tuesday December 18th at 9:00am (WARNING: Students must verify this date on BearTracks when the Final Exam Schedule is posted).**

The emphasis of the exams will be on conceptual and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should also be familiar with the names of the key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated.

Reading Assessment Quizzes (worth 10%; see learning objective #1):

Students will complete 8 of 10 possible reading assessment quizzes over the course of the term. These quizzes will make up 10% of the final grade. These quizzes consist of 5 multiple choice questions regarding the material covered in the textbook chapter for each section of the course. Students will complete these quizzes through the appropriate “Quizzes” function on eClass. **Once the student has begun the quiz, they will have 10 minutes to complete it.** Students will only be allowed one attempt per quiz. **Due dates for these quizzes can be found on the lecture outline on eClass.** The due dates generally coincide with the introduction of a new topic in the course. **Quizzes must be completed and submitted by 10:30am on the given due date. Late quizzes will not be accepted for any reason.** The instructor will go over how to complete these quizzes during class, and instructions can be found on eClass. **It is the student’s responsibility to ensure that they know how to access and complete these assignments, and that they do so by the due date.** Quizzes will be grade out of 5 points (1 per question). If students have questions about their performance on these quizzes, they should see the instructor during office hours. Because there are 10 quizzes, but students are only responsible for doing 8, this means that students can miss 2 quizzes (for whatever reason) without their grades being affected. It also means that if they receive a poor mark on one quiz, they will have the opportunity to make it up by completing one of the 2 additional quizzes, and therefore not have the poor mark count. The best 8 quiz marks for each student will count towards this 10% of their grade.

Class Participation (worth 10%; see learning objectives #1 and 2):

Throughout the term students will be participating in individual and group activities and exercises in class. As part of their participation, students will complete worksheets and submit them to the instructor during class. These worksheets will be assessed on an excellent (2), pass (1), and fail (0) basis. Participation will be assessed this way during **at least 10** class sessions. Students will not be warned in advance that participation will be assessed in class on particular days; rather students are expected to attend class each and every class so as not to miss a participation opportunity. Scores will be totaled across all participation exercises and **the 2 lowest scores** dropped. The resulting total **for each student will count towards this 10%** of their grade.

Assignments (worth 20%; see learning objectives #1 and 3):

Students will complete **3 of a possible 4 written assignments.** The assignments will each be marked out of 10 points each, and the marks for the best 3 assignments for each student will be averaged and worth 20% of the final grade. Because the lowest grade of the 4 assignments will be

dropped, this means that students will be permitted to miss 1 assignment (for whatever reason) without it affecting their grade. It also means that if they receive a poor grade on 1 assignment, they will have the opportunity to do better by completing the 4th assignment. Students who fail to submit assignments early on and then encounter a legitimate medical or other problem later will suffer for their earlier decisions to not submit assignments. Obviously, the best approach is to write three assignments as soon as possible. **Students will not be allowed to drop a mark because they did poorly on the assignment.** If they write and submit an assignment, it counts. No exceptions.

The first three assignments will consist of sections of a full APA-style research report consisting of:

- Assignment #1: A title page, an abstract, and an introduction.
- Assignment #2: A method section and a results section.
- Assignment #3: A discussion, and references.

In preparation for completing these assignments (and the final paper – see next section) students are required to view the **Scientific Writing podcasts** (see links available on eClass). These podcasts present information regarding the formatting and content on an APA paper, writing style, and avoiding plagiarism necessary for all written assignments in this course. Before Assignment #1, students should review the podcasts regarding the title page, abstract, introduction, general formatting, writing style, avoiding plagiarism, and citation of sources in the text. Other podcasts include information on the method, results, discussion, and full documentation of sources in the references section.

The data and analyses for these assignments will be provided and will be discussed in class to give students all the information required to write the assigned sections. For Assignment #1 students will be assigned three empirical articles that are relevant to the study and must be cited within the report. Students also will be responsible for finding at least two additional empirical articles on their own that are relevant to the research topic, and must cite these in their assignment as well. *There is no maximum number of references for the assignment, but students must cite a minimum of five references, including the three assigned readings.* These papers must adhere to APA-style and will be marked accordingly.

Assignment #4 is a critical thinking assignment. The purpose of this assignment is to teach students to pay attention to how the media convey scientific information to the general public. What we see presented in the media is not necessarily accurate and we should all learn to be active, not passive, consumers of this information so that we can make informed decisions for ourselves. Throughout the term, students should watch for a scientific claim made in the written media (newspapers, magazines, etc.) and then should locate the original empirical article that the media claim is based on. Students should start looking for these articles sooner rather than later as it is often difficult to locate the original source, particularly because the media rarely reports their source for the information! The claim does not necessarily have to be about a psychological topic and students can use any reputable written media source that is not scientific in nature (i.e., students cannot use Psychology Today or a similar magazine as their media source). Once students have found a media claim and accompanying article they would like to use, they should meet with the instructor to discuss it briefly. This report will be written in essay-form and not as a traditional lab report, but should still adhere to APA style when it is relevant. This paper should be at least 3 pages double-spaced, and should briefly summarize the media claim chosen as well as the original article this claim was based on. Students should then evaluate the quality of the original empirical article using the skills learned throughout the term and then evaluate whether

the media report the empirical findings accurately or not. Students should discuss if the researchers or media made faulty conclusions, violated scientific information, or generalized findings beyond the scope of the original research. Students must turn in a copy of the media claim and the original article with their written report. Further details about all of the assignments will be posted on the course website.

Assignments must be saved as a .pdf, an .rtf document, a .doc document or a .docx document. Assignments submitted in other formats will not be graded. It is your responsibility to ensure that your assignment has been submitted in one of the approved formats. The format of the assignments will be Times New Roman 12 pt font, and 1 inch margins (and 1 point will be deducted from the assignment total for failing to follow these instructions). The page limit will differ by assignment, but **students who go over the page limit will lose marks!** Students who go over the page limit by 100 words or less will have 1 point deducted (e.g., lose 1 point out of 10; even for going over by only 1 word). Likewise, students who go over the page limit by 101-200 words will have 2 points deducted, and so on.

Students will submit their assignments through the appropriate assignments function on the course website. The instructor will go over how to submit these assignments during class, and instructions can be found on the course website. **It is the student's responsibility to ensure that they know how to submit these assignments. Due dates for these assignments can be found on the lecture outline, and on the calendar on the course website. Assignments must be submitted by 11:55pm on the given due date. No late assignments will be accepted for any reason.** These assignments should be graded within 2 weeks of the deadline, and these grades will appear on the course website. If students have questions about their assignments and how they have been graded, they should see the instructor during office hours.

Final Paper (worth 10%; see learning objectives #1 and 3):

For the final paper, students will submit a full APA-style research report consisting of all of the components of Assignments #1-3; that is, a title page, abstract, introduction, method, results, discussion, and references. Students should use the feedback provided on Assignments #1-3 to revise their work and submit the entire paper (with sources) through the course website by **11:55pm on December 5th. A late penalty will be applied such that 20% will be deducted off the total for each day late.** Students submitting the paper late must email their materials to the instructor.

Policy on Late Work:

I will not accept late quizzes, assignments, or participation exercises for any reason. Final papers submitted late, for any reason, will be **penalized 10 points** (out of 50) per each calendar day (or part thereof) late (e.g., if you submit the final paper between 11:55pm on the due date and 11:54pm on the next calendar day, you would lose 10 points). Students will submit any late final papers to the instructor via email.

Grades:

Final grades will be reported using letter grades. **This is NOT a curved course.** Final grades will be determined after combining scores for all components of the course into a percentage total for each student. The instructor will convert these percentages into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses
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Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Midterm, assignment, final exam, quiz, participation, and final paper grades will be posted under “Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each test on the discussion board. Neither of the exams will be passed back to the students. Should students wish to see their Midterm they may view it with the TA during the Midterm viewings (to be scheduled at a later date). Grades are unofficial until approved by the Department and/or Faculty offering the course.

Web Content:

Additional information for the course will be available on the web through the course website at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of lecture notes and an electronic discussion area for course questions. I will post the lecture notes by 11:00 pm the night before each lecture at the latest. Students should keep in mind that the posted lecture notes will be incomplete on purpose to encourage class attendance. **That is, some of the definitions, descriptions, and examples discussed during class will not appear in the posted notes. In addition, I will not post descriptions of the class activities, demonstrations, or video clips (or how they are relevant to the course material).** Therefore, although students are encouraged to print and read the lecture notes before attending class if they wish, these activities will not be a sufficient alternative for attending class.

The discussion board is a forum for posting questions and discussing topics related to the PSYCO 212 course material only. I will delete messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 212 content, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students’ questions tend to be similar, **students should post questions on the course website message board rather than emailing me or the TA directly.** I will check the board regularly and will respond to the questions there. This way everyone in the class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during office hours.

Unless otherwise advised of a scheduled absence, I will acknowledge all queries posted on the message board within 1 working day. **If students do email questions that they should have posted on the message board, I will ignore the email.** The posted questions should be as specific as possible so that I can make an appropriate response quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., “I don’t understand what stratified sampling is”) will be encouraged to attend office hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture notes before posting their

questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, T.A., fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor or the T.A. will not result in the message being responded to more quickly; this will only result in irritation for the instructor/T.A.

***Note on email etiquette:* In writing any email to either the instructor or the TA the student will be required to include the following information if they desire a response:**

1. The student's first and last name.
2. Their student ID number
3. The course number.

Failure to include this information may result in the email going unanswered. The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or the TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Pete Hurd, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

Additional Considerations:

Office Hours: The instructor welcomes and encourages students to attend office hours. **Appointments will only be made with students who cannot attend office hours.** If your class schedule prevents you from attending the scheduled office hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting. Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exams.

Absence From Class or Exams, and Missed Work: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Note: In this course, students are allowed to miss a certain number of quizzes, participation exercises, and assignments, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). In addition, students are given the option of handing in the final paper late and taking the appropriate penalty (see final paper section of this syllabus for the late penalty). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of quizzes, participation exercises, or assignments then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write all exams as scheduled; see the course outline above for the dates. There will be **no make-up exams. If the Midterm is missed due to a serious medical condition**, the weight of the Midterm will be transferred to the final exam. For this to happen, the instructor must be contacted **within 48 hours** of the Midterm. Failure to do so will result in a grade of zero being applied to the Midterm. **For an excused absence**

where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request. **Deferral of term work or exams is a privilege and not a right**; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Students have access to their final exam schedule through Bear Tracks and on the Registrar's website will in advance. Multiple exams and closely scheduled final exams is not a valid excuse for a deferral of one or more final exams. A student who **cannot write the final examination** due to incapacitating illness, severe domestic affliction or other compelling reasons **can apply through their Faculty Office for a deferred final** examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be **made to the student's Faculty office** within two working days of the missed examination and must be supported by a Statutory Declaration or other appropriate documentation (Calendar section 23.5.6). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*. If a deferral of the final exam is granted, the **deferred examination will be held on Thursday January 17th at 4:00pm (location TBA)**.

Missing a significant portion of the course work will result in a "1" being applied to your final letter grade on your transcript (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from either the midterm or final exam, and/or
2. Fails to complete at least 1 of the 4 assignments, and/or
3. Fails to submit the Final paper.

Re-Marking: If you believe that there is a grading error for one of your assignments, you must complete a Remarking Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular lecture slide). Students will submit completed forms to the instructor (NOT the TA) via email, whose decision will be final. Any requests for reviewing or remarking any assignments or midterm exams must be received before the end of the last day of classes (i.e., by 5pm on December 7th).

Students Eligible for Accessibility-Related Accommodations: Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact SAS (www.ssds.ualberta.ca) for further information.

Classroom Etiquette: Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all electronic devices (including but not limited to: cell phones and music devices) during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Academic Integrity: "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offences. Anyone who engages in these practices will receive **at minimum** a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the

Faculty of Science /Faculty of Arts the sanction for **cheating** on any examination will include a **disciplinary failing grade** (NO EXCEPTIONS) and senior students should expect a period of suspension or expulsion from the University of Alberta. All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Learning and Working Environment: The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

For additional advice or assistance regarding this policy students may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

Plagiarism and Cheating: All students should consult the ‘Truth-In-Education’ handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

Student Success Centre: Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students’ Union Building).

Writing Assistance: Any student experiencing difficulties, or requiring extra assistance for written assignments of any kind, is encouraged to make use of the resources available through the University of Alberta’s Centre for Writers in Assiniboia Hall (for a complete list of available services and tutors please see <http://www.c4w.arts.ualberta.ca/Default.aspx>).

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

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Sample Exam Questions:

Sample Multiple Choice Questions:

1. Why do neither matched samples nor matched pairs effectively eliminate the possibility of a third-variable correlation?
 - (a) Each technique depends on the other; matched samples are studied first, followed later by matched pairs.
 - (b) Both techniques allow us to rule out a particular third variable as a casual agent, but not the possibility of other third variables.
 - (c) Both techniques are too difficult to be of practical use.
 - (d) Both matched samples and matched pairs approaches do control for third-variable correlations; either method can be used to determine causality.
2. Roger wants to study whether the level of personal income predicts happiness. He operationally defines “income” as “the gross amount of money a person earns in a calendar year.” He operationally defines “happiness” as “the ability of that person to stand on one leg for longer than 3 minutes.” What is glaringly wrong with Roger's study?
 - (a) It lacks validity; “income” can be measured, but “happiness” cannot.
 - (b) It lacks reliability; the operational definitions of the properties under study produce inconsistent measurements.
 - (c) It lacks validity; the operational definition of “happiness” is unrelated to the underlying property of happiness.
 - (d) It lacks reliability; it is difficult to precisely measure both “income” and “happiness.”

Sample Short Answer Questions:

1. How do self-report methods, naturalistic observations, and tests differ from one another? What are some advantages and disadvantages of each?
2. What are the ethical concerns pertaining to privacy, discomfort, deception, and animal welfare in psychological research? How do researchers strive to minimize problems related to these concerns?
3. Dr. Dove was interested in the effects of chocolate on well-being. She randomly assigned 20 participants to two groups. Both groups ate as they normally would, but she instructed one group to eat three 1-ounce squares of dark chocolate after both lunch and dinner. After the participant spent 4 weeks on this diet, Dr. Dove asked each one to complete a questionnaire measuring well-being (happiness, contentment). However, Dr. Dove was surprised to find that the chocolate had no effect: Both groups, on average, scored the same on the well-being measure. Help Dr. Dove troubleshoot her study. What should she do next time to improve her chances of finding a significant effect for the chocolate-enhanced diet?
4. The following regression table comes from a study on adolescents' perceptions of how risky it is to use marijuana (Fleary, Heffer, McKyer, & Newman, 2010). The researchers measured adolescents' risk perceptions as well as a few other variables.

Hierarchical Regression Analyses Predicting Adolescents' Perceptions of the Risk of Using Marijuana

Predictor	DV: Perceived Risk of Using Marijuana
	<i>Beta</i>
Age	-0.17***
Gender	0.16
Impulse control	0.001
Body and self-image	0.06
Mastery of the external world	0.04

*** $p < 0.01$

Source: Adapted from Fleary et al. (2010).

- What is the dependent variable in this analysis, and where do you find it?
- How many predictor variables are there in this study?
- Write a sentence that describes what the beta for the Age predictor means.
- Write a sentence that describes what the beta for the Body and self-image predictor variable means. (Note: higher scores on this variable mean that adolescents have a more positive body image.)
- If in this study, males were coded as 0 and females were coded as 1, who estimates the risk of using marijuana to be higher— males or females?