

**Faculty of Health  
Department of Psychology  
PSYC 2030M: INTRODUCTION TO RESEARCH METHODS  
Friday/11:30 - 2:30  
Winter 2021**

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**This course will be delivered asynchronously; in other words, lectures will not be live. Instead, lectures will be pre-recorded via Zoom and printable lecture notes will be available. More details are provided below under “Mode of Instruction”.**

**This pandemic has certainly created challenges for both students and faculty. Let’s try and work together toward a common goal – to see you succeed!**

**Instructor:** Dr Rebecca Jubis

**Office:** Rm 251 B.S.B. (Behavioural Sciences Building)

**Office Hours:** by appointment

**Email:** [jubis@yorku.ca](mailto:jubis@yorku.ca) Be sure to indicate your **course**, **section**, and sign with your **full name**. (Please **do not contact me via eClass**’ messaging because you will not receive a response).

**Teaching Assistants (TAs):** TA contact information is provided on eClass

**Psychology Undergraduate Office:** Rm 291 BSB; [psyc@yorku.ca](mailto:psyc@yorku.ca) or call 416-736-5117

**Course Prerequisite** (strictly enforced):

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.yorku.ca](http://eClass.yorku.ca) (formerly moodle.yorku.ca)

**Course Description:**

This course will introduce you to the basics of research and will provide you with a good foundation for conducting your own research in higher-level courses. You will be introduced to different research methodologies, and the advantages and limitations of each will be discussed. Also, you will gain experience at locating and familiarizing yourselves with APA-style published research in psychology. **(Please see the last page of this syllabus for a list of chapters covered in order of instruction).**

**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. Demonstrate 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. Understand ethical obligations of researchers.

### **General Topics Covered in a Research Methods Course:**

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:**

**C. James Goodwin and Kerri A. Goodwin (2017). Research in Psychology: Methods and Design (8<sup>th</sup> edition). Toronto: John Wiley and Sons Inc.**

This is **the most recent edition** of the text book and **tests will be based on this edition**. If you choose to use the older 7<sup>th</sup> edition, “use at your own risk”. The organization of the 8<sup>th</sup> edition is different from the 7<sup>th</sup> edition, and the 8<sup>th</sup> edition contains some material that is different from the 7<sup>th</sup> edition. A hard-copy or electronic version of the text is available at the York University Bookstore: <https://bookstore.yorku.ca/>

**Study Guide and on-line resources** (there’s also a link on eClass):

<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1119316316&bcsId=10505>

## **CHAPTERS COVERED (IN ORDER OF INSTRUCTION)**

### **Material for Test 1:**

Chapter 5- Introduction to Experimental Research  
Chapter 6– Methodological Control in Experimental Research  
Chapter 7 - Experimental Design I: Single-Factor Designs

### **Material for Test 2:**

Chapter 8- Experimental Design II: Factorial Designs  
Chapter 9 – Non-Experimental Design I: Survey Method  
This chapter discusses the correlational method and survey method of research. Also, refer to Chapter 4 (pg 94-96) for the different types of sampling procedures used in the survey method.  
Chapter 10 – Non-Experimental Design II: Observational and Archival Methods

### **Material for Test 3**

Reliability and validity – see Chapter 4, pages 101-105 only.  
Chapter 12 - Small N Designs  
Chapter 1 - Scientific Thinking in Psychology  
Chapter 3 - Developing Ideas for Research in Psychology  
Reading and writing empirical reports (pg 384-394 in text)  
Chapter 2 - Ethics in Psychological Research

## **COURSE ASSESSMENTS:**

<b>Test 1</b>		Feb 5	30%	Chap 5,6,7
<b>Test 2</b>		Mar 12	30%	Chap 8,9,10, sampling procedures (pg 94-96);
<b>Assignment</b>	<b>due</b>	Mar 19	20%	
<b>Test 3</b>		Apr 9	20%	reliability and validity (pg 101- 105 only) Chap 12, 1, 3, 2, empirical reports (pg 384-394)

**Deadline to notify your TA that you want to discuss tests/assignment Apr 9**

## **INFORMATION ABOUT COURSE ASSESSMENTS:**

**ALL TESTS WILL TAKE PLACE DURING THE SCHEDULED LECTURE TIME – FRIDAYS between 11:30am and 2:30pm.**

### **Tests:**

There will be 3 non-cumulative tests that will each consist of short-answer and multiple-choice questions. For testing purposes you are responsible for assigned chapters in the text and material presented in lectures. The vast majority of test questions will relate to material that I covered in lectures, and most of what I cover in lectures is in the textbook. Please note that I will not be

testing you on content of “Research Examples” and “Boxes” that can be found in most chapters. Nevertheless, reading these sections might help you better understand the chapter content.

**IMPORTANT: ALL TESTS WILL BE ONLINE and it’s your responsibility to ensure that you have a good internet connection and that your computer/browser are compatible with eClass.** (For instance, if Javascript is not enabled, you will not be able to do the test – it will not work.) See: <https://lthelp.yorku.ca/quizzing/best-practices-for-a-successful-online-quiz> (or the last pages of the syllabus). I suggest that you check this out right away. If you have technical difficulties during an online test, there will be no recourse or alternative test. **A practice quiz (that will not be counted) will be available in advance.**

### **IMPORTANT INFORMATION about ACADEMIC HONESTY for ONLINE TESTS**

Tests are to be completed by you and you alone. You are NOT to discuss or share the questions or potential answers with anyone, including other students in this course and you are NOT permitted to replicate, record or copy test questions (i.e., screen shot, photograph, print, download etc). Aids of any type (text, lecture notes etc) are NOT allowed. Violation of any of the above will be considered a breach of academic honesty and will be pursued in accordance to the Senate Policy on Academic Honesty.

### **DETAILS ABOUT MISSING A TEST**

If you miss a test, it must be for a valid reason and documentation may be required.

**If you miss a test, you must notify your TA (TA contact information is posted) and COPY ME on that email ([jubis@yorku.ca](mailto:jubis@yorku.ca)) NO LATER THAN 48 HOURS AFTER THE TEST.** Failure to do so will result in a 0% on that test.

### **MISSED TESTS WILL NOT BE RE-SCHEDULED FOR ANY REASON.**

To make up for a missed test, you will need to complete an assignment that could involve material from any of the chapters covered in this course (including lecture recordings). That assignment will be provided at the end of the term, before final exams, (date to be announced) and it will be due the following day.

**If you miss a second test, you will be given 0% for that test. NO EXCEPTIONS!**

**Take-Home Assignment:** (due Mar 19):

**You are expected to work on this assignment independently.**

You will be required to “put into practice” some of the research concepts that we have covered in class. Your assignment will also allow you to gain experience at conducting a library search for psychology-related topics. To help you with this process, **a pre-recorded workshop by a**

**Scott Library librarian will be posted on eClass at the beginning of the term.**

There will be a penalty for late submission.

### **MODE OF INSTRUCTION**

This course is asynchronous; in other words, lectures are not live. Instead, **lectures will consist of pre-recorded Zoom lectures** (and the specific topics covered in the lecture will be indicated directly below the lecture link). This will enable you to follow lectures at your convenience.

**HOWEVER, all tests will take place during the official lecture time (Fridays, 11:30 – 2:30pm) and you're expected to be available then**, just as you would need to be during a traditional in-class course.

Although you're free to do your readings and view lectures at your leisure, I would advise you to get into the habit of devoting the official 3-hr class time to the course.

Each eClass "topic box" will correspond to a particular text book chapter. Within the topic box, links to pre-recorded Zoom lectures will be posted. Below the lectures, will be a link to printable lecture notes that were used in the lectures.

I will not be covering every single thing that's presented in the text, but the majority of test questions will be from material that I lectured on. I would strongly advise you to read the assigned chapters rather than relying solely on lecture notes.

For some chapters, optional practice exercises will be posted.

#### **Zoom meetings:**

Should you need to "meet" with your TA or myself, we can set up a Zoom meeting with you. In case you're not familiar with Zoom and don't know what to expect or how to join a meeting, please check out "Connecting to a Zoom meeting for students":

[https://lthelp.yorku.ca/94581-zoom/connecting-to-a-zoom-meeting-for-students?from\\_search=48268978](https://lthelp.yorku.ca/94581-zoom/connecting-to-a-zoom-meeting-for-students?from_search=48268978)

#### **On-Line Open-Forum Discussion:**

You can participate in a general discussion forum on eClass where you are free to discuss with classmates, course-related issues or any psychology-related topic or concern.

#### **Important Information about Grades:**

If you require a particular grade in this course, please work now towards attaining it. This course does not offer extra assignments or tests at the end of the course to accommodate students who are a few marks short of their desired grade.

A letter grade will be "rounded up" when calculating your overall final grade if your final percentage ends in .50 or higher. For example, if your final grade is 74.50% it will be rounded up

from a B to a B+. However, if your final percentage is 74.38% for example, your letter grade will remain a B. You must draw the line somewhere and .50% is the designated cut-off.

**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:  
 A+= 90-100, A=80-89, B+=75-79, B=70-74, C+=65-69, C=60-64, D+=55-59, D=50-54, E= 40-49, F=below 40

(For a full description of York’s grading system see the York University Undergraduate Calendar - <https://calendars.students.yorku.ca/2020-2021/grades-and-grading-schemes>)

**Add/Drop Deadlines:**

**The last date to drop this course so that it does not appear on your transcript is Mar 12.**

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

**Add and Drop Deadline Information:**

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the Psychology Department ([psyc@yorku.ca](mailto:psyc@yorku.ca)) to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline). 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.

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

**If you are registered with Student Accessibility Services and have “special accommodations”, YOU MUST PROVIDE ME WITH YOUR LETTER OF ACCOMMODATION (LOA) BY JAN. 20.**

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 university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary.

<https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

### **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 by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

### **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

### **Course Materials Copyright Information:**

Course materials, lecture notes, assignments etc are designed for use as part of the Psyc 2030M 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](#).

### **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 Sessions \(P.A.S.S.\)](#) 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 and 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 our student success programs, please consult our [website](#), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on [Instagram](#) and [Facebook](#).

## **Important information about taking a eClass online quiz (tests)** (<https://lthelp.yorku.ca/quizzing/best-practices-for-a-successful-online-quiz>)

### **Internet connection....your lifeline to the course, the quiz and your success.**

*If you're on wireless and you have the ability to physically connect to your internet connection: Do this first.*

We recommend that you use a wired connection over a wireless (WiFi) at all times. If your internet is unstable, that's one thing. If the WiFi is unstable, it could be something as simple as you being in an area where there are multiple WiFi hotspots that are using the same channels. This will cause issues. It is better to be wired in to the router and away from the invisible war for channel supremacy between yours and your neighbours routers.

### **Is your browser up to date?**

Check that you are using the most up to date version of your Browser. See our [recommended browser setting](#) article for more information.

## **Recommended browser settings**

### **Browser versions**

eClass is compatible with most modern web browsers, for the best experience we recommend you keep your browser up to date.

Note: Legacy browsers with known compatibility issues:

- Internet Explorer 10 and below
- Safari 7 and below

### **Browser settings**

For eClass to function correctly, it is recommended that the following requirements be met:

- Pop-ups are enabled
- Cookies are enabled
- Javascript is enabled
- [Java](#) is installed, up-to-date and enabled
- **Firefox help:** <http://support.mozilla.org>
- **Chrome help:** <http://www.google.com/support/chrome/>

- **Internet Explorer help:** <http://support.microsoft.com/en-us/products/internet-explorer>
- **Microsoft Edge help:** <https://support.microsoft.com/en-gb/products/microsoft-edge>
- **Safari help:** go to **Safari > Preferences**. The settings are located on the *Security* and *Privacy* tabs.

## **Pay attention to your every move**

When you're clicking around in the quiz, make sure that you see the effect that your click has. If you click too close to a previous answer, you may inadvertently change it. Be careful, and review your answers before you move on.

Ultimately it is you who is responsible for the change that happens. Make sure you double-check your answers before you continue.

## **Time is a funny thing...**

Don't leave it to the last few seconds (or even minutes) to submit your quiz. If you are taking a timed quiz you will see a timer so you can keep track of how much time you have left, but make sure you allow yourself time to submit.

## **Have the power... so to speak**

Make sure that your computer is plugged in to a constant power supply. Obviously for those of you who are at a desktop computer, you're already doing this.

For those of you on a laptop computer, make sure your power supply is plugged in to the wall and connected to your laptop. There is no guarantee that your battery is going to last you to the end of the quiz.

However unlikely, mid-quiz is not the time you want to find out that the battery on your laptop can no longer keep a charge, even though it said it still had 50% left. Even if your quiz had an automatic save, or if you just clicked the save button, the next few minutes you're going to spend trying to get back in to your course may be what you needed to finish on time.