

PSY309H5F – Experimental Design and Theory

Section PRA9101

Monday 12:00pm – 2:00pm

Online Synchronous

Course Delivery

This is a hybrid synchronous/asynchronous course- this means that there will be both live and pre-recorded lecture time, totaling 3 hours per week. After the first introductory lecture here's how the course will run:

1. A **pre-recorded lecture** (~1 hour long) will be posted by Friday morning each week. I expect you to watch the lecture and note any questions before Monday at noon.
2. Mondays at noon we will have a **synchronous (live) session** (~ 2 hours long). During that time we will review lecture concepts together, do some in-class quizzes through zoom, and illustrate some lab skills, including learning to program in R, which is statis software that you can actually use in grad school or to get a data analysis job. During this time you will have a weekly lab assignment released on Quercus, and have time to work on it and ask questions in your randomly-assigned lab breakout groups.
3. Your **weekly lab assignment** will be due by Friday at noon each week, just in time for next week's recorded **lecture!**

Live (Mondays 12-2pm) lecture link: <https://utoronto.zoom.us/j/85251188635>

Zoom License: Please note that you *must* use a UTM Zoom account to access classes and office hours. You can register for your UTM Zoom account at <https://utoronto.zoom.us>; please try to do it ahead of time!

Learn Anywhere Guide for Students <https://library.utm.utoronto.ca/students/quercus/learn-anywhere>
University of Toronto [technical requirements for online learning](#)

Course Description

You will learn how to overcome practical problems in research design, as well as how to interpret and critically evaluate research findings. You will also gain experience in the processes involved in collecting and analyzing data and in writing a research paper.

Prerequisite: PSY201H5, 202H5 or equivalent, 1.0 credit in PSY at the 200 level. **Exclusion:** PSY309H1

Contact Information

Instructor:

Prof. Norman Farb

Teaching Assistant:

Jida Jaffan

Course Website: <http://q.utoronto.ca>

Discussion Boards: The *preferred mode of contact* outside of class is via the course discussion board

Course email: psy309@radlab.zone – note this is **only** for personal issues that can't go on discussion board

Office Hours: Wednesdays, 9:30-10:30am via Zoom: <https://utoronto.zoom.us/j/81641845385>

Reading Material

Research Methods in Psychology, 4th ed. by Beth Morling, ISBN 978-0-393-53634-8.

<https://wnorton.com/books/9780393536263>

Note, there are earlier editions available which should be okay, but you will have to adapt to slightly different material and page numbers if you choose to go that route (e.g., we won't be provide alternate page numbers).

Course Evaluation

Tests / Assignments		Final Project	
Participation	6%	Research Topic	3%
Lab Assignments	9%	Literature review	5%
Test 1	20%	Proposals	2 x 4%
Test 2	20%	Poster Presentation	4%
		Final Paper	25%

Course Outline

Week	Date	Topic	Readings	Lab #	Final Project Deadlines
1	Sept 13	Psychological Thinking	1,2, 4	1	
2	Sept 20	Reliability and Validity	3, 5	2	
3	Sept 27	Writing	Qualmri*	3	<i>Research Topic Sept 27, 11:59pm</i>
4	Oct 4	Observational Designs	6, 7	4	
5	Oct 11	Reading Week			<i>Literature Review Oct 15, 11:59pm</i>
6	Oct 18	Test 1			
7	Oct 25	Correlational Design 1	8	5	<i>Correlational Proposal Oct 29, 11:59pm</i>
8	Nov 1	Correlational Design 2	9	6	
9	Nov 8	Experimental Design 1	10, 11	7	<i>Experimental Proposal Nov 12, 11:59pm</i>
10	Nov 15	Experimental Design 2	12	8	
11	Nov 22	Quasi-Experiments	13, 14	9	
12	Nov 29	Test 2			
13	Dec 6	Poster Day + Final Paper Due			<i>Paper & Poster Dec 6, <u>9 am</u></i>

- Participation includes attending lectures and participating in live polls + discussion board posts
- Labs will be released on Quercus during lectures on Mondays
- **Labs are due by 12 noon** on Fridays each week that a lab is assigned
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Research Topic (3% of final grade)

Due 11:59pm Monday, Sept 27, 2021; Submit on Quercus

In the first week of class, we will discuss psychological science and the importance of selecting a relevant topic for research. By the end of the third week of class, you must do some brief literature review and propose a topic of psychological research. This will serve as an 'early draft' of your full literature review assignment.

Your selection of a topic is important because it will also become the topic of your research presentation and paper. We will therefore spend a lot of time early in the course discussing how to identify subdomains in a research literature, using research on well-being as an example. However, please remember this is just a first draft- we need to see just a page or two that introduces us to the topic area, and a page or two that describes how the research is conducted:

To propose your measure, you should write a brief (4 page) paper explaining your choice:

- 1) **Theoretical relevance (50%):** You should provide an introduction that defines your construct of interest, tell us about the research history of how this topic has been studied, and state a hypothesis that you think has some real-world relevance based on this topic. *In this section, you should try to get us to understand why this topic is important for psychological science- why should people care about this?*
- 2) **Methods (50%):** tell us how using this topic is studied. If it is usually self-report, what types of measures? Open ended interviews? Scales/questionnaires? More objective measures? Who is usually studied- what population is this research about? How are studies usually conducted? A single lab session? Repeated testing? Longitudinal follow-up? Is something manipulated experimentally, or is this mostly observational research? Show us that you are getting a sense of how the research is conducted, because you are going to be working towards two more specific research proposals later in the term.

You must cite at least 2 published, peer-reviewed papers, one supporting the theoretical relevance section, and one supporting the methods section.

Formatting: The paper should be 4 pages (±3 lines), double spaced, 1 inch margins, 12 point Times New Roman font. Do not add extra spaces for paragraphs, and use regular sized (0.5 inch) indents at the start of every paragraph. If you do not follow these instructions, you will lose marks. In the real world, if you submit a grant with incorrect formatting, the grant may be rejected completely. We won't do that, but 'perfect work' follows guidelines. This page limit does not include a cover page or references page- you should at least include a references page at the end of the assignment.

Literature Review (5% of final grade)

Due 11:59pm Friday, October 15, 2021; Submit on Quercus

This is the 'grown up' version of the Research Topic proposal. The purpose of this assignment is to help you develop your skills in searching, evaluating, and documenting literature on a particular topic. These skills represent a fundamental component of research. This is because any research effort must be embedded in the historical background of what has been done previously.

Practically speaking, this document will establish the 'gap' or 'frontier' in the research on your chosen topic, which will justify your correlational and experimental study proposals.

Here's the crazy thing. **I still want you to submit a 4-page document as the main assignment**, just like the Research Topic proposal. But now, I want it chock-full of references from the academic literature. You should cite things in APA format, but now I would like almost every idea to be supported by at least one reference. This 4-page document is going to be a guide to your research study, like the introduction to a peer-reviewed research paper. So please, do think of it as an introduction to a journal article if that is helpful.

I expect you to reference:

- **At least 2 primary source articles** – articles that are highly cited (>100 citations) and have a major impact on the field. These articles must be primary in the sense that they must each report on original research studies, and not simply be summarizing other articles or discussing theory/opinion.
- **At least 5 current other primary articles** – other primary research studies, all published within the past 10 years. These articles will help establish the breadth of research being done in the field, other manipulations, populations, etc. Things you think help the reader understand trends in the topic area and helping to establish the 'cutting edge' of research so that you will be able to argue where the 'gap' or 'frontier' is in the research literature that you will address with your own proposal.
- **At least 2 secondary/review articles** - Meta-analyses are a great option here, as they pull lots of research together, but narrative reviews, or 'current opinion' style articles would be fine too

To help set the stage for your proposal, please consult the QUALMRI document- your goal is to review the strengths and weaknesses of existing papers in the research area so that you can (i) plan for your own methods in your upcoming proposals, and (ii) show where there are limitations / gaps in our understanding based on the current research literature.

A strong literature will finish with a few sentences that clearly articulate a research question based on gaps in the existing literature!

Formatting: The paper should be 4 pages (±3 lines), double spaced, 1 inch margins, 12 point Times New Roman font. Do not add extra spaces for paragraphs, and use regular sized (0.5 inch) indents at the start of every paragraph. If you do not follow these instructions, you will lose marks. In the real world, if you submit a grant with incorrect formatting, the grant may be rejected completely. We won't do that, but 'perfect work' follows guidelines. This page limit does not include a cover page or references page(s). You must include references page(s) at the end of the assignment.

Correlational and Experimental Research Proposals (Each are 4% of final grade)

Correlational: Due 11:59pm Monday, October 25, 2021; Submit on Quercus

Experimental: Due 11:59pm Monday, November 5, 2021; Submit on Quercus

By about midway through the course, you should know enough about research design to integrate your literature review into and propose investigating your measure in a full research proposal. Each proposal should be approximately 8 pages long and in APA style, not including references (same formatting requirements as earlier assignments).

The first 4 pages of both proposal can be recycled edits of the Literature Review assignment. You can reuse most of the material, though you should tailor your review and the research question at the end towards a correlational / experimental design as appropriate. You must edit the first 4 pages so that instead of just ending with a general research proposal, you introduce 1-3 specific hypotheses that foreshadow the methods you will articulate in the rest of the proposal. **The experimental proposal can also recycle elements from the correlational proposal.** The goal here is to show that you can think about both approaches!

The second 4 pages of the proposal will be like the methods section of an empirical paper, with the final half page providing specific estimates of the effects that you expect to find if your hypotheses are true and your study is successful. You will outline how you plan to obtain your sample, the general procedures, and the measures you will use to test your ideas. Note, you may use the same measures and populations across the two studies. The main difference between the two studies is that one measures variables with no manipulations whereas the other involves an experimental manipulation of one or more variables. We will provide examples from real research during lecture and class time, and an example template on Quercus.

Within a couple weeks of the deadlines, you will receive written feedback on the strengths and weakness of your proposals, and you will also receive simulated data that you can analyze for your final paper. To help you imagine what we are looking for, here are some suggestions:

1. *Review* the literature on your measure and its relation to well-being in slightly greater depth (3½ pages).
2. Propose a *research question* that makes one theoretical prediction, i.e., that uses the literature review to justify a hypothesis about something that is yet untested or poorly understood (2-3 sentences).
3. Clearly state your *general theory* and *specific hypotheses* around how your measure will relate to well-being (a sentence or two for theory, then describe and number 1-3 hypotheses).
4. Describe in detail how you will *operationalize* your construct- who will you test, when will you test, what will you test, how will you score your raw data to create variables of interest, why are you choosing this specific measure given that there are probably lots of options? If you chose to create your own tasks or measures, how did you create them (2 pages)?
5. What is your data *analysis* plan? What sorts of tests will you need to run? You should describe an analysis for each of your 1-3 hypotheses introduced above (1 page), and state the specific test and variables used. The variables must all be introduced and defined in the *operationalize* section above.
6. Provide example data. You should provide at least 1 figure of expected results, and include the means and standard deviations for your measures - this is essential for us to simulate your data (1 page). We will provide examples on quercus of what this could look like and discuss how to create expected data in excel or R in class.

Research Paper (25% of final grade)

Due 9:00am Monday, December 6, 2021; Submit on Quercus

The 'capstone' project for this course is a final paper that extends your proposal, but replaces your hypothesized results with actual results of your analysis of simulated data for study 1 (correlational) and study 2 (experimental). This paper should look like an empirical research paper that you are getting ready to submit to a peer-reviewed journal.

A proper academic paper is again described in depth in the QUALMRI document. In brief, the paper **must** contain the following sections:

- Introduction (4 pages, should integrate both proposal's hypotheses)
 - Your literature review
 - The general research question of your project, any relevant historical detail, and why this question is important
 - Your theory and your specific hypotheses

- Study 1 - Correlational
 - Brief intro (1/2 page)
 - Methods (1-2 pages; taken from your proposal is fine)
 - Results (1 page)
 - Brief discussion (1/2 page)

- Study 2 - Experimental
 - Brief intro (1/2 page)
 - Methods (1-2 pages; taken from your proposal is fine)
 - Results (1 page)
 - Brief discussion (1/2 page)

- General Discussion (2-3 pages)
 - A broad paragraph restating your research question and what you have learned
 - A paragraph or two for each study hypothesis and what you found in plain language, how they fit into the research literature (you might need to find some more papers to help interpret your findings), and what we have learned about each hypothesis
 - What the limitations were to your approach ("constraints on generalizability") and what future directions you might pursue if you were to do more research in this area
 - A final set of concluding paragraphs that summarize the findings and discuss the implications of the results.

So, that's 12-14 pages total- please do not go over or under, same formatting requirements as the assignments above. This limit includes figures/tables. It does not include a title page (optional) or the required references section at the end (no page limit on reference). Papers that are too short or too long will lose marks. Templates and more details about each section will be provided in class and on Quercus.

Research Poster (4% of final grade)

Due 9:00am Monday, December 6, 2021; Submit on Quercus

On the final day of class, you will have an opportunity to present your work in a big virtual poster session. We are planning to combine both sections of this year's course and it will be a chance to browse your peers' work. Essentially, the poster will summarize your work on your research paper. We will provide you with templates of posters on Quercus. The idea here is to learn to summarize your research into a really bite-size form, taking the most important points and your paper figures and learning to talk through them. We will set up a virtual poster session and assign you 1 hour presenting and 1 hour viewing others' presentations on our final day.

Tips

- Most people spend only a few minutes at a poster (your poster is often one of a hundred or more at most conferences!). What's your one take-home message? Make sure your poster and your explanation emphasizes this message!
- Avoid clutter!!! The fewer words the better. Your **smallest** text should be at around 50 point font!
- **You may use short sentences and bullet points** to help reduce the wordiness (e.g., rather than "participants were 110 undergraduates at UTM" you can say "N = 110 UTM undergraduates")
- You may use pictures to cut down on words and summarize methods (and should!)
- Be creative- make new figures to explain methods! Make it fun and engaging!
- Use the templates provided to make sure you cover all sections of a poster, feel free to adapt them too.

Resources on how to make a poster with example posters:

- <http://www.utexas.edu/ugs/our/poster/samples>
- <http://www.writing.engr.psu.edu/posters.html>

Participation (6% of final grade)

Due 9:00am Monday, December 6, 2021; Submit on Quercus

Participation will come in the form of online surveys, discussion, and small group work each week. This is essentially an attendance/participation grade. If you do miss classroom activities, you can make it up on discussion board posts, either responding to a question of the week, or in asking / answering questions in a substantive manner. If you attend regularly / post occasionally to the discussion board, you can expect a 5 / 6 in this section. If you are great on attendance or engage a lot on the discussion board, you can achieve 6 / 6, but this perfect grade is reserved for 'exceptional participation' – you are not entitled to a perfect grade just because you attend most of the time and do a few posts.

Weekly Labs (9% of final grade)

Due 12:00pm (NOON) Fridays; Submit on Quercus

Every week with lecture (as opposed to a test or presentation), we will release a lab assignment at the same time as synchronous lecture (Mondays at noon). There will be time to work in small breakout groups each class, in which you will try to complete the labs. There will be an answer sheet attached to each lab that you are expected to upload onto Quercus by noon on the Friday of the same week.

Tests (2 x 20% of final grade)

October 11 & November 22, 2021 – 12 noon to 2pm during our regular class time

Tests will be released through Quercus and consist of multiple choice, short answer, and essay questions. Typically, these sections comprise 1/3 of the test each. You will have 2 hours to complete tests + ½ hour for tech difficulties/uploading. The questions will mostly ask you to integrate and evaluate ideas around research.

Communication and Conduct

1. The best way to succeed in this class is to come to lectures and office hours.
2. **Content and general course questions should be posted on the discussion board.** Be prepared to receive a screenshot of this part of the syllabus if you ask for private help in an email to a general course question. It is embarrassing not knowing something, but trust me, other people are likely wondering the same thing and you will never be admonished for asking an honest question.
3. **Course email is for administrative matters;** course-related email to other addresses will not be answered; content questions to the course email will not be answered.
4. **Missed work requires medical documentation** to be excused, no exceptions.
5. **Please be considerate of others in class. Silence cell phones,** and limit discussion with neighbours to dedicated discussion time each week.
6. **Remarking requests must be submitted in writing** in to the course email. Remarking requests must explain what is wrong with the current marking and make the case for why you deserve a higher grade.
7. **Learn with integrity.** Read about it on: <http://www.artsci.utoronto.ca/osai/students>

Learning Outcomes

By the end of this course, students should be able to:

- Identify and evaluate reputable sources of information.
- Critically evaluate the validity and reliability of research designs and the quality of empirical evidence in scientific papers.
- Explain the scientific process through which a theory is tested.
- Analyze and identify important patterns in data and draw inferences from them.
- Design correlational and experimental studies that appropriately, and rigorously, test a theory.
- Communicate clearly the strengths and limitations of research designs.

Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

Note: You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the following help site: <https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>

IMPORTANT COURSE POLICIES **PLEASE READ**

Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at: <https://utmapp.utm.utoronto.ca/SpecialRequest>.

Important note: Once the test/exam is available online and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access the test/exam. If at any time you access the test/exam, you will **NOT** be able to submit a special consideration and/or your request will be refused. **If your request is approved by the department, you will be provided with a makeup test. There will be no re-weighting of exams, incomplete work will result in an incomplete on your transcript until the makeup test is graded.**

Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the Instructor** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

Missed Final Exam or Extension of Time beyond exam period

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions> and follow their procedures.

Penalties for Lateness

A penalty of 10% per calendar day (i.e., including week-ends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

Academic Guidelines

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you **WILL BE REMOVED** from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

AccessAbility Services

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves

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the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847.

<http://www.utm.utoronto.ca/accessibility/>

Privacy and Copyright Disclaimer

Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Academic Honesty and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Plagiarism

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>)

Academic Rights

You, as a student at UTM, have the right to:

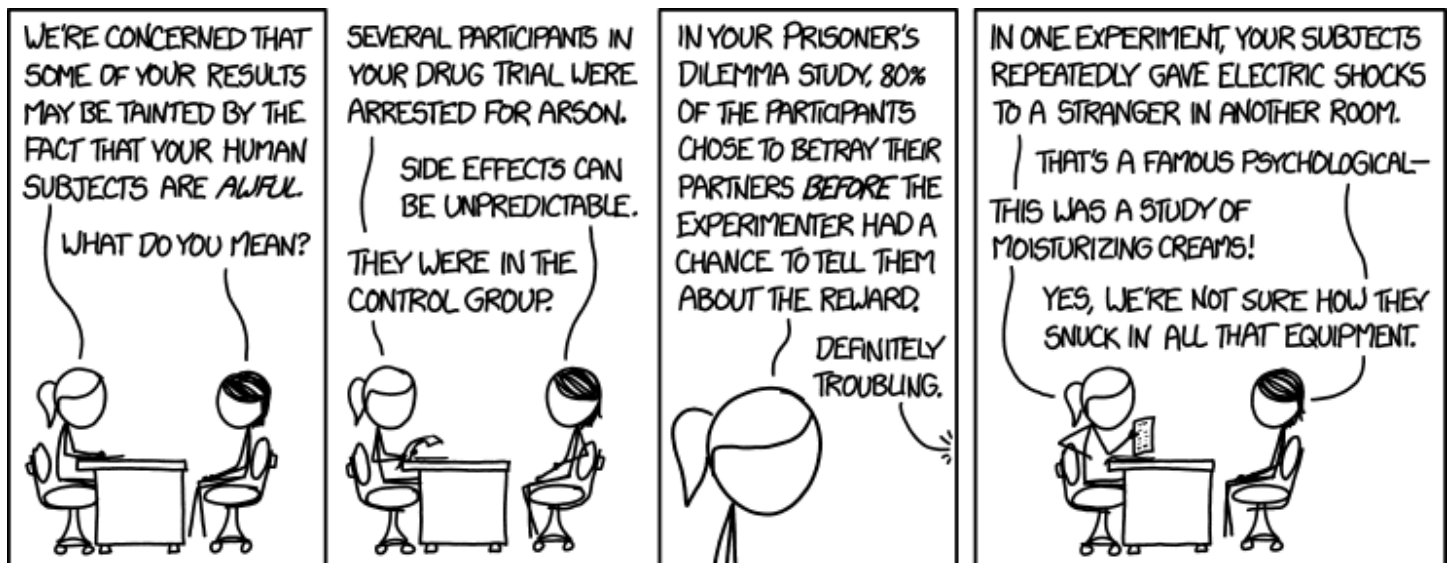
- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks’ assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students’ Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

Final Remarks

Learning to do research can feel scary, but it is really an awesome and empowering feeling when you begin to understand how different methods combine to help answer questions about the world and the people within it. It is my fondest hope that you will get a taste of this empowerment in this course and finish hungry for more! This course is structured to support your learning by rewarding consistent weekly effort. Please give it a shot and jump into the idea of spending some time each week exploring course concepts. Who knows, you may be the next psychology pioneer!



<https://xkcd.com/1594/>

Got more questions? Please check out the course website at: <http://q.utoronto.ca>, and in particular the discussion board, in which you can help and be helped by your learned instructors & illustrious peers. If you have read this far, please email me a picture of something that inspires you and tell me a bit about why. If you get it submitted before the 3rd live lecture of the course, it will help your participation mark and help unlock the potential for a 6/6. Only submissions sent to the course email address will be considered, and only by the deadline. For my part, I promise to ask you to read the whole syllabus at least 5 times over the first 2 weeks.

Good luck!