

## **PSYC\*4870 Fall 2018 and PSYC\*4880 Winter 2019 Course Outline**

### **General Information**

**Course Title:** Honours Thesis I and Honours Thesis II

### **Course Description:**

Students develop the Honours Thesis project across two (normally successive) semesters by working closely with a faculty supervisor. Students take PSYC\*4870 (0.5 credits) in the Fall semester and PSYC\*4880 (1.0 credits) in the Winter semester. The 1.5 credit weighing for the two courses reflects the workload and the standards set for the Honours Thesis project.

### **Pre-requisites and Registering for the Course:**

Registration for PSYC\*4870 requires (1) the Department of Psychology's Academic Advisor and Manager, Sharon Helder's, signature on an "Instructor consent" waiver form, and (2) a completed Honours Thesis Contract (see last page of this form). For those who have not yet completed PSYC\*3370 and/or PSYC\*3380, PSYC\*4780 is a co-requisite for PSYC\*4870, Psychology's Academic Advisor and Manager will sign the "Instructor consent" waiver for PSYC\*4780.

Registering for PSYC\*4880 can be done on web advisor. No waiver is needed.

**Credit Weight:**            PSYC\*4870 (0.5 credits)            PSYC\*4880 (1.0 credits)

**Academic Department (or campus):** Psychology

### **Class Schedule and Location:**

Fridays 11:30-2:20pm MCKN room 231

### **Instructor Information**

#### **Instructor Name:**

Leanne Son Hing

#### **Instructor Email:**

sonhing@uoguelph.ca

#### **Office location and office hours:**

MacKinnon Extension room 3010, Fridays 10:30-11:30

#### **Teaching Assistant**

Grace Ewles: [gewles@uoguelph.ca](mailto:gewles@uoguelph.ca)

Office hours & location: Mondays 1-2pm, Blackwood Hall rm 223

## Course Content

### Learning Outcomes:

#### *Critical and Creative Thinking*

**1) Depth and Breadth of Understanding: Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and sub-disciplinary boundaries. A successful student is able to:**

- Integrate and use knowledge gained in prior design, analysis, and content courses by designing and implementing a major, independent research project.
- Conduct a literature review in relation to the proposed research project by reading and reporting on critical empirical and theoretical work.
- Identify and delineate major theories and empirical evidence related to the proposed research topic.

**2) Inquiry and Analysis: A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed conclusions or judgments. A successful student is able to:**

- Integrate and synthesize the research literature in order to provide a clear justification/rationale of the study objectives.

**3) Creativity: The ability to adapt to situations of change, to initiate change and to take intellectual risks. A successful student is able to:**

- Generate and evaluate creative approaches to the study of the proposed research topic.
- Adapt to different situations in the process of research by generating and evaluating creative solutions to problems and creative ways of investigating topics.

#### *Literacy*

**4) Information Literacy: The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats. A successful student is able to:**

- Locate information and use it to write a research proposal and thesis that identify gaps in the existing knowledge base and design research questions and hypotheses to address them.

**5) Methodological Literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. A successful student is able to:**

- Design a methodology to answer their proposed research questions by tailoring to the available research populations and contextual circumstances.

**6) Quantitative Literacy: Includes numeracy, and competence in working with numerical data. A successful student is able to:**

- Conduct data collection and analyze data using appropriate quantitative or qualitative methods.
- Interpret the study's findings; write the results and discussion sections in light of the results with logical and evidence-based arguments.

### **Communication**

**7) Oral Communication: Includes interpersonal skills, oral speaking and active listening as they apply to psychology. A successful student is able to:**

- Deliver an oral presentation that integrates and summarizes your research proposal.
- Communicate effectively with other academics in a professional context using a poster presentation of the honours thesis.
- Exhibit confidence as a public speaker.
- Demonstrate the ability to present information in ways that the receiving party can easily understand.
- Actively listen, reflect upon, and respond to questions while acknowledging limitations to one's psychological knowledge.

**8) Written Communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., American Psychological Association [APA] style, papers, posters). A successful student is able to:**

- Communicate constructive feedback to peers on content and delivery of oral presentations.
- Write a research proposal that includes proposed methodology using APA style or any other style required by the field of study.
- Write a thesis document using APA style or any other style required by the field of study.
- Write in a sophisticated manner clearly conveying the message of the writer to a target audience.
- Include a breadth of vocabulary appropriate to the discipline of psychology.
- Avoid grammar, spelling, and functional errors.

### **Professional and Ethical Behaviour:**

**9) Ethical Issues in Research: Includes the understanding and application of how human and animal rights and cultural relativism applies to ethical decision making in the context of research. A successful student is able to:**

- Design and prepare research ethics forms and obtain ethics approval.
- Understand potential ethical issues with your research.

**10) Personal Organization / Time Management: An ability to manage several tasks at once and prioritize. A successful student is able to:**

- Negotiate and plan with supervisor draft submissions and final deadlines.
- Submit to supervisors early drafts of the work in order manage the work progression.
- Deliver all assignments according to deadlines and expected quality.
- Communicate with supervisor about expectations, research activities, performance, and feedback.

This course is designed for students who are planning to apply to graduate school. The learning outcomes described above will ultimately develop the skills necessary for graduate school success.

**Content:**

The primary goal of PSYC\*4870 is to assist students in preparing a thesis proposal. Much of students' time will be spent doing independent reading, under the supervision of their faculty supervisors, to explore the relevant literature related to the thesis.

Students will also work with their supervisors to plan their research studies, which they will present during the semester in the form of an oral presentation to the class and at the end of the semester in the form of a written proposal. Students will work at different speeds: some will not start data collection until January while some will finish before December. You should aim to submit ethics by early November *at the latest*. All students should be ready to begin data collection before the Winter semester begins.

Class time will also be devoted to other important issues such as: writing the GREs, applying to graduate school, using Mass Testing and the Participant Pool, conducting research ethically, completing an ethics protocol and helpful writing and presentation tools.

During the second semester, students will complete data collection for the research project, analyze their data and write their honours thesis. There will be few classes. Towards the end of the semester, sessions will be held on writing the final thesis and preparing for the poster presentation.

The course schedule provided below is tentative, and is subject to change.

<b>Week of Term</b>	<b>Date</b>	<b>Activity</b>
1	Sept 7	Introductions
2	Sept 14	Grad School and Career Options
3	Sept 21	Grad School and Scholarships
4	Sept 28	How to deliver an effective oral presentation. Constructive feedback.
5	Oct 5	Writing the Proposal, Participant Pool and Ethics
6	Oct 12	Time Management, Stress Management, and Working with Supervisor
7	Oct 19	Student Oral presentations
8	Oct 26	1:15-2:30pm Student Oral presentations
9	Nov 2	Student Oral presentations
10	Nov 9	Student Oral presentations
11	Nov 16	Student Oral presentations
12	Nov 23	Student Oral presentations
1		Welcome back, structure of term
2		Realistic expectations for the thesis, confidence in the process
3		How to plan your analyses and approach your results section
4-8		20 min one-on-one meetings: your analyses
7		How to write and format the thesis
8		How to create and present a poster (examples too!)
12		Honours thesis poster conference!

To help you structure your time, we are providing the opportunity for students to meet one-on-one to go over your plan for analyses. These meetings will be scheduled sometime between weeks 4 to 8 of the winter term. Each meeting will be 20-30 minutes.

## How Learning Outcomes are Taught and Assessed:

PSYC\*4870 is Pass/Fail.

PSYC\*4880 is for grade. The components of this grade involve work done in the first term (PSYC\*4870) and work done in the second term (PSYC\*4880).

### 1) Weekly activity log

Students will be required to keep a log of all thesis-related activities. Log entries should record the nature and duration of each activity, as well as important knowledge and skills learned during each activity. Substantive comment about the research process is required. Each entry should not exceed one-page in length. *Please discuss expectations with your supervisor asap.* **Advisors will evaluate the log (10% of your grade) and are required to give students feedback about their progress regularly throughout the term. Advisors may find it helpful to structure such feedback in relation to the weekly activity log.**

### 2) Each student will be required to give a 10-minute ORAL PROPOSAL PRESENTATION to the class, summarizing the planned research.

Proposal presentations will start in October (**worth 10% of your grade, evaluated by course instructor & TA**). The purpose of the oral presentations is (a) to help students learn how to present research and handle a Q&A session, (b) to provide a forum for enquiry and constructive feedback to facilitate and enhance the development of the research project, and (c) for students to develop an appreciation of the diversity of topics being investigated and to foster interests in the broad spectrum of psychological enquiry.

The presentation should include a background context into which the study can be placed, a description of the problem to be investigated and an account of the research methodology to be employed. A five-minute question period will follow each presentation. All students will be expected to engage in critical discussion around the presentations. We will hold a class session to prepare you for your presentation. **Please upload your PowerPoint presentation to PEAR by 9:00am the day before your presentation.**

**\*\*STUDENTS ARE RESPONSIBLE FOR FACILITATING THE ATTENDANCE OF THEIR FACULTY SUPERVISOR\*\***

### 3) After each oral presentation class, students will submit a constructive feedback review for the presenters.

The research process is based on continuous reviews and feedback. Students will act as reviewers of the presenters. I will know the identity of the reviewers but the presenter will not know.

Students will learn how to provide constructive feedback and how to fill out and submit the constructive feedback reviews. **Constructive feedback reviews of each presenter will be submitted through PEAR** (<http://www.uoguelph.ca/peartool/>) **within 24 hours following the presentation session.** The reviews will be confidential allowing the reviewers to be blind to the presenters. Once all the blind reviews are submitted, presenters will access the reviews.

Students will submit constructive feedback reviews for each presenter from at least 3 of the 5 sessions. Students are not required to submit reviews for the session in which they present (although they are welcome to do so). **Providing timely, constructive, and complete submission of reviews will count toward 5% of your final grade in PSYC\*4880.**

Students will meet with me to get feedback after each presentation.

#### **4) At the end of PSYC\*4870, students will submit their WRITTEN RESEARCH PROPOSALS.**

Due the first day of the examination period by 12 pm to your supervisor (**worth 10% of your grade, evaluated by supervisor**). This should clearly define the research problem and present an appropriate research design to investigate it. The proposal should clearly show how the proposed research relates to the questions drawn from the critical review of the literature. Proposals are typically 10-12 pages long (not counting references and appendices); however, the length of your proposal will depend on your specific topic and type of research. Your advisor, the one supervising and grading your thesis and proposal, is the best person to ask about expectations in terms of length. Previous to submitting the proposal, you should have delivered a minimum of one draft to your supervisor (deadlines to be negotiated with your supervisor) so you can use the feedback to improve the final proposal.

Proposals contain the following sections:

- Introduction
- Proposed research design and methods
- Plan for data analyses
- References
- All materials (to date) in Appendices

#### **5) At the end of PSYC\*4880, students will submit their WRITTEN HONOURS THESIS.**

Due the first day of the examination period by 12 pm to your supervisor and your second reader (**average grade worth 35% of your mark**). Honours Theses should be written in an augmented APA research report style to allow for a critical review of the literature and detailed description of all aspects of the research project. Appendices should contain all materials used in the study.

Students with their supervisors are responsible for selecting a second reader (a faculty member who is not the instructor). The submission deadline can be negotiated with supervisor and second reader, and should be communicated by the supervisor to the course instructor. The supervisor and second reader are to submit their grades to the course instructor and TA.

#### **6) Poster presentation**

Students will be expected to prepare a poster for the Honours Thesis Poster Conference to be scheduled just before the final exam period. Faculty and graduate students from the Department of Psychology will be invited. Three judges will evaluate the poster presentation (**average grade worth 10% of your mark**). The posters are to be uploaded to Courselink's dropbox by 9am two days before the poster conference.

#### **7) Final Reflection Paper**

The final reflection paper (worth 5%) should be a maximum two double spaced pages. It should reflect how the students' abilities or perspectives in regard to one (or more) of the learning outcomes has developed as a result of their experience in this course. Students should discuss both their struggles and their successes. This paper will be uploaded to Courselink during the first week of final examination period and a hard copy should be submitted under my door.

### 8) Advisor's evaluation

Throughout both semesters, the faculty supervisor will evaluate students' contribution by considering their independence in the development and conduct of the project, as well as their creativity, responsibility, organization, and execution of the project. This will count toward 15% of final PSYC\*4880 grade.

#### More detailed mapping:

Assignment or Activity	Due Date	Weight (%)	Evaluated by	Learning Outcomes Assessed
Weekly Activity Log	Due to supervisor every Xday of term (F and W).	10%	Advisor	<b>Written Communication, Critical and Creative Thinking, Professional and Ethical Behaviour</b>
Participation in class activities including providing feedback on presentations	All classes Peer feedback due within 24 hours of presentation sessions	5%	Instructor	<b>Inquiry and Analysis, Literacy, Oral Communication, Professional and Ethical Behaviour</b>
Oral proposal	One of last 6 classes fall term	10%	Instructor	<b>Critical and Creative Thinking, Literacy, Oral Communication, Professional and Ethical Behaviour</b>
Written Research Proposal	First day of the examination period, 12 pm	10%	Advisor	<b>All learning outcomes</b>
Written Thesis	First day of the examination period, 12 pm	35%	Advisor, Second Reader	<b>All learning outcomes</b>
Final Poster Presentation	Last week of term	10%	Judges	<b>Critical and Creative Thinking, Communication, Professional and Ethical Behaviour</b>
Final Reflection paper*	First week of final exam period	5%	Instructor	<b>Inquiry and analysis, Written communication</b>



Assignment or Activity	Due Date	Weight (%)	Evaluated by	Learning Outcomes Assessed
Advisor's Evaluation of the Student's Work Fall and Winter (independence, contribution, execution of work)	During Winter semester examination period	15%	Advisor	All learning outcomes

#### **Additional Notes:**

\*The final reflection paper must be completed to pass the course.  
 PSYC\*4870 Honours Thesis I GRADE: You will receive a "Pass/Fail" at the end of the first semester. To obtain a passing grade for semester 1, students must have satisfactorily completed the thesis proposal, presented it in class, and contributed to class discussions of the various proposals. Furthermore, students must have attended all scheduled classes, completed the constructive feedback reviews and contributed to class discussion in a meaningful way.

#### **Final examination date and time:**

There is not a final exam.

#### **Course Resources**

See Courselink.

#### **Additional Costs:**

None if poster printing coordinated with course TA.

#### **Course Policies**

##### **Grading Policies**

Marks will be docked for exceeding the page limit (5% per half page) and for late submissions (5% per day including weekends). If you submit your assignment one day late, this means that your maximum attainable grade on the assignment will be 95% instead of 100%.

##### **Course Policy regarding use of electronic devices and recording of lectures:**

Default text: Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

##### **Expectations about Email Communication**

As a general rule, I will do my best to answer emails within 48 hours of reception of the email. I do not check or answer emails on Saturdays or Sundays. I prefer that you ask your questions in class so that everyone can benefit from the discussion. If the matter is private, I prefer that you come to my office hours to ask your questions. If the answer to your question can be found in any of the documentation available in CourseLink I will suggest that you come to office hours to clarify.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

**Drop date**

The last date to drop one-semester courses, without academic penalty, is Nov2. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)

## Honours Thesis (PSYC\*4870, 4880) Contract

Advisors: please read the course outline, especially the section on “How Learning Outcomes are Taught and Assessed” before signing the contract.

Advisor’s Name (please type or print) \_\_\_\_\_

Advisor’s Signature \_\_\_\_\_

Student’s Name (please type or print) \_\_\_\_\_

Student’s Signature \_\_\_\_\_

Verified by Academic Manager and Advisor, Sharon Helder

Signature \_\_\_\_\_

Date \_\_\_\_\_