

# **PSYC\*4870 & PSYC\*4880, 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. Typically, 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) my signature on an "Instructor consent" waiver form, and (2) a completed Honours Thesis Registration Form. Both forms are available at Psych Dept Website (Under Resources for Undergraduate Students)

The Honours Thesis Registration Form requires students to attach a transcript including grades from the previous semester and to indicate that they have met the prerequisites for the course. Special allowances might be made for prerequisites that are in-progress at the time of course selection. The following prerequisites for PSYC\*4870 must be checked by the Supervisor and the Course Instructor:

### **Completion of PSYC\*3371/2 or PSYC\*3370 and PSYC\*3380**

Finally, the form requires signed consent to supervise from a faculty member and signed permission to enter the course from the Course Instructor. This signature is contingent upon the student demonstrating they have obtained a Thesis Supervisor's signature on the department's Thesis Registration Form and have an academic standing appropriate for application to graduate programs (see Graduate Advisory under Major). Pre-requisites for PSYC\*4880 include:

- The successful completion of PSYC\*4870
- Completion or concurrent enrollment in PSYC\*4370 or PSYC\*4900.

### **Credit Weight:**

PSYC\*4870 (0.5 credits)

PSYC\*4880 (1.0 credits)

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

Psychology

**Semester Offering:**

Fall, Winter, Summer

**Class Schedule and Location:**

FALL 2015: MCKN, Room 231

**Instructor Information****Instructor Name:**

M. Gloria Gonzalez-Morales

**Instructor Email:**

mggonzal@uoguelph.ca

**Office location and office hours:**

Mackinnon Extension 3002

Fall 2015: Mondays 2.00 pm to 3.00 pm or by appointment.

**Course Content****Learning Outcomes:*****Critical and Creative Thinking: Depth and Breadth of Understanding***

***Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and sub-disciplinary boundaries.*** Upon successful completion of this course, students should be able to:

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

***Critical and Creative Thinking: 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.*** Upon successful completion of this course, students should be able to:

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

***Critical and Creative Thinking: Problem Solving***

***Is a process in which one works through a series of operations to come to a conclusion.*** Upon successful completion of this course, students should be able to:

5. Design a research study methodology by selecting the optimal methods, operationalizing measures, and articulating the reasons for choosing those methods and solutions.

### ***Critical and Creative Thinking: Creativity***

***Involves the ability to adapt to situations of change, to initiate change and to take intellectual risks.*** Upon successful completion of this course, students should be able to:

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

### ***Literacy: 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.*** Upon successful completion of this course, students should be able to:

8. Locate information and use it to write a research proposal that identifies gaps in the existing knowledge base and formulate them as research questions and hypotheses.
9. Conduct a study and write a thesis that generates data to answer the proposed research questions and/or test the proposed research hypotheses.

### ***Literacy: Methodological Literacy***

***The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science.*** Upon successful completion of this course, students should be able to:

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

### ***Literacy: Quantitative Literacy***

***Includes numeracy, and competence in working with numerical data.*** Upon successful completion of this course, students should be able to:

11. Conduct data collection and analyze data using quantitative or qualitative methods
12. Interpret the study results and write results and discussion sections in the light of the results with logical or evidence arguments

### ***Literacy: Technological Literacy***

***The ability to select and use appropriate technology.*** Upon successful completion of this course, students should be able to:

13. Use word processing software to write thesis documents.
14. Use presentation software to design academic slideshows and posters.
15. Use data analysis software programs to analyze research data.
16. Use online platforms to share documents and feedback.

### ***Literacy: Visual Literacy***

***The ability to effectively find, interpret, evaluate, use, and create images and visual media and content.*** Upon successful completion of this course, students should be able to:

17. Create meaningful images and visual media and use them effectively, ethically and legally in their thesis documents, slideshows and posters.

### ***Communication: Oral Communication***

***Includes interpersonal skills, oral speaking and active listening as they apply to psychology.***

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

18. Deliver an oral presentation that integrates and summarizes your research proposal.
19. Communicate effectively with other academics in a professional context using a poster presentation of the honours thesis.

When communicating orally students will be able to:

20. Exhibit confidence as a public speaker.
21. Facilitate discussion of complex concepts effectively
22. Demonstrate the ability to present information in ways that the receiving party can easily understand.
23. Actively listens, reflects upon, and responds effectively to questions while acknowledging limitations to one's psychological knowledge.

### ***Communication: 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, term papers, posters).***

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

24. Write a research proposal that includes proposed methodology using APA style or any other style required by the field of study.
25. Write a thesis document using APA style or any other style required by the field of study.

These documents will exhibit the following characteristics:

26. They are written in a sophisticated manner clearly conveying the message of the writer to a target audience.
27. Include a breadth of vocabulary appropriate to the discipline of psychology.
28. Grammar, spelling, and functional errors are almost non-existent.

### ***Communication: Reading Comprehension***

***The understanding of theoretical and empirical literature in psychology.*** Upon successful completion of this course, students should be able to:

29. Read and understand the extant literature in the proposed topic and extract theoretical and empirical information to propose and design a research study.

### ***Communication: Integrative Communication***

***A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum.*** Upon successful completion of this course, students should be able to:

30. Communicate constructive feedback to peers on content and delivery of oral presentations.
31. Use experience, psychological knowledge and newly acquired knowledge (through literature reviews) to develop the honour thesis project and communicate this process and findings in oral and written form. Developing this project involves to solve increasingly difficult problems or explore complex psychological issues in an original way.
32. Deliver a final written honour thesis document and oral presentation that demonstrate the integration of psychological knowledge and its effective communication.

### ***Professional and Ethical Behaviour: 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.*** Upon successful completion of this course, students should be able to:

33. Design and prepare research ethics forms and obtain ethics approval.

### ***Professional and Ethical Behaviour: Personal Organization / Time Management***

***An ability to manage several tasks at once and prioritize.*** Upon successful completion of this course, students should be able to:

34. Negotiate and plan with supervisors draft and final deadlines.
35. Submit to supervisors early drafts of their work in order manage the work progression.
36. Deliver all assignments according to deadlines and expected quality.

***In addition, 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.**

### **Lecture 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. However, all students should be ready to begin data collection before the Winter semester begins.

Class time may 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, analyse their data and write their honours thesis. There will generally be no formal class requirements. Towards the end of the semester sessions will be held on writing the final paper and preparing for the poster presentation.

### **How Learning Outcomes are Taught and Assessed**

Style for all written deliverables (mid-semester report, research proposal, etc.) should follow APA guidelines (unless your supervisor requires other guidelines).

#### **1) Mid-semester report: due Monday of the 7<sup>th</sup> week of classes**

This is a short summary of the progress made on the thesis research. It should be one page long, if necessary you can use a second page and references can be placed in an additional page. The Faculty Supervisor should read and sign the report before submitting it to me. Therefore this deliverable should be printed on paper. Please, when possible print your deliverables on both sides of the page and avoid to use additional paper (i.e., your name on the heading instead of on a cover saves trees).

The objective of the mid-semester report is not for me to learn the specifics of your research questions, but for me to know how you are progressing with each component of the research proposal. I just need a general summary so I can understand what have you completed so far, and what are you planning to complete. The report should provide a general idea of what is the thesis about and how much has the student progressed on it:

**The nature of the topic:** In general, what is your thesis about? \*I would like to read a very clear statement of your research topic.

**Progress in background reading:** Which are the main sources you have read on the topic? What else you may need to read? What have you learned from the reading? How the reading has informed your research question and/or methodology? \*I do not need a list of all the references you have read so far, but a general idea of the main sources that have helped you with your background.

**Progress in developing the research question:** Have you formulated your research question? Have you formulated your hypotheses? Describe them. If not, which research ideas are you working on and what do you need to finally develop the research question?

**Progress in methodology:** Describe your ideas for the method. Are you still working on it? Which problems or limitations do you encounter? \*I would like to know if you know how you are going to examine your research question, but I do not need to read a detailed description of your methodological design.

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, and organization. This report will be one of the first deliverables that reflect the student contribution (5% of final PSYC\*4880 grade).

**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 on the last week of October when 4870 is coursed in the Fall. Out of sequence students may arrange a date and time to present to their supervisors and invite me, as the course instructor, to attend (I will attend if I am available). The purpose of the oral presentations is (a) to allow the group of students to develop an appreciation of the diversity of topics being investigated and to foster interests in the broad spectrum of psychological enquiry, (b) to help students develop presentation skills, and (c) to provide a forum for enquiry and constructive feedback to facilitate and enhance the development of the thesis topic.

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.

**\*\*STUDENTS ARE RESPONSIBLE FOR ENCOURAGING THEIR FACULTY SUPERVISOR TO ATTEND THEIR STUDENTS' PROPOSAL PRESENTATIONS.**

**3) After each oral presentation class, students will submit a constructive feedback review for the presenters (only for students enrolled in PSYC\*4870 during the Fall semester).**

The research process is based on continuous reviews and feedback loops, the role of reviewers is essential for research communication and advancement. Students will act as reviewers of the presenters. I will know the identity of the reviewers but the presenter will not know. This is known as blind review.

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/>) in the following 24 hours of 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 and evaluate how helpful and useful each of them is. Please note that I will have access to the identity of the reviewers.

Students will submit constructive feedback reviews for each presenter from at least 3 sessions. Students are not required to submit reviews for the session in which they present, however they are welcome to do it but this session will not count towards the minimum 3. Class discussion, submission of reviews and presenters' ratings of their usefulness will be used to grade 5% of final PSYC\*4880 grade.

**4) At the end of PSYC\*4870, students will submit their WRITTEN RESEARCH PROPOSALS. First day of the examination period by 11:59 pm to Supervisor and course instructor.**

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 appendixes). This is not a page limit. 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 at least 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. First day of the examination period by 11:59 pm to Supervisor and course instructor.**

Honours Thesis should be written in an augmented APA research report style to allow for a critical review of the literature and description in detail of all aspects of the research project. An appendix should contain all materials used in the study.

Students with their Supervisors are responsible for selecting a second reader (faculty member 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.

**6) Poster presentation**

For those enrolled in PSYC\*4880 during the Winter semester, all students will be expected to prepare a poster and attend the group Poster Presentation sessions during the final exam period. This session will be scheduled during the month of February and faculty and advisors will be invited.

Out of sequence students may arrange a date and time to present to their supervisors and invite me, as the course instructor, to attend (I will attend if I am available).



**More detailed mapping:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Mid-semester report:	<b>Monday of the 7<sup>th</sup> week of classes</b>	5%*	<b>Critical and Creative Thinking: 4, 5, 6 ,7</b> <b>Professional and Ethical Behaviour: 34,35, 36</b>
Oral Proposal Presentation	Various dates, during the last months of the semester. For out of sequence students: date arranged with supervisor.	10%	<b>Critical and Creative Thinking:1, 2, 3, 4, 5, 6 ,7</b> <b>Literacy: 14, 17</b> <b>Communication:18, 19, 20, 21, 22, 23, 29, 31, 32</b> <b>Professional and Ethical Behaviour: 34,35, 36</b>
Constructive Feedback Review (only students enrolled in PSYC*4870 during Fall)	Various dates, within 24 hours of presentation sessions	5%	<b>Literacy: 16</b> <b>Communication: 30</b>
Written Research Proposal	First day of the examination period	15%	<b>Critical and Creative Thinking:1, 2, 3, 4, 5, 6 ,7</b> <b>Literacy: 8, 9, 10, 13, 17</b> <b>Communication: 24, 25, 26, 27, 28, 29, 31, 32</b> <b>Professional and Ethical Behaviour:33</b> <b>Professional and Ethical Behaviour: 34,35, 36</b>
Written Thesis	First day of the examination period	50%	<b>Critical and Creative Thinking:1, 2, 3, 4, 5, 6 ,7</b> <b>Literacy: 9, 11,12, 13, 15, 17</b> <b>Communication: 24, 25, 26, 27, 28, 31, 32</b> <b>Professional and Ethical Behaviour: 34,35, 36</b>
Final Poster Presentation	During Winter semester examination period For out of sequence students: date arranged with supervisor.	15%	<b>Critical and Creative Thinking:1, 2, 3, 4, 5, 6 ,7</b> <b>Literacy: 14, 17</b> <b>Communication: 18, 19, 20, 21, 22, 23, 31, 32</b> <b>Professional and Ethical Behaviour: 34,35, 36</b>

**Additional Notes:**

\* This report will be one of the first deliverables that reflect the student contribution (5% of final PSYC\*4880 grade).

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.

During the first month of PSYC\*4880 Students should revise their thesis proposal and develop an outline of analyses for Results Section, which will serve as the bases for their final thesis.

**Below is a description of the Honours Thesis process out of sequence:**

Students who register in PSYC\*4870 in Winter or Summer semesters, will not attend Thesis classes. They will work with their supervisor on the research proposal and I, as the course coordinator, will be available for orientation as well. Likewise, resources will be available in the CourseLink page.

That you are out of sequence may change the grading scheme because you will not go to classes to do your oral presentation or present your final posters. Therefore, if you don't complete these components we will have to re-weight how much the proposal, final thesis and the student contribution elements are worth (for example 20% 65% 15% can be translated from the 15%/50%/10% distribution).

Alternatively, you have the option to complete all the elements. For example, you can prepare an oral presentation of your research proposal and present it to your supervisor and me (if I am available). Likewise, if you want to do a poster on Summer/Fall, your supervisor and I can grade it.

These are your options, you can discuss them with your supervisor(s) and tell me what you have decided in terms on which elements you are completing and which grading scheme we will be following.

**Final examination date and time:**

There is not final exam.

**Final exam weighting:**

There is not final exam.

**Course Resources****Recommended Texts:**

Northey, M., & Timney, B. (2012). Making sense in Psychology. Oxford University Press.

**Additional Costs:**

The department will pay the [printing of the poster if you print at the chemistry department](#).

Uwe Oehler is in charge of the printing department. She will use the class list as a checklist for student's poster requests and will bill the department for the posters printed. This will prevent the student from having to pay first and being reimbursed later. Students printing in other places WILL NOT be reimbursed by the department.

## **Course Policies**

### **Grading Policies**

All written assignments are to be submitted by the due dates using uoguelph email to me and your supervisor. Assignments submitted in any other way will not be accepted. 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**

I prefer that you come to office hours to ask your questions. I will answer emails during office hours because this is the time allocated for helping you with questions and clarification.

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. Therefore if I receive an email on Thursday at 8.00 pm, I will try to answer by Monday at 8.00 pm or earlier.

If the answer to your question can be found in any of the documentation or information 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 the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@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 Friday, November 6<sup>th</sup>, 2015. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

## Additional Course Information

The course schedule provided below is to be considered a guideline, and is highly subject to change.

WEEK	TOPIC	LOCATION
1	Presentation // Grad school // Participant Pool	In class
2	Writing tools // Ethics	In class
3	Talk to the Librarian working session. Bring your laptops and your questions.	In class
4	Read and Write	On your own
5	Speaker on how to deliver an effective oral presentation.	In class
6	Read and Write	On your own
7	Read and Write	On your own
8	Oral presentations	In class
9	Oral presentations	In class
10	Oral presentations	In class
11	Oral presentations	In class
12	Oral presentations	In class