

PSYC*4870 and PSYC*4880, Course Outline: Fall 2020 and Winter 2021

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.

Credit Weight:

PSYC*4870 (0.5 credits), PSYC*4880 (1.0 credits)

Academic Department:

Department of Psychology

Semester Offering:

Fall 2020 and Winter 2021

Class Schedule and Location:

Fall: Fridays 11:30-2:20pm. DUE to the COVID-19 pandemic, PSYC*4870 is offered in a virtual-class format via Zoom (accessed through CourseLink).

Format: Alternative Delivery Synchronous – AD-S Virtual.

Winter: TBA

Instructor Information

Instructor Name: Dr. Mark Fenske

Instructor Email: mfenske@uoguelph.ca

Expectations about Email Communication: As a general rule, I will do my best to answer emails within 2 business days. I do not check or answer emails on Saturdays or Sundays. I prefer that you ask your questions during class so that everyone can benefit from the discussion. Only questions that can be answered simply (e.g., “yes” or “no”, or with a short sentence) will be answered by email. Questions requiring longer answers will result in a request for you to talk with me directly. If the matter is private, please come to office hours to discuss.

Office location and office hours:

Fall: Office hours are Tuesdays from 1-2pm via Zoom <https://zoom.us/j/3467539212>

Winter: TBA

GTA Information

GTA Name: TBA

GTA Email: TBA

GTA office location and office hours: TBA

Course 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 study(s), which they will present during the semester in the form of an oral presentation to the class (graded by the instructor and teaching assistant) and at the end of the semester in the form of a written proposal (graded by supervisor). Students will work at different speeds: some will not start data collection or analysis until January while some will be largely finished before December. You should aim to submit ethics by early November. Ethics must be submitted before the end of term (pass/fail). All students should be ready to begin data collection or analysis before the Winter semester begins.

Class time will also be devoted to other important issues such as: 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 and/or analysis for the research project, and write their Honours thesis. Classes will be held on writing the final thesis and preparing for the poster presentation.

Specific 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, methods, and analyses.
- 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.
 - Present information in ways that people from a variety of psychology backgrounds 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 another if required by the field of study).
 - Write a thesis document using APA style (or another if 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) **Professional Behaviour:** An ability to interact with others in a respectful manner, manage several tasks at once, and prioritize. A successful student is able to:
- Negotiate and plan with supervisor draft submissions and final deadlines.
 - Communicate with supervisor about expectations, research activities, performance, and feedback.
 - Clearly delineate roles and expectations with other lab members.
 - Submit to supervisor early drafts of the work in order manage the work progression.
 - Deliver all assignments according to deadlines and expected quality to supervisor, instructor, and teaching assistant. Do not submit multiple drafts.
 - Be respectful of others' points of view and their time

Lecture Content:

The following course schedule is tentative and subject to change.

Sept 11	Introductions
Sept 18	Grad School and Career Options (11:30-12:30 Jana McDonald)
Sept 25	Applying for Grad School and Scholarships
Oct 2	How to deliver an effective oral presentation. Constructive feedback.
Oct 9	Participant Pool and Ethics
Oct 16	Catch-up Class
Oct 23	Writing the Proposal
Oct 30	Student Oral presentations
Nov 6	Student Oral presentations
Nov 13	Student Oral presentations
Nov 20	Student Oral presentations
Nov 27	Student Oral presentations
Nov 29	Student Oral presentations

HOLD THE DATE: Friday April 2, 2021 - Honours thesis poster conference

Course Assignments and Tests:

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 (worth 10% of final grade – evaluated by Supervisor)

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 are required to give students feedback about their progress regularly throughout the term, and may find it helpful to structure this feedback in relation to the weekly activity log.

2) 10-min Oral Proposal Presentation (worth 15% of final grade - evaluated by Instructor & GTA).

Starting in October, each student will be required to give an oral proposal presentation to the class, summarizing the planned research. The purpose of the oral presentations is (a) to help students learn how to present research to an audience of non-specialists and handle a Q&A session, (b) to provide a forum for inquiry 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 inquiry.

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.

Be sure to upload your PowerPoint presentation to PEAR by 9:00am the day before your presentation (20% of your oral proposal grade is based on evaluation of these slides so ensure timely submission or you will be docked half this grade). Do not submit multiple copies – only the first copy will be accepted.

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

3) Constructive Review of Other Presentations (worth 3% of final grade – evaluated by Instructor)

Students will act as reviewers of the presenters and provide a constructive feedback review for the other students who presented during each oral presentation class. This is designed to give you experience with a critical part of the research process, which is based on continuous review and feedback.

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 timely, constructive and complete feedback reviews for each presenter from at least 4 of the 6 sessions. Please note that recordings of oral presentations will NOT be posted online, so students must attend class in order to observe the presentations and provide meaningful feedback for each presenter. Students are not required to submit reviews for the session in which they present (although they are welcome to do so).

After your talk, you will be provided with feedback on your presentation.

4) Written Research Proposal (worth 12% of final grade – evaluated by Supervisor)

Students will submit their written research proposals by 4:00pm Friday December 4th, 2020. Supervisors should submit their grades to the course instructor and TA by 4:00pm Friday December 11, 2020.

The proposal should clearly define the research problem and present an appropriate research design and plan for analyses 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 (typically more) to your supervisor (deadlines to be negotiated with your supervisor) for feedback to improve the final proposal.

Proposals should contain the following sections:

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

5) Evidence of Ethics Submission (required to pass PSYC*4870 – evaluated by GTA)

By the last day of Fall semester (December 4, 2020), students must email the teaching assistant evidence of their ethics submission (even if you were not involved in the production of the protocol). A failure to submit ethics by the end of classes, will result in a Fail for PSYC*4870 (and an inability to register for PSYC*4880). If for any reason, you believe that you will not meet this deadline, contact the course instructor during the month of November or earlier.

6) Written Honours Thesis (worth 25% of your mark – evaluated by Supervisor).

By 4pm on Monday April 12, students must submit their written honours thesis. Supervisors must submit the resulting grade to the course instructor and GTA by Friday April 19 by 4:00pm.

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.

7) Poster Presentation (worth 19% of your mark – evaluated by Faculty/Graduate Student judges).

Students will be expected to prepare a poster for the Honours Thesis Poster Conference to be scheduled Friday April 2, 2021. Unless PSYC*4880 is held in a virtual format, Faculty and graduate students from the Department of Psychology will be invited. Three judges (not your supervisor) will evaluate the poster presentation. In the event that a face-to-face poster session is not possible due to COVID-19, details of about a virtual poster session will be provided on the CourseLink news feed and by email.

The posters are to be uploaded to Courselink's dropbox by 9 am Wednesday March 31 (worth 1% of your mark). Do not submit multiple copies – only the first copy will be accepted.

8) Final Reflection Paper (worth 5% of your mark - evaluated by Supervisor)

The final reflection paper must be uploaded to Courselink's dropbox by 4:00pm Friday March 26, 2021). It should be a maximum two double spaced pages, and 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.

9) Contribution to Project (worth 10% of your mark - evaluated by Supervisor)

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. Supervisors should submit their grades to the course instructor and TA by Friday April 19 by 4:00pm.

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly activity log	Due to supervisor every week of semester.	10%	Written Communication, Critical and Creative Thinking, Professional and Ethical Behaviour
Oral proposal presentation	One of last 5 classes fall term	15%	Critical and Creative Thinking, Literacy, Oral Communication, Professional and Ethical Behaviour
Participation in class activities including providing feedback on presentations	Peer feedback due within 24 hours of presentation sessions	3%	Inquiry and Analysis, Literacy, Oral Communication, Professional and Ethical Behaviour
Written research proposal	Friday December 4, 2020, 4:00 pm	12%	All learning outcomes
Written honours thesis	Friday April 12, 2021, 4:00pm	25%	All learning outcomes
Poster presentation & submission	Friday April 2, 2021	20%	Critical and Creative Thinking, Communication, Professional and Ethical Behaviour
Final Reflection paper*	Friday March 26, 2021, 4:00pm	5%	Inquiry and analysis, Written communication
Advisor's evaluation of student's contribution to project	Friday April 19, 2021, 4:00pm	10%	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 PSYC*4870, students must have satisfactorily completed the thesis proposal, presented it in class, have an ethics protocol submitted, and contributed to class discussions of the various proposals. Furthermore, students must have attended scheduled classes, completed the constructive feedback reviews and contributed to class discussion in a meaningful way.

Final examination date and time:

There is no final exam.

Course Resources

Zoom: <https://zoom.us/education>

Instructions on how to use Zoom for courses: <https://youtu.be/gTry51wPjdA>

Peer Evaluation, Assessment and Review (PEAR) Tool: <https://peartool.opened.uoguelph.ca/>

Other Resources:

See CourseLink for all other course resources:

<https://courselink.uoguelph.ca/d2l/home/643790>

Additional Costs:

There are no additional costs as long as poster printing is coordinated with course GTA.

Course Policies

Grading Policies

Marks for final reflection paper 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%.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

Technical Difficulties

In the case of technical difficulties during oral presentations, the presentation will take place as long as the class can hear the presenter (i.e., despite the absence of visible video or slides). Students are encouraged to practice using Zoom, especially how to present slides over Zoom, before their presentation.

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

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. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

Student Rights and Responsibilities when Learning Online

Privacy Rights

Lectures held via Zoom may be recorded for the purposes of identifying areas to improve for future versions of the course, and student presentations may be recorded to assist with marking. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Posting or selling course materials to course notes websites
- Threatening or harassing a student or instructor
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness

The University will not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters.

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. 54335 or email accessibility@uoguelph.ca or the [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 Dec. 04, 2020. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).