

PSYC*4870 Fall 2022 Course Outline

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

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.

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.

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

Academic Department: Psychology

Semester Offering: Fall 2022 and Winter 2023

Class Schedule and Location: Fall: Mondays plus Friday Dec 2 11:30-2:20pm, MCKN 223
Winter: TBD

Instructor Information

Instructor Name: Professor Leanne Son Hing
Instructor Email: sonhing@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: Wednesdays 4-5pm via Teams, unless you’d like to meet in person, in which case, send me an email to let me know at least 24 hours in advance (MCKN 3010)

GTA Information

GTA Name: Brianne Gayfer
GTA Email: bgayfer@uoguelph.ca
GTA office location and office hours: via Teams by appointment

Course Content

Specific Learning Outcomes:

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.

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.

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.

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 and instructor about expectations, research activities, performance, and feedback. Reflect meaningfully on feedback and enact positive change.
- 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:

Tentative class schedule.

| | |
|---------|---|
| Sept 12 | Introductions |
| Sept 19 | Grad school and Career Options |
| Sept 26 | Applying for Grad School and Scholarships |
| Oct 3 | Oral proposal presentations and feedback |
| Oct 17 | Participant Pool and Ethics |
| Oct 24 | Writing the proposal |

| | |
|----------------|--------------------|
| Oct 31 | Oral presentations |
| Nov 7 | Oral presentations |
| Nov 14 | Oral presentations |
| Nov 21 | Oral presentations |
| Nov 28 | Oral presentations |
| Dec 2 (Friday) | Oral presentations |

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 across both semesters. 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 1:00pm 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 2, 2022. Supervisors should submit their grades to the course instructor and TA by 4:00pm Friday December 9, 2022.

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

By the last day of Fall semester (December 2, 2022), 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. 6) Written Honours Thesis (worth 25% of your mark – evaluated by Supervisor).

By 5pm on April 13, students must submit their written honours thesis to their supervisor. Supervisors must submit the resulting grade to the course instructor and GTA (date TBD).

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. 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 April, 2023, exact date TBD. 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 (worth 1% of your mark), date and time TBD. Do not submit multiple copies – only the first copy will be accepted.

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

The final reflection paper must be uploaded to CourseLink's dropbox Monday April 3 by 11:30am. It should be a maximum two double spaced pages and should reflect how the students' abilities or perspectives in regard to one 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. 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 (date TBD).

| Assignment or Test | Due Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|---|--|--------------------------------|--|
| Weekly activity log | Due to supervisor every week of both semesters. | 10% | Written Communication, Critical and Creative Thinking, Professional and Ethical Behaviour |
| Oral proposal presentation | One of last 6 classes in the 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 for at least 4/6 presentation days. | 3% | Inquiry and Analysis, Literacy, Oral Communication, Professional and Ethical Behaviour |
| Written research proposal | Friday December 2, 2022, 4:00 pm | 12% | All learning outcomes |
| Written honours thesis | TBD April 2023 | 25% | All learning outcomes |
| Poster presentation & submission | TBD April 2023 | 20% | Critical and Creative Thinking, Communication, Professional and Ethical Behaviour |
| Final Reflection paper* | TBD Winter 2023 | 5% | Inquiry and analysis, Written communication |
| Advisor's evaluation of student's contribution to project | TBD Winter 2023 | 10% | All learning outcomes |

Additional Notes (if required):

*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: none

Course Resources

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 will be docked for late or multiple submissions of the proposal presentation slides and the final poster. See above for details.

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%.

[Undergraduate Grading Procedures](#)

University Policies

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a

teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date

The last date to drop one-semester courses, without academic penalty, is December 2, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

Copies of Out-Of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic Misconduct

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

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.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments

through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March. 28th – April 08th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)