

# PSYC\*6670 - Research Methods

Fall 2024 Course Outline

Section: 01

Credits: 0.50

---

## Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

## Calendar Description

This course emphasizes those techniques most frequently used in applied and field settings. These include: quasi-experimental designs, survey research, interviewing, questionnaire design, observational techniques, and other more qualitative methods.

Restriction(s): **Restricted to Psychology students.**

Department(s): **Department of Psychology**

---

## Course Description

This course aims to familiarize students with the variety of research methodologies useful in the study and practice of Industrial/Organizational Psychology. As such, its goal is not to develop expertise in a particular methodology, but to provide students with general knowledge of the basic issues relevant to commonly used methodologies. Emphasis will be placed on the advantages and disadvantages of specific methods and on the factors that must be considered when choosing among them.

## Lecture Schedule

Tu 2:30pm-5:20pm in TBA (9/5 to 12/13)

## Instructor Information

Leanne Son Hing

Email: [sonhing@uoguelph.ca](mailto:sonhing@uoguelph.ca)

Office: Office: MacKinnon Extension rm 3010

Office Hours:

TBD

---

## Textbooks

Group	Title	Author	ISBN
Required	Research Methods for Industrial and Organizational Psychology: Science and Practice.	Landers, R. N., & Behrend, T. S.	

---

## Learning Resources

Required Resources

Readings, assignments, rubrics, and submission dropboxes will be posted on CourseLink Course link (Website (<https://courselink.uoguelph.ca/>)). I will also send out announcements via CourseLink, so please set up the notifications tool so that you will be immediately notified. <https://support.opened.uoguelph.ca/instructors/courselink/tools/content/notifications> (<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/notifications/>)

## Campus Resources

If you are concerned about any aspect of your academic program or you are struggling to succeed academically, make an appointment with your GPC representative (Dr. Jeffrey Spence). There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

## Library Course Reserve (Ares)

For this course, you will may access the course textbook through the University of Guelph McLaughlin Library.

- Physical reserve items are available to borrow on a first come, first served basis. The physical reserve collection is a self-serve collection located on the first floor of the library adjacent to the Ask Us Desk (<https://www.lib.uoguelph.ca/where/areas/area/circinfo/>).

## Course Level Learning Outcomes

1) 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:**

**Asks appropriate questions related to the discipline. Finds relevant evidence with a critical eye. Asks in-depth and specific questions regarding psychological material, including reliability of the source, and evaluates it critically. Asks and attempts to answer many questions from a critical perspective. Develops and evaluates novel hypotheses to explore further possibilities. Recognizes the importance of supporting statements with evidence. Plans quality research.**

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

**Recognizes and describes basic (e.g., random assignment, correlational) and more complex research methodologies (e.g., multivariate, 2x2 ANOVA). Evaluates the appropriateness (e.g., strengths, weaknesses) of different methodologies for different questions. Designs own appropriate methodologies for novel psychological research situations. Tailors methodologies to particular populations and circumstances**

3) 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:**

**Describes ethical principles in conducting research. Demonstrates sensitivity to the socio-cultural environment in which the research is taking place. Conducts and/or evaluates research in a manner congruent with diverse ethical demands and regulations**

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

**Demonstrates the ability to discuss theoretical and empirical psychological information in a comprehensive manner, clearly and effectively. Speaks clearly and accurately. Delivers talks that are organized and presented in a creative and interesting manner (e.g., with visual aids). Exhibits confidence as a public speaker. Demonstrates the ability to present information in ways that the receiving party can easily understand. Actively listens, reflects upon, and responds effectively to questions while acknowledging limitations to one's psychological knowledge.**

5) Written Communication: **The ability to express one's ideas and summarize theory and research. A successful student:**

**Writes clearly and demonstrates general psychological knowledge when describing an idea. Writes with appropriate vocabulary, APA style adherence, proper referencing. Writes in a sophisticated manner clearly conveying the message of the writer to a target audience. Uses a breadth of vocabulary appropriate to the discipline of psychology. Effectively edits own work and/or that of others. Grammar, spelling, and functional errors are almost non-existent.**

6) Personal Organization / Time Management

**An ability to manage several tasks at once and prioritize. A successful student:**

**Recognizes the importance of planning for completion of many tasks. Prioritizes and completes important or urgent tasks. Demonstrates personal accountability and responsibility.**

## Schedule of Topics and Assignments

Day	Date:	Topic	Activities	Due
Tue	9/10	Introduction: Becoming a (successful) researcher in I-O psychology Selecting a topic that matters and how to review the literature		
Tue	9/17	Developing research questions, theory, hypotheses		
Tue	9/24	Thinking about context and selecting a population and sample		
Tue	10/1	Qualitative Research Methods		
Tue	10/8	Experiments	1-2 student proposal presentations using a qualitative method	
Tue	10/15	Fall Study Break		
Tue	10/22	Survey Research	Select readers for week 10 - Nov 7 - 1-2 student proposal presentations using quasi-experiment	will discuss in class
Tue	10/29	Systematic reviews, meta-analyses, meta-analyses, theoretical reviews	Evaluate a meta-analysis to share with class add your responses to shared file before class - 1-2 student proposal presentations using survey method	
Tue	11/5	Advanced Research Methods	Think, pair, share about selected readings	
Tue	11/12	Research Ethics, Research Integrity, Open Science	Complete CORE tutorial if needed Complete draft of paper due to reviewer	before class Nov 11 to Nov 18
Tue	11/19	Writing, Reviewing, Recap of Research Process	Reviewers submit feedback to me and author	Due within 7 days of receiving the paper (Nov 18-25)
Tue	11/26		Leanne indicates which feedback must be addressed	Due within 3 days of receiving reviews (Nov 21-28)
Tue	12/3	Final paper due		Between Dec 2-5
Tue	12/10	Grades due to graduate studies		Dec 12

## Teaching and Learning Activities

Required Textbook: **Landers, R. N., & Behrend, T. S. (2024).** *Research Methods for Industrial and Organizational Psychology: Science and Practice.* **Taylor & Francis.**

There are three types of reading: Required, recommended, and FYI

**Required readings: Read in depth, take notes, read in listed order. We will thoroughly discuss in class.**

**Recommended reading(s): Skim, we will discuss key points in class, but you are certainly welcome to read in full**

**FYI readings: provided simply for the interested reader**

### Weekly Readings

Week One

Required

Text Chapter 1

Recommended

**Jones, E. B., & Bartunek, J. M. (2021). Too close or optimally positioned? The value of personally relevant research.** *Academy of Management Perspectives*, 35(3), 335-346.

**Lord, C. G. (2004). A guide to PhD graduate school: How they keep score in the big leagues.**

Week Two

Required

**Sackett, P. R., & Larson Jr, J. R. (1990). Research strategies and tactics in industrial and organizational psychology.**

**Colquitt, J. A., & George, G. (2011). Publishing in AMJ—part 1: topic choice.** *Academy of management journal*, 54(3), 432-435.

**Text Chapter 2**

Recommended

**Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology.** *The self in social psychology*, 6, 461-470.

FYI

**McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics.** *Annual review of psychology*, 48(1), 1-30.

Week Three

Required

**Text Chapter 3**

**Sutton, R. I., & Staw, B. M. (1995). What theory is not.** *Administrative science quarterly*, 371-384.

**Hayes, A. F. (2013). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach.** Guilford Press. **Chapter 1.**

FYI

**Cornelissen, J. (2017). Editor's comments: Developing propositions, a process model, or a typology? Addressing the challenges of writing theory without a boilerplate [Editorial].** *The Academy of Management Review*, 42(1), 1-9. <https://doi.org/10.5465/amr.2016.0196> (<https://psycnet.apa.org/doi/10.5465/amr.2016.0196>)

**Oberauer, K., Lewandowsky, S. Addressing the theory crisis in psychology.** *Psychological Bulletin Review* 26, 1596-1618 (2019). <https://doi.org/10.3758/s13423-019-01645-2>

Week Four

Required

**Text Chapter 4**

**Stroebe, W., Gadenne, V., & Nijstad, B. A. (2018). Do our psychological laws apply only to college students?: External validity revisited.** *Basic and Applied Social Psychology*, 40(6), 384-395.

**Bamberger, P. (2008). From the editors beyond contextualization: Using context theories to narrow the micro-macro gap in management research.** *Academy of Management Journal*, 51(5), 839-846.

Recommended

**Van Bavel, J. J., Mende-Siedlecki, P., Brady, W. J., & Reinero, D. A. (2016). Contextual sensitivity in scientific reproducibility.** *Proceedings of the National Academy of Sciences*, 113(23), 6454-6459.

FYI

**Hutmacher, F., & Franz, D. J. (2024). Approaching psychology's current crises by exploring the vagueness of psychological concepts: Recommendations for advancing the discipline.** *American Psychologist*.

**Hoshino-Browne, E., Zanna, A. S., Spencer, S. J., Zanna, M. P., Kitayama, S., & Lackenbauer, S. (2005). On the cultural guises of cognitive dissonance: the case of easterners and westerners.** *Journal of personality and social psychology*, 89(3), 294.

Week Five

Required

**Text Chapters 5 & 6**

**TCPS2 Chapter 10 Qualitative Research**

[https://ethics.gc.ca/eng/tcps2-eptc2\\_2022\\_chapter10-chapitre10.html](https://ethics.gc.ca/eng/tcps2-eptc2_2022_chapter10-chapitre10.html)

FYI

**Roulet, T.J., Gill, M. J., Stenger, S., & Gill, D. J. (2017). Reconsidering the value of covert research: The role of ambiguous consent in participant observation. *Organizational Research Methods*, 20(3), 487-517.**

**Campbell, R., Javorka, M., Engleton, J., Fishwick, K., Gregory, K., & Goodman-Williams, R. (2023). Open-Science guidance for qualitative research: An empirically validated approach for de-identifying sensitive narrative data. *Advances in Methods and Practices in Psychological Science*, 6(4), 25152459231205832.**

Week Six

Required

**Text Chapter 8**

**Highhouse, S. (2009). Designing experiments that generalize. *Organizational Research Methods*, 12(3), 554-566.**

**Lin, H., Werner, K. M., & Inzlicht, M. (2021). Promises and perils of experimentation: The mutual-internal-validity problem. *Perspectives on Psychological Science*, 16(4), 854-863.**

Recommended

**Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology*, 89(6), 845-851. <https://doi.org/10.1037/0022-3514.89.6.845> (<https://psycnet.apa.org/doi/10.1037/0022-3514.89.6.845>)**

**Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science*, 23(1), 73-82.**

Week Seven

Required

**Shadish, W.R., Cook, T.D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton, Mifflin and Company. Chapters 4 5 6**

Recommended

**von Thiele Schwarz, U., Nielsen, K., Edwards, K., Hasson, H., Ipsen, C., Savage, C., ... & Reed, J. E. (2021). How to design, implement and evaluate organizational interventions for maximum impact: the Sigtuna Principles. *European Journal of Work and Organizational Psychology*, 30(3), 415-427.**

FYI

**Grant, A. M., & Wall, T. D. (2009). The neglected science and art of quasi-experimentation: Why-to, when-to, and how-to advice for organizational researchers. *Organizational Research Methods*, 12(4), 653-686. <https://doi.org/10.1177/1094428108320737> (<https://psycnet.apa.org/doi/10.1177/1094428108320737/>)**

Week Eight

Required

**Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. John Wiley & Sons. Chapters 2 and 4**

**Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American psychologist*, 54(2), 93.**

**Podsakoff, P.M., Podsakoff, N. P., Williams, L. J., Huang, C., & Yang, J. (2024). Common method bias: It's bad, it's complex, it's widespread, and it's not easy to fix. *Annual Review of Organizational Psychology and Organizational Behavior*, 11(1), 17-61.**

Recommended

**Podsakoff, P.M., MacKenzie, S. B., & Podsakoff, N. P.(2016). Recommendations for creating better concept definitions in the organizational, behavioral, and social sciences. *Organizational Research Methods*, 19(2), 159-203.**

**Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational research methods*, 1(1), 104-121.**

Week Nine

Required

**Siddaway AP, Wood AM, Hedges LV. How to Do a Systematic Review: A Best Practice Guide for Conducting and Reporting Narrative Reviews, Meta-Analyses, and Meta-Syntheses. *Annu Rev Psychol*. 2019 Jan 4;70:747-770. doi: 10.1146/annurev-psych-010418-102803. Epub 2018 Aug 8. PMID: 30089228.**

**Text Chapter 13**

Recommended

**Post et al (2019). Advancing Theory with Review Articles. *Journal of Management Studies*, 57, 351-376. – You will want to refer back to this article when working on your QE.**

Week Ten

Required

**Note for this week's readings, focus on when it is appropriate to use each test and to get a sense of what can be done, not the statistics for each method.**

**Please read 2 or 3 (depending on class size). We will select together.**

**Streiner, D. L. (2006). Building a better model: an introduction to structural equation modelling. *The Canadian Journal of Psychiatry*, 51(5), 317-324.**

**Aiman-Smith, L., Scullen, S. E., & Barr, S. H. (2002). Conducting studies of decision making in organizational contexts: A tutorial for policy-capturing and other regression-based techniques. *Organizational Research Methods*, 5(4), 388-414.**

**Ohly, S., Sonnentag, S., Niessen, C., & Zapf, D. (2010). Diary studies in organizational research. *Journal of Personnel Psychology*.**

**Woltman, H., Feldstain, A., MacKay, J. C., & Rocchi, M. (2012). An introduction to hierarchical linear modeling. *Tutorials in quantitative methods for psychology*, 8(1), 52-69.**

FYI

**Huta, V.(2014) When to Use Hierarchical Linear Modeling, *The Quantitative Methods for Psychology*, 10(1), 13-28. doi: 10.20982/tqmp.10.1.p013**

**Anderson, D.(2012). Hierarchical Linear Modeling (HLM): An Introduction to Key Concepts within Cross-Sectional and Growth Modeling Frameworks. Technical Report# 1308. *Behavioral Research and Teaching*.**

Week Eleven

Required

**Complete the CORE tutorial and save your certificate <https://tcps2core.ca/welcome> (<https://tcps2core.ca/welcome/>) (no need to redo if you have already completed it)**

**Text Chapter 14 (pp. 358-374)**

**Banks, G. C., Field, J. G., Oswald, F. L., O'Boyle, E. H., Landis, R. S., Rupp, D. E., & Rogelberg, S. G. (2019). Answers to 18 questions about open science practices. *Journal of Business and Psychology*, 34, 257-270.**

Recommended

**For those who completed the CORE tutorial a while ago:**

**TCPS2 Chapters 1-5**

[https://ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2022.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html)

**Moher, D., Bouter, L., Kleinert, S., Glasziou, P., Sham, M. H., Barbour, V.,... & Dirnagl, U. (2020). The Hong Kong Principles for assessing researchers: Fostering research integrity. *PLoS biology*, 18(7), e3000737.**

FYI

**Alter, G., & Gonzalez, R. (2018). Responsible practices for data sharing. *American Psychologist*, 73(2), 146.**

Week Twelve

Required

**Text Chapter 14**

**Lange, D., & Pfarrer, M. D. (2017). Editors' comments: Sense and structure—The core building blocks of an AMR article. *Academy of Management Review*, 42(3), 407-416.**

**Daft, R. L., & Why, I. (1985). Why I recommended that your manuscript be rejected and what you can do about it. *Publishing in the organizational sciences*, 193-209.**

**Feldman, D. C. (2004). Being a developmental reviewer: Easier said than done. *Journal of Management*, 30(2), 161-164.**

Recommended

**Text Chapter 15**

## Assessment Breakdown

Description	Weighting (%)	Due Date
<b>Class Participation</b>	<b>20%</b>	<b>each class</b>
<b>Discussion Questions</b>	<b>10%</b>	<b>each of 10 classes</b>
<b>Oral Presentation</b>	<b>20%</b>	<b>Oct 10 - Oct 31</b>
<b>Meta-analysis Q&amp;A</b>	<b>5%</b>	<b>Oct 31 before class</b>
<b>Draft of paper</b>	<b>10%</b>	<b>Nov 11 - Nov 18</b>
<b>Peer feedback</b>	<b>15%</b>	<b>Nov 18 - Nov 25</b>
<b>Final paper</b>	<b>20%</b>	<b>Dec 2 - Dec 5</b>

## Assessment Details

### Class participation

Class participation

20%

Students are required to become actively involved in class discussions and activities. Students should prepare for class by doing the assigned readings or activities prior to class. Be prepared to respond to my questions and questions raised by other students and to ask your own questions. The purpose of the discussion is to clarify facts/key points of the readings, then move to analysis, and finally to evaluation, judgment, and recommendations. Here are examples of types of questions I might have.

**Recall: Questions that assess basic knowledge or recollection of subject matter.**

“What is the purpose of X?” “Describe/define X.” “What happened after X?” “Why did X happen?”

**Understand: Questions that ask students to explain, interpret, or give examples.**

“What was the contribution of X?” “What was the main idea?” “Give an example of X...”

**Application: Questions that ask students to use their knowledge/skills in new ways.**

“How is X an example of Y?” “How is X related to Y?” “Can you apply this method to...?”

**Analysis: Questions that ask students to draw connections.**

**“Compare/contrast X and Y” “What’s the importance of X?” “How is X similar to Y?”**

**Evaluate: Questions that ask students to make judgements and assessments.**

**“How would you assess X?” “Is there a better solution to X?” “How effective is X?”**

**Create: Questions that ask students to combine ideas and knowledge.**

**“How would you design X?” “What’s a new use for X?” “What are other ways to achieve X?”**

## Discussion Questions

Discussion Questions

10%

**Students should upload 1-3 questions for each of the required readings for 10/12 weeks of class. Each question should be 1-2 sentences and clearly written. Your questions should centre around those issues for which you want clarification or the opportunity to discuss in more detail. See above for examples of types of questions.**

## Oral presentation

Oral presentation

20%

**Each student will give a class presentation (15 talk, up to 10 min Q&A) that will consist of a research proposal for topic related to the previous week’s methodology. We will pick topics in week two. You will provide a grade and written feedback to your peers on their presentations. This presentation will serve as a basis of your final paper. More details on the assignment will be posted to Courselink.**

## Meta-analysis Q&A

Meta-analysis Q&A

5%

**You will select a meta-analysis on the topic of your choice and respond to a series of questions about the paper. One page maximum. Be prepared to discuss in class. More details on the assignment will be posted to Courselink.**

## Draft Paper (10%) and Final Paper (20%)

Draft Paper (10%) and Final Paper (20%)

30%

**You will submit a paper on a topic of your choice (8-9 pages plus title page, appendices, references). For this assignment, you will develop a detailed research proposal. Your proposal should include a clear research question or hypothesis, a review of relevant literature, and a comprehensive methodology section. Each component of your method must be justified, with a clear rationale explaining why it is suitable for your research question. You will also need to provide a plan for data analysis. Finally, discuss the strengths and weaknesses of your methods and the potential implications of your study. This assignment aims to enhance your ability to design a rigorous and well-supported research study. You will submit an initial draft, which will be reviewed by a peer before submitting the final assignment. More details on the assignment will be posted to Courselink.**

## Peer Review

Peer Review

15%

**You will be asked to provide a critical review of one of your peer’s proposals. More details on the assignment will be posted to Courselink.**

## Grading Schemes

**Class Participation: graded on 5-point scale, see below, preliminary feedback given at midpoint of course during my office hours week of Oct 10**

**Discussion questions: graded as pass (1%) or fail (0%)**

**Oral presentation: graded on 5-point scale (see below). 50% of your grade comes from my evaluation and 50% comes from the average of your peers’ evaluations. Students will be docked grades for going over time and the Q&A period will be cut off after 10 minutes.**

**Meta-analysis Q&A: self-evaluation graded on 5-point scale (see Courselink for rubric)**

**Draft of paper: graded on 5-point scale (see below). 50% of your grade comes from self-evaluation and 50% comes from the reviewer’s evaluation.**

**Peer feedback: graded on 5-point scale (see below) by me**

**Final paper: graded out of 100 by me. You can opt in for feedback by indicating that you would like to receive it when you submit your paper.**

**1: Outstanding. Work demonstrates extraordinary insight, originality, and mastery of the subject matter. It significantly surpasses expectations at the graduate level.**

**2:** Very Good to Excellent. **Work is exceptional in all respects, demonstrating a comprehensive understanding of the subject matter and strong analytical skills. It meets all expectations at the graduate level and exceeds in several areas.**

**3:** Acceptable to Good. **Work demonstrates a very good understanding of the subject matter. It meets all expectations at the graduate level but lacks some depth, critical analysis, or clarity in a few areas.**

**4:** Satisfactory. **Work meets the basic requirements of the assignment but lacks depth, critical analysis, or clarity in multiple areas.**

**5:** **An inadequate performance: Work fails to meet the minimum requirements of the assignment. It demonstrates a significant lack of understanding of the subject matter or is poorly executed.**

## Last Day to Drop Course

The final day to drop Fall 2024 courses without academic penalty is the last day of classes: **November 29**

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

## Course Grading Policies

### Submission of Assignments

Assignments are to be submitted to dropbox on Course link. Please submit as a word/powerpoint file and you can choose to also upload as a pdf. However, the Final Paper is submitted under Table of Contents, Final Paper Submission as a pdf.

Discussion questions should be submitted by 10 am the day of each class. You need to submit questions for 10 classes (your choice). **For your submission to dropbox, please name your file with your name and the week number (e.g., Leanne week 3).**

A copy of your oral presentation should be submitted by 10 am the day you are presenting. **For your submission to dropbox, please name your file with your name.**

Your responses to the Meta-analysis Q&A will be uploaded to a shared document by 10 am Oct 31: [https://uoguelphca-my.sharepoint.com/:w:/r/personal/sonhing\\_uoguelph\\_ca/Documents/Meta-Analysis%20Q%26A.docx?d=w245370e8f3ad42de9b33854502c4d26f&csf=1&web=1&e=iA9zkl](https://uoguelphca-my.sharepoint.com/:w:/r/personal/sonhing_uoguelph_ca/Documents/Meta-Analysis%20Q%26A.docx?d=w245370e8f3ad42de9b33854502c4d26f&csf=1&web=1&e=iA9zkl)

The draft of paper, peer feedback, and final paper should be submitted by 9pm of the last day of the submission window. The draft of paper should also be emailed to the assigned Reviewer. The Peer Feedback should also be emailed to the proposal author. **For your submission to dropbox, please name your file with your name. Please ensure that the reviews both clearly indicate the paper author and the reviewer's name.**

### Late Assignment

Please note that late assignments will not be accepted. The nature of this course does not allow for people to get behind in their assignments. If there is a compelling reason for an assignment to be handed in after the due date, then of course, no points will be deducted. But, if such a reason exists, you must contact me **BEFORE** the due date.

## Course Standard Statements

### Course Policies

#### The Use of AI

Students are permitted to make use of available technological tools, including generative AI tools as supplementary resources in this course, as specified below. When leveraging these technologies, students are encouraged to critically evaluate the generated content and to integrate it with their own understandings to produce original work.

**Generative AI cannot be used to: condense/summarize/paraphrase any source material, generate discussion questions, respond to the meta-analysis Q&A, generate content/writing for any assignment.**

Generative AI can be used to assist you with generating a structure/outline for your literature review for your oral proposal presentation, draft of paper, and final paper. It can also be used to help you edit your outline and your writing (e.g., suggest wording to clarify writing, note areas of redundancy).

When using generative AI tools to support the completion of coursework, students are required to submit an appendix to the relevant assignment consisting of: the identification of any tools that were used, an explanation of how the tools were employed, including any prompt(s) used in content generation, and how the AI-generated content was integrated into the submitted coursework. For your oral proposal presentations, this should be your final slide.

**When using AI tools to edit writing**, students must submit drafts of the original work prior to modification by AI and a draft with track changes to illustrate how you critically assessed whether to modified the writing.

## CSAHS Graduate Academic Misconduct Policy

The *Academic Misconduct Policy* is detailed in the Graduate 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. 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.

Artificial intelligence (AI) systems are powerful tools that promise to revolutionize research, teaching and learning. In all three areas and in the future of work, there exist creative and forward-thinking opportunities for the use of AI. Many University of Guelph faculty, instructors, staff and students are currently looking at ethical uses of AI, including research through U of G's Centre for Advancing Responsible and Ethical Artificial Intelligence (CARE-AI) (<https://www.care-ai.ca/>).

At the same time, the development of increasingly sophisticated AI systems such as ChatGPT poses potential threats to academic integrity. Unauthorized student use of AI systems undermines student learning, the achievement of learning outcomes and violates the University's academic misconduct policies.

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.
3. Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs and types of assessments. In setting out course requirements and assessment criteria, the instructor should specify allowable uses of AI, if any, through the course outline and/or the learning management system (e.g., CourseLink). Clarity about the acceptable use of AI is critical for students and instructors. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with University and course requirements.

Faculty and instructors are encouraged to continue to develop modes of assessment that foster academic integrity (<https://otl.uoguelph.ca/teaching-learning-resources/assessment-student-learning/encouraging-academic-integrity-assessment/>) and assess learning outcomes. Where appropriate, this may include building into assessments requirements that students explain and provide evidence of the research and thought processes used in completing the assignment.

Ongoing information and education sessions on artificial intelligence and academic integrity will be available across the University.

## Standard Statements for Graduate Courses

### Academic Integrity

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 (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>) is outlined in the Graduate Calendar.

## 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.

Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

## Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-accommodation-religious-obligations/>)

## 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.

## Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>) dropping courses are available in the Graduate Calendar (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>).

## 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.

## Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. (<https://wellness.uoguelph.ca/shine-this-year/>) The Student Wellness team are here to help and welcome the opportunity to connect with you.

## 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).

## Recording of Materials

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

## Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## 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 Graduate Calendar for information

on regulations and procedures for Academic Consideration (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/>).