

PSYC*1010 (Section 03), Course Outline: Winter 2025

General Information

Course Title: Making Sense of Data in Psychological Research.

Course Description:

This course introduces research designs and quantitative approaches used in psychological science, with an emphasis on conceptual understanding. Specific topics include distributions, meta-analysis, confidence intervals and p-values, effect size, and regression, as well as the differences between descriptive, correlational, and experimental research designs.

The goals of this course are to provide: 1) sufficient knowledge of statistics so that you may critically evaluate claims based a statistical argument; and 2) the statistical tools you need to carry out your own empirical research. The course begins with descriptive statistics (techniques of summarizing or describing research findings) and progresses to inferential statistics (techniques for making predictions about populations based on findings from samples).

Although a significant part of the course entails numerical calculations (you may use a stand-alone calculator, Microsoft Excel, or statistical software), a major aim of the course is to develop an understanding of which statistical procedures are appropriate for different research designs. The statistical procedures are tools that guide researchers' conclusions about research questions. Thus, you will develop critical thinking skills (e.g., ability to analyze and evaluate an argument), and communication skills (e.g., writing, listening, and note-taking skills).

- **This syllabus serves as the standard operating document for the course. The student is responsible for being aware of all elements of the course syllabus. If a student has a query on any aspect of the course, they are first to consult the syllabus for the relevant policy and/or procedure before seeking clarification from the course instructor. The core policies and procedures are not subject to modification during the course of the semester.**

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: W25

Class Schedule and Location: Mon, Wed, Fri, 8:30-9:20 PM, MACN 105

All course related material must be accessed through CourseLink.

Instructor Information

Instructor Name: Danny M. Pincivero, PhD

Instructor Email: dpinci@uoguelph.ca

Office hours: Appointment by email.

- When sending an email to the course instructor or teaching assistants, make sure to type the course code (i.e., PSYC 1010) into the Subject heading of the email and you **MUST** use your University of Guelph issued email address. Email messages not adhering to these conditions will not be read and will be deleted.
- Emails will be read and IF replied to, will typically be done during the regular weekday working hours (Mon-Fri, 9:00 AM to 5:00 PM). Note that not all email communications to the instructor and teaching assistants may receive a reply. Examples of emails that may not likely receive a reply are those that convey rude, disrespectful, or vexatious comments; requests for information that is present in the course syllabus or other documentation (although students are encouraged to ask for clarifications on any of the course content or expectations that they might find not clear); questions about deadlines or where to find items on Courselink. Note that these examples are not an exhaustive list of reasons.

INSTRUCTOR AND TEACHING ASSISTANT COMMUNICATIONS

- Throughout the course, the instructor will make routine use of the **Announcements** tool in Courselink to post regular updates, reminders, deadlines, etc., as a means of communicating important information to the students.
- It is the responsibility of every student to regularly check and read the Announcements for any such updates in the course.
- All of the Announcements will be retained on Courselink during the semester to provide the students with the opportunity to review any of the posted items.

Graduate Teaching Assistant Information

- Graduate teaching assistant information will be provided on Courselink.

Course Content

Specific Learning Outcomes:

A. Critical and Creative Thinking

1. Depth and Breadth of Knowledge

- Describe core concepts in the scientific method, research methods and statistics, and indicate how these ideas work together in the scientific method.
- Understand and apply key concepts in research methods and statistics as it relates to the scientific method.

2. Inquiry and Analysis

- Formulate questions about psychology.
- Know how to find relevant evidence.
- Evaluate hypotheses based on data.
- Recognize the importance of supporting statements with evidence.

3. Problem Solving

- Identify issues and create a plan to address the problem using knowledge of research methods and statistics.

B. Literacy

4. Methodological literacy

- Recognize and describe basic research methodologies (e.g., random assignment, random sampling; qualitative vs. quantitative methods).

5. Quantitative literacy

- Understand the use of numerical data.
- Demonstrate the ability to interpret data (including formulas).
- Demonstrate ability to analyze data (perform calculations) and interpret data to test a claim.
- Use quantitative data as evidence for claim.

6. Visual literacy:

- Use graphs, tables and images and visual images and their source.
- Evaluate images and their source (e.g., discerning when a graph is misleading).

C. Communication

7. Reading Comprehension (e.g., reading the text materials)

- Read at a university level, acquiring psychological information.
- Understand sophisticated theoretical and empirical writing in psychology.

8. Listening skills (a component of Oral communication).

- Determine the key points in an auditory presentation (on the fly) by listening.
- Summarize information in a clear and concise way so that you can later access the information.
- Ask questions of the speaker when you require clarification.

9. Written Communication

- Explain complex abstract processes in simple, clear, and jargon-free language, presenting ideas in a logical order, using concrete examples, and diagrams, graphs when necessary (see Visual literacy).
- Write clearly and demonstrates general psychological knowledge when presenting ideas.
- Write using the appropriate vocabulary, presenting statistical results in APA format (American Psychological Association, the standard format for psychological research).

D. Personal and ethical behaviour

10. Ethical issues in research

- Describe ethical principles in conducting research as it relates to the accurate (non-misleading) presentation of research results.

11. Personal organization/ time management

- Deal with intense time pressures, prioritizes and complete important or urgent tasks to schedule, starts task early rather than waiting until the deadline.

- Cope with time pressures without panicking, by being strategic, and determining a way to get the best results in a limited amount of time.
- Demonstrate personal accountability and responsibility.

On successful completion of this course, you will be able to accomplish the following:

A. Identify and describe key concepts in quantitative psychology, including those relating to the scientific method, research design, and inferential and descriptive statistics. Apply these concepts when solving problems (Learning outcomes: 1, 3- 5, 7-9)

B. Describe the stages involved in scientific reasoning and specify the role and importance of quantification in the scientific method (the scientific reasoning process). Use an example of your own creation to help you explain how this process works. (Learning outcomes: 1, 2, 4, 8-9)

C. Identify the weak points within scientific arguments (places where error can enter), and the places where an individual could lie or mislead using statistics or the graphical (Learning outcomes: 1-6, 8-9)

D. Analyze a research question, identifying the relevant measured and manipulated variables and the scale of measurement for variables. Indicate whether the study is a true experiment, a quasi-experiment, or correlational design and describe the relative strengths and weaknesses of each type of design. (Learning outcomes: 1-3, 7-9)

E. Identify the independent and dependent variables in true and quasi-experiments, being sure to report the measures in terms of how they are measured or manipulated (operational definitions). Identify the relevant variables in a correlational study, describing each variable in terms of how it is measured. (Learning outcomes: 1-5)

F. Describe the differences between descriptive and inferential statistics, indicating when each would be used. Determine the appropriate form of statistical analysis for simple experiments. This involves choosing the correct descriptive and inferential statistic. (Learning outcomes: 1-5, 7-9)

G. Create and graph frequency information (frequency distributions). Calculate measures of central tendency (mean, median, mode) and variability (e.g., range, standard deviation, variance). Explain the meaning and importance of these measures, using jargon-free language and concrete examples of your own creation. (Learning outcomes: 1, 3-9)

H. Interpret information that is presented in graphical format (graphs). Create graphs for frequency distributions, true and quasi-experiments, and correlational studies. (Learning outcomes: 6)

I. Explain what hypothesis testing is, indicating its purposes, the processes involved, and the places where error can enter into the process using jargon-free language and concrete examples of your own creation. Indicate the role of probability in hypothesis testing and inferential statistics. Note: This involves knowing how to define probability and inferential statistics in your own words. (Learning outcomes: 1-9)

J. Carry out hypothesis testing using z-tests, t-tests, and Pearson correlation. (This involves calculating the statistic as well using the result in decisions and presenting the result in writing in APA format). Indicate what statistical significance means and indicate how this is related to effect size and statistical power. Note: This means you will have to be able to describe what each concept means in simple jargon-free language, using a concrete example of your own creation to explain what you mean. (Learning outcomes: 1-9)

K. Describe how statistics can be used to mislead and what honest researchers do to avoid misleading others when presenting data about the results of study. (Learning outcomes: 10)

L. Plan your work across the term so that you complete the assignments on time. Start assignments early so you will not have to rush. Note that steady effort is required, and it is important to create a calendar in advance where you save your deadlines. Deal with time pressures in exams, learning how to prioritize and be strategic in order to make the best of limited time. (Learning outcome: 11)

LECTURE SCHEDULE

- The instructor reserves the right to modify the schedule of topics outlined in the table below. Every effort will be made to adhere to this schedule as close as possible.
- The teaching approach to the lectures will mainly be a PowerPoint based presentation, in which the students will receive a “skeleton” copy of the notes posted to Courselink. These notes will contain the major items that will be taught and lecture is designed to “fill in the blanks” on the slides. The instructor will also make regular use of the overhead document camera to handwrite items on blank paper; it is recommended that students bring blank paper or any other writing device they might require to copy these additional notes.
- The instructor will also provide short pre-recorded lecture videos corresponding to the lecture notes periodically. Links to these lectures will be available in Courselink.
- **IMPORTANT**: Taking photographs or video recordings of any items related to the teaching of course material during the regularly scheduled class periods is **STRICTLY PROHIBITED**, unless permission is granted by the instructor.
- The instructor’s set of notes will NOT be posted to Courselink, nor will be provided by any other means.
- The instructor will most likely screen and audio capture the lectures and will post links to those lecture recordings on Courselink (this usually takes about 1 day). Lectures will NOT be live-streamed. Note that these recordings are NOT guaranteed nor are these recordings meant to be a replacement for in-person learning. These recordings may also not entirely capture the instructor’s voice during live in-person teaching. As such, the recordings are NOT meant to be a replacement for regular class attendance but will allow students to catch up in the event they do miss some classes or wish to review the lectures that they have attended.

Content and Deadlines:

DATE	LECTURE TOPIC	READINGS	ACTIVITY
WEEK 1 Jan 6-10	UNIT 1: Introduction to quantitative research.	Chp 1	Summation operations video (CourseLink)
WEEK 2 Jan 13-17	UNIT 2: Descriptive statistics	Chp 2-4	
WEEK 3 Jan 20-24	UNIT 3: Probability HOMEWORK 1 DUE: January 26.	Chp 6	QUIZ 1 (UNITS 1&2)
WEEK 4 Jan 27-31	UNIT 4: NHST – Normal Distribution and Confidence Intervals.	Chp 5	QUIZ 2 (UNIT 2)
WEEK 5 Feb 3-7	UNIT 4: NHST – Normal Distribution and Confidence Intervals. HOMEWORK 2 DUE: February 9.	Chp 7-8	QUIZ 3 (UNIT 3)
WEEK 6 Feb 10-14	UNIT 5: Hypothesis testing with one and two samples.	Chp 9	
WEEK 7 Feb 17-21	WINTER BREAK (no classes)		
WEEK 8 Feb 24-28	UNIT 5: Hypothesis testing with one and two samples. MIDTERM EXAM: UNITS 1-4 (Wednesday February 26, 2025).	Chp 10	
WEEK 9 Mar 3-7	UNIT 5: Hypothesis testing with one and two samples.	Chp 10	QUIZ 4 (UNIT 5)
WEEK 10 Mar 10-14	UNIT 6: Analysis of variance (ANOVA) HOMEWORK 3: March 16.	Chp 13	
WEEK 11 Mar 17-21	UNIT 6: Analysis of variance (ANOVA)	Chp 13	
WEEK 12 Mar 24-28	UNIT 7: Correlation and linear regression HOMEWORK 4: March 30.	Chp 15-16	QUIZ 5 (UNIT 6)
WEEK 13 Mar 31-Apr 4	UNIT 7: Correlation and linear regression	Chp 15-16	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Online quizzes	Please refer to course schedule and Courselink.	15%	1-11
Midterm Exam	Wednesday February 26, 2025 (8:30-9:20 AM, MACN 105). UNITS 1-4	25% (or 0%)	1-11
Final Exam	Tuesday April 15, 7:00-9:00 PM, LOCATION TBA Cumulative content	25% (or 50%)	1-11
Homework assignments	Please see homework assignment guidelines on Courselink	35%	1-11

NOTE: There will be NO extra credit opportunities for course and non-course related activities. Travel for any reason is NOT a justifiable basis for a missed/incomplete exam/quiz or homework assignments in the course.

****The final grade of the course will be calculated 2 different ways. The first method will have the MIDTERM EXAMINATION and the FINAL EXAMINATION worth 25% of the final grade each. The second method will have the MIDTERM EXAMINATION worth 0% and the FINAL EXAMINATION worth 50% of the final grade. Students will receive the higher of the 2 different methods for their final grade in the course.**

****The FINAL EXAMINATION is a REQUIRED assessment for this course (the final examination is scheduled by the Registrar's Office). There are no options to write the final examination at a different day/time than what is scheduled by the Registrar's Office, except for College level approved deferrals which take place during Summer 2025 semester.**

ONLINE QUIZZES (3% each x 5 = 15% of final grade).....required

- The online quizzes will be made available on Courselink and will become available on the **Monday** at **12:00 AM** of the scheduled week and will remain open through **Sunday** of the same week and will close at **11:59 PM**.
- **IMPORTANT NOTE:** All the online quizzes are to be completed during the allocated time of availability in Courselink. Missed quizzes CANNOT be made up and under no circumstances will the percent value of a missed quiz be shifted to any other quiz, assignment, or exam. It is the student's responsibility to ensure that they have adequate computer/internet resources in place at the time they intend on completing the quiz. The questions/answers to the online quiz will be released soon after the closing day/time. The online quizzes **WILL NOT** use the Respondus Lockdown browser. It is strongly recommended that students **DO NOT** wait until the final day of availability to attempt the online quiz.

MIDTERM EXAMINATION (25% or 0%)

- The midterm exam (**Wednesday February 26; 8:30 AM – 9:20 AM; MACN 105**) will be comprised of multiple-choice, calculation-type, and/or short answer questions. The midterm exam is an in-person examination taken during the regularly scheduled class period and classroom and will require hand-written responses to questions on provided paper documents. Students will require the use of a functioning non-programmable calculator; the calculator on a cell phone will **NOT** be permitted during the exam. **It is solely the student's responsibility to obtain a functioning non-programmable calculator and possess the ability to use the necessary functions on it.** Calculators will **NOT** be provided at the midterm examination, nor will the instructor or teaching assistant be able to provide help on the use of the calculator. The MIDTERM EXAMINATION will cover material from UNITS 1 to 4, inclusive. Students are permitted **ONE AND ONLY ONE ATTEMPT** at writing the MIDTERM EXAMINATION. Further details on the MIDTERM EXAMINATION will be provided on Courselink.
- In the event that a student DOES NOT write the MIDTERM EXAMINATION for any reason, the weight (25%) will be transferred to the FINAL EXAMINATION which will be worth 50% of the final grade in that circumstance. Students are not required to notify the instructor if they did not write the MIDTERM EXAMINATION.

FINAL EXAMINATION (25% or 50%)....required.

- The final examination (**Tuesday April 15, 7:00-9:00 PM and LOCATION TBA**) will be comprised of multiple-choice, calculation-type, and/or short answer questions. The final examination is an in-person examination taken during the university established day, time, and location and may require hand-written responses to questions on provided paper documents. Students will require the use of a functioning non-programmable calculator; the calculator on a cell phone will **NOT** be permitted during the exam. It is the student's responsibility to obtain a functioning non-programmable calculator and possess the ability to use the necessary functions on it. Calculators will **NOT** be provided at the final examination, nor will the instructor or teaching assistant be able to provide help on the use of the calculator. The FINAL EXAMINATION will cover material from the entire course. The final exam is a **REQUIRED** assessment in the course and the weighting will **NOT** be transferred to any other assessment. Students are permitted **ONE AND ONLY ONE ATTEMPT** at taking the final examination. Further details on the final examination will be provided on Courselink.

HOMEWORK ASSIGNMENTS (35%).....required.

- The deadline to submit each lab assignment is indicated on Courselink. All assignments must be uploaded as a PDF document to the respective Dropbox on Courselink. Assignments submitted AFTER the posted deadline will receive a 5% per day deduction up to a maximum of 5 calendar days; after this 5 day window, assignments will not be accepted and will receive a grade of 0. Information on assignment formatting is provided on Courselink.
- When submitting an assignment to the Dropbox, it is solely the student's responsibility to ensure that their submission is the actual document they intend to have graded. In the event that the student inadvertently submits the wrong document that they intend to have

graded, no additional time will be provided beyond the 5 day post-deadline period. If the student submits multiple documents, the latest dated assignment will be graded (the student is encouraged to add a message at the time of the submission on Dropbox if they do have an additional submission or wish to bring an item to the attention of the instructor and teaching assistant). Emailed assignments will NOT be accepted, nor will assignments that are attempted to be submitted after the answer key/grading guide has been posted to Courselink.

Course Resources

Required Text:

- Gravetter, F.J., & Wallnau, L.B. (2017). Statistics for the Behavioural Sciences, 10e edition. Cengage. **-180-Day eBook ISBN 9781319463946** (*required*), *\$71.25.

Other Resources:

- Additional resources will be provided on Courselink.

COURSE REQUIREMENTS

For the online quizzes and homework assignments, students will be provided a window of time (approximately 1-2 weeks) to complete and submit such items. It is strongly recommended that students do **NOT** wait until the final day of the deadline to begin work on these items as no additional time will be provided. Please see COURSELINK for more specific information.

*****DATES AND DEADLINES*****

The relevant dates for the midterm and final examinations, and the deadlines for completion of the online quizzes and homework assignments have been posted on Courselink. Although not guaranteed, the course instructor will also post reminders of impending dates and deadlines, as Announcements on Courselink. It is important to note that the stated dates and deadlines are **NOT SUGGESTIONS**; these are required dates and deadlines that once posted on Courselink are not subject to modification, unless under university established or instructor determined (SAS, university student wellness interventions, or other extenuating and confirmed accommodations) rare and extreme circumstances.

Respondus lockdown browser may be in effect.

Respondus LockDown Browser is a locked browser for taking quizzes in CourseLink. It **may** be required to take the midterms and final exam. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.

In order to use Respondus LockDown Browser and Monitor, you must meet the following technical requirements so that you can take the practice test and midterm exam:

1. Operating Systems: Windows 10, 8, 7; Mac OS X 10.10 or higher.
2. Memory: Windows 2 GB RAM; Mac 512 MB RAM.
3. For Mac users: Safari must function properly on the computer.

4. Mac users must have Adobe Flash Player installed to Safari, even if a different browser is normally used.
5. Functioning webcam and microphone. The webcam and microphone can be built into your computer or can be the type that plugs in with a USB cable. (You will be required to do an environment scan of your room, so please ensure you can move your computer, laptop or webcam for this scan.)
6. A broadband Internet connection. It is recommended that you access the Internet via a wired connection.

If you have any concerns about meeting system requirements, contact CourseLink Support. They will work with you to find alternative solutions or make alternative arrangements.

- This course requires the use of Respondus LockDown Browser and Monitor (webcam) for proctoring within CourseLink. You must **download and install LockDown Browser and Monitor** to complete the practice test (if provided) and course exam(s). The purpose of the practice test is to ensure that Respondus LockDown Browser and Monitor is set up properly and that you are comfortable using the software.
- Respondus LockDown Browser is a locked browser connected to the Quizzes tool in CourseLink. It prevents you from printing and copying, using other operating software, using search engines (e.g., going to another URL), communicating via instant messaging, and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).
- Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.
- In order to use Respondus LockDown Browser and Monitor, you must meet the **technical requirements**. Visit the Remote Learning website for guidance on **preparing your online exam environment**.
- If you have any concerns about meeting system requirements, contact **CourseLink Support**. They will work with you to find alternative solutions or make alternative arrangements.

Effective time management is critical. To succeed in this course, it is essential that you keep up with the readings, weekly learning curve, quiz and research in action activities. You should take a disciplined approach in planning to complete the graded assignments. You are encouraged to ask questions when you are struggling.

Late or missed deadlines:

Final exam. Students who do not write the final examination should follow the University's procedures for requesting academic consideration (see below).

Course Policy on Group Work:

Each student is expected to complete all assignments on their own. If there is evidence that

students are collaborating while completing any assessments, then those cases will be dealt with as per the regulations on Academic Misconduct. However, students are encouraged to form study groups in preparation for the graded assessments.

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

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

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- 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

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

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

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).

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 April 4, 2025. 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](#)

Additional Course Information: Turnitin software

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.