

# PSYC 203 Syllabus

## General Course Information

**Course:** PSYC203  
**Course title:** Research Methods in Psychology  
**Pre-requisites:** PSYC100 and PSYC202  
**Semester and Year:** Winter 2026  
**Number of credits:** 3.0  
**Learning hours:** 120 hours total  
**Modality:** on campus  
**Classroom accessibility:** accessible

## Contact Information

**Instructor:** Daryl Wilson  
**Office:** Humphrey Hall 347  
**Email:** daryl.wilson@queensu.ca  
**Contact:** by email or appointment

## Course Description

Lectures will focus on basic research methodologies. Labs will include the collection and statistical analysis of data, and the reporting of experimental findings. To introduce students to the breadth of psychological research, there will be a series of guest lectures in which professors present their own research.

## Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Understand experimental design
2. Think critically about research design
3. Analyze experimental results
4. Clearly and concisely present scientific results

## Course Format

### Lectures:

- Lectures will provide information on scientific thinking, research ethics, and foundational research designs.

### Lecture Schedule:

Week	Date	Topic	Reading
1	Jan. 5	Introduction to Course	None
2	Jan. 12	Scientific Thinking	Chapter 1
3	Jan. 19	Ethics in Psychological Research	Chapter 2
4	Jan. 26	Developing Ideas for Research	Chapter 3
5	Feb. 2	Measurement and Hypothesis Testing	Chapter 4
6	Feb. 9	** Midterm –Mon. Feb. 9 at 10:00am	None
7	Feb. 23	Introduction to Experimental Research	Chapter 5
8	Mar. 2	Methodological Control in Experimental Research	Chapter 6
9	Mar. 9	Single-Factor Experimental Designs	Chapter 7
10	Mar. 16	Factorial Experimental Designs	Chapter 8
11	Mar. 23	Correlational Research	Chapter 9
12	Mar. 30	Quasi-Experimental Designs and Applied Research	Chapter 11

### Psychology at Queen's Guest Speakers:

- The goal is to introduce you to the diversity of psychological research and the breadth of research techniques used here at Queen's. It is hoped that this knowledge will help you with course selections for third and fourth year and help you determine which areas you might like to specialize, and which areas you might like to conduct research. Normally, we aim to get 4 faculty to speak each year.

### Psychology at Queen's Speaker Schedule:

Week	Date	Speaker	Topic
1	Jan. 7	No Speaker	No Speaker
2	Jan. 14	TBA	TBA
3	Jan. 21	TBA	TBA
4	Jan. 28	TBA	TBA
5	Feb. 4	TBA	TBA
6	Feb. 11	No Speaker	No Speaker

7	Feb. 25	TBA	TBA
8	Mar. 4	TBA	TBA
9	Mar. 11	TBA	TBA
10	Mar. 18	TBA	TBA
11	Mar. 25	TBA	TBA
12	Apr. 1	No Speaker	No Speaker

**Labs:**

- Labs will allow students to consider experimental design, utilize appropriate statistical analyses, and effectively communicate research findings.

**Lab Schedule:**

Week	Topic
1 (Jan. 5 – Jan. 9)	• *** No Lab ***
2 (Jan. 12 – Jan. 16)	• Introduction • Literature Search Techniques and Mendeley
3 (Jan. 19 – Jan. 23)	• Structured Writing, Proper Citation, Plagiarism
4 (Jan. 26 – Jan. 30)	• Data Management in R I • Data Collection for Assignment 1
5 (Feb. 2 – Feb. 6)	• Data Management in R II • Data Analysis for Assignment 1
6 (Feb. 9 – Feb. 13)	• Data Management in R III • Data Analysis and Writing for Assignment 1
7 (Feb. 23 – Feb. 27)	• Careers in Psychology
8 (Mar. 2 – Mar. 6)	• Data Collection for Assignment 2
9 (Mar. 9 – Mar. 13)	• Data Analysis for Assignment 2 • More on Scientific Writing and Common Writing Problems
10 (Mar. 16 – Mar. 20)	• Data Analysis and Writing for Assignment 2
11 (Mar. 23 – Mar. 27)	• To be announced
12 (Mar. 30 – Apr. 3)	• *** No Lab ***

**Description of Learning Activities and Assessments**

**Lab Assignment #1:**

- Submit at the beginning of your lab during week 7.
- You will make and test a hypothesis for a data set.
- You will submit a lab report consisting of a title page, abstract, introduction, method section, results section, discussion section, and references.

**Lab Assignment #2:**

- Submit at the beginning of your lab during week 11.

- You will make and test a hypothesis for a data set.
- You will submit a lab report consisting of a title page, abstract, introduction, method section, results section, discussion section, and references.

**Midterm Exam:**

- Will be conducted during week 6 on **Monday, Feb. 9 at 10:00am.**

**Final Exam:**

- To be held during the final examination period.
- This exam is cumulative covering material from the entire course.

**Evaluation**

Assessment	Alignment with CLOs	Weighting
Lab Assignment #1	1, 2, 3 and 4	15%
Lab Assignment #2	1, 2, 3 and 4	20%
Midterm Exam	1 and 2	25%
Final Exam	1 and 2	40%
Research Participation Bonus	1 and 2	3%

**Course Materials**

**Required Text:**

Goodwin, K. A., & Goodwin, C. J. (2017). *Research in Psychology: Methods and Design* (8<sup>th</sup> Edition). New York: Wiley.

- Hardcopy: \$105.95
- E-textbook 150-day subscription: \$28.00

**Recommended Text:**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Edition). (\$51.95)

**Communication and Meeting Policy:**

- Announcements will be posted on OnQ.
- There are Question and Answer forums set up on OnQ.
- There is a FAQ section on OnQ.
- Each teaching assistant will be available for two office hours each week.
- Most course questions should be asked using the forums so that all students can benefit from the response.
- Try to use email only for questions that are specific to your situation.
- Try not to send e-mails asking for information that is available in the syllabus or on the course website.
- We will do our best to answer your e-mail questions within 24 hours.

## Research Participation Bonus:

### Participant Pool Information:

- Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).
- Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.
- Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.
- At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

### How to sign up for studies:

- We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3<sup>rd</sup> week of classes. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3<sup>rd</sup> week of class.
- During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.
- **If you are in multiple 2nd year Psychology courses that use the participant pool, you must assign your credits to a particular course.** For example, if you are in PSYC 203 you can have 2 credits assigned to it. If you have 3 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact [participant.pool@queensu.ca](mailto:participant.pool@queensu.ca). The final day you can request a credit reassignment is the final day of class.
- Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

### **What if I don't want to participate?**

- Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

### **Off-Campus Students**

- Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

### **What if I can't make a research appointment?**

- Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.
- Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 *unexcused* no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

### **Who should I contact for help?**

- \*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits) should be directed to the participant pool coordinator at [participant.pool@queensu.ca](mailto:participant.pool@queensu.ca).

## **Grading Scheme**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

### *Queen's Official Grade Conversion Scale*

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

#### **Assignment Submission Policy**

- 10% will be deducted from an assignment for each day it is late including weekends.
- If you require an extension because of an academic accommodation, contact Tara Karasewich (Accommodations and Learning Management Systems Assistant) at [psyaccom@queensu.ca](mailto:psyaccom@queensu.ca).
- If you require an extension for extenuating circumstances, you will need to submit a request for academic consideration to the Faculty of Arts and Science. Requests may be submitted using the following link: <https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>. Once your request is approved, then forward your approved request to Tara Karasewich (Accommodations and Learning Management Systems Assistant) at [psyaccom@queensu.ca](mailto:psyaccom@queensu.ca).

#### **Re-Grading Policy:**

- Students who are dissatisfied with their grade on assignments should first discuss the marking with their lab teaching assistant. If that does not resolve the situation, then the student can make a formal request for a re-grade.
- Students who are dissatisfied with their grade on the midterm or final exam can make a formal request for a re-grade.
- The re-grade will stand as the final grade.

#### **Missing Exams or Assignments:**

- If you are unable to write the midterm exam, final exam, or complete an assignment, you will need to apply to the University for academic considerations. Once your request is approved, then forward your approved request to Tara Karasewich (Accommodations and Learning Management Systems Assistant) at [psyaccom@queensu.ca](mailto:psyaccom@queensu.ca).

- If you are unable to write the midterm there is no makeup midterm, and if you are unable to complete an assignment, there is no make-up assignment. Rather, if you are unable to write the midterm or complete an assignment and you are approved for academic considerations, then reweighting will be done to make up for the missed component.
- If you need to defer the final exam and you are approved for academic considerations, then it will be conducted during the exam deferral period (tentatively set for May 14 to 19 set by the Faculty of Arts and Science).

## **Generative Artificial Intelligence Tools**

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course.

## **Turnitin Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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University has no liability for any independent interaction you choose to have with Turnitin.

## **Queen's Policy Statement on Academic Integrity**

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

## **Accommodations for Disabilities**

For all requests for academic accommodations, contact Tara Karasewich (Accommodations and Learning Management Systems Assistant) at [psyaccom@queensu.ca](mailto:psyaccom@queensu.ca).

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

## **Academic Considerations for Students in Extenuating Circumstances**

If you require an extension for extenuating circumstances, you will need to submit a request for academic consideration to the Faculty of Arts and Science. Requests may be submitted using the following link: <https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>. Once your request is approved, then forward your approved request to Tara Karasewich (Accommodations and Learning Management Systems Assistant) at [psyaccom@queensu.ca](mailto:psyaccom@queensu.ca).

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating

circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TAs.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

### **Copyright of Course Material**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

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