

PSYC 300: Advanced Experimental Psychology
2012-2013

Fall Term Instructor:

Jill A. Jacobson

Email: jill.jacobson@queensu.ca

Office: Craine 318

Office Hours: Open door or by appointment at

<http://jacobson.calendarspots.com>

Winter Term Instructor:

TBA

Head Teaching Assistant:

Rachael Bosma

Email: rachaelbosma@gmail.com

Office: Humphrey 323

Office Hours: By appointment only

Location:

Kinesiology 100

Times:

Tuesdays 2:30 pm – 4:00 pm

Wednesdays 1:00 pm – 2:30 pm

Objectives

The objective of PSYC 300 is to provide instruction and practice in the design, conduct, and analysis of experiments in psychology and in the communication of findings. The aims are to offer a course that: 1) is user-friendly; 2) provides students with an appropriate link between 2nd year statistics courses and the thesis course; 3) provides practical skills training in writing and research methods for students entering the workforce in the next few years; and 4) provides additional preparation in writing, statistics, computing, and empirical data collection for students going on to the thesis option and graduate work.

Course Materials

Copyright

The course material including lecture notes, lab activities, etc. is copyrighted and is for the sole use of students registered in PSYC 300. This material shall not be distributed or disseminated to anyone other than students registered in PSYC 300. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Required

Lomax, R. G., & Hahs-Vaughn, D. L. (2012). *An introduction to statistical concepts* (3rd ed.). New York: Routledge.

Green, S. B., & Salkind, N. J. (2011). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Stern, L. (2007). *What every student should know about avoiding plagiarism*. New York: Pearson Education, Inc.

Recommended

American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

SPSS for Windows or Macintosh Student Version CD-ROM. Please contact the Campus Computer Store in Dupuis Hall for availability.

See the Fall and Winter Term Course Outlines on Moodle for supplemental readings that can be accessed online at the Queen's Library website (<http://library.queensu.ca/>).

Web Content

Additional information for the course will be available on the web at <https://moodle.queensu.ca/login/index.php>. The web content will consist of lecture notes, lab work, quizzes, an electronic discussion area for course questions, a list of supplemental course readings, auxiliary study materials, and links to web pages with further, in-depth

information on selected topics. As in PSYC 100, this message board is intended only as a forum for posting questions and discussing topics related to the PSYC 300 course material. Messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYC 300 content will be deleted, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. (Please also see the section below labeled “Civility Clause.”)

Because students’ questions tend to be similar, **please post your queries in the appropriate Moodle forum rather than emailing the Head TA or the instructor directly.** The Head TA and the instructor will check the forums regularly and will respond to your questions there. This way everyone in the class has access to the same information. If you do email questions that should have been posted on Moodle, your email will be returned unanswered or you will be directed to Moodle for the reply.

Lectures

Two 90-minute lectures are scheduled for each week. A short quiz on the lecture material will be available for 24 hours following each lecture. Typically quizzes are used for evaluative purposes; however, the quizzes in this course are strictly to help the students learn the material. Multiple studies have shown that test-enhanced learning (TEL) increases students’ retention of the course material and yields statistically significant improvements in exam performance (e.g., Hattikudur & Postle, 2011; McDaniel, Roediger, & McDermott, 2007). You will be given credit rather than a mark for having completed the quiz, and these points will contribute to your participation mark, which is worth 15% of your final grade. To further encourage students to take advantage of this opportunity to enhance their understanding of the course material and maintain a regular review of the concepts covered in class rather than relying on cramming at the end, a random sample of the questions from the quizzes will be included on the fall and winter exams.

Appointments. We strongly recommend that you take advantage of opportunities to set up appointments with us. You also should feel free to ask questions during class and/or immediately before or after it. If you are having trouble understanding the lecture or lab material, please see the instructor and/or Head TA well in advance of the exams or project due dates. We want you to do well and learn the material in this course, but we can do little to help you if you do not take the initiative. Waiting until the last minute will not be a wise strategy.

Anxiety. If you previously have had problems with anxiety (e.g., math anxiety, test anxiety, etc.), please make an appointment with Queen’s Health, Counseling, and Disability Services (HCDS) immediately. Do not wait until the week of the exams. You can stop by their offices on the 2nd Floor of the LaSalle Building at 146 Stuart Street or call them at 613-533-2506 to set up an appointment. They have counselors trained to assist you with anxiety and stress relief techniques. They also can determine whether or not you require special accommodations.

Learning Disabilities. Dyscalculia is relatively rare, but even at this stage in your academic career, you unknowingly could suffer from it or some other learning problem that may affect your performance in this class. If you are uncertain, HCDS can diagnose you. The waiting list can get rather long, so you should make an appointment (see above) to be tested as soon as possible.

Special Accommodations. If you do qualify to receive special accommodations, please notify the instructor right away, and she will inform your TA for you. One of the three PSYC 300 exams is held during regular lab meeting times, so HCDS does not provide accommodations for special needs students. Thus we have to find separate rooms for the special accommodations students to take the exams.

Religious Observances. Religious observances must be declared by Friday, September 28, 2012. Please contact the fall term instructor if you must miss any lab during the year due to a religious observance or if such observance conflicts with the assignment due dates or exam schedule. In your correspondence, you must include the date and nature of the observance. Failure to declare your need for accommodation by September 28th means that your absence will not be excused and/or you will not be accommodated with an alternative due date or exam date.

Tentative outline of the lecture material:

Fall Term: The Scientific Method; Ethics; Scales of Measurement; Scale Design, Reliability, Validity, and Factor Analysis; Organizing and Graphing Data; Measures of Central Tendency; Measures of Variation; The Normal Distribution; z Scores; Correlation; Other Correlation Coefficients; Sampling; Probability; Hypothesis Testing; One Sample t Tests; Independent-Samples t Test; Mann-Whitney U Test; Paired-Samples t Test; Wilcoxon Test; Power; Sample Size; Chi-Square; One-Way Analysis of Variance (ANOVA); Post-Hoc Tests; Contrast Analyses.

Winter Term: Factorial ANOVA; Analysis of Covariance (ANCOVA); Repeated Measures ANOVA; Multivariate Analysis of Variance (MANOVA); Kruskal-Wallis Test; Friedman Test; Simple and Multiple Regression; Mediated and Moderated Regression; Simple Slopes Tests; Logistic Regression; Loglinear Analysis; Choosing the Correct Statistical Test.

Laboratories

All labs are held in Humphrey Hall Room 219 and will begin during the 2nd week of each term. No lab meetings will be held during the last two weeks of the semester. Laboratories will focus on: 1) writing; 2) statistical exercises with computers; 3) active learning exercises; 4) course projects including writing reports using APA (6th ed.) style; and 5) tutorials. Students are expected to attend their assigned laboratories for the full three hours and to participate in and complete all laboratory activities. The laboratory activities will constitute one portion of your participation mark, and to fully participate in the lab activities, you must bring your copy of Green and Salkind to every lab meeting. You eventually will also need to bring your copy of Lomax and Hahs-Vaughn when we start to cover G*Power.

You must attend at least 11 of the 15 labs to pass this course regardless of whether your absence is excused or unexcused. Students may be excused from a lab due to a religious observance (see above) or with documentation of a serious, extenuating (beyond their control) circumstance such as an illness (physical or mental), a death in the family, etc. Students must provide the documentation to the instructor who will notify your TA. Students who have been excused from a lab may attend an alternate lab as a visitor *for that week only*. Please contact the TA whose lab you are visiting in advance to let him or her know that you will be attending and to ensure that space is available. Also, please let your regular TA know that you will be attending another lab for that week only.

All written assignments must be originally and individually written (i.e., students may not work together on the analysis or the write up) and will be assessed via an online plagiarism prevention program, Turnitin.com. If you are uncertain about what constitutes plagiarism, please see the section below labeled “Academic Integrity” and Regulation 1.2.1 at <http://www.queensu.ca/arts/academic-calendars/regulations/academic-regulations/regulation-1> and read the handout provided by the Writing Centre at <http://www.queensu.ca/writingcentre/handouts/Style-Plagiarism.pdf> as well as the Stern (2007) book bundled with the Green and Salkind text. Plagiarism also will be discussed in lecture and in lab. All written assignments must be submitted to Turnitin.com in electronic format (e.g., Word, PDF, etc.) and follow the format of the 6th edition of the *Publication Manual of the American Psychological Association*.

Similar to the lectures, a quiz of the lab material for a given week will be available on Moodle. Again these quizzes are intended for the students’ benefit rather than evaluative purposes; therefore, you will receive points rather than grades toward your participation mark for having completed the quizzes. A subset of items from the lab quizzes will be included on the fall and winter term exams.

Teaching Assistants. The TAs will be available for the full three hours of their scheduled lab time. Thus they are not required to hold any additional office hours, and you are strongly encouraged to take advantage of their availability at the lab times. During the weeks when labs are cancelled (and at their discretion during the other weeks), TAs will hold office hours by appointment only unless otherwise specified. Your TA is unlikely to monitor the Moodle message board, but the Head TA and instructor will be able to answer questions about the lab material. The TAs want to help you, but bear in mind that the volume of emails generated even by one lab section in this course is enormous. So please use email conscientiously and sparingly. Unnecessary inquiries limit your TA’s ability to respond to important emails. If you do have questions or need to meet with your TA, please contact him or her well in advance of any due dates. If you wait until the last minute, you have no guarantee that your TA will have the opportunity to read your email and/or be able meet with you in time.

Teaching Assistants

Section	Day	Time	TA	Email Address
004	Wednesday	2:30 pm - 5:30 pm	Michael Best	8mwb@queensu.ca
002	Wednesday	6:30 pm - 9:30 pm	Raegan Mazurka	6rm9@queensu.ca
005	Thursday	2:30 pm - 5:30 pm	Jenn Bossio	jennifer.bossio@queensu.ca
003	Thursday	6:30 pm - 9:30 pm	Adam Heenan	adam.heenan@queensu.ca
006	Friday	8:30 am - 11:30 am	Samantha Drover	7sd24@queensu.ca
007	Friday	11:30 am - 2:30 pm	Kevin Rounding	7kr25@queensu.ca
008	Friday	2:30 pm - 5:30 pm	Matthew Stewart	11ms98@queensu.ca

Exams

Three exams are scheduled for this course. Each exam will be worth 15% of your final grade. Two exams (Exams I and II) covering the lecture and lab materials will be held during the fall-term and the winter-term exam periods, and a practical exam will be administered during regular lab times of the 9th week of the Winter term. Students are expected to write all exams as scheduled, and you must write all exams to pass this course (i.e., if you do not write an exam, you will receive a failing mark for the class regardless of your performance on the other components of the course). If you are unable to write either Exam I or II during the scheduled time in the fall or winter term exam period, appropriate documentation of your reasons for not writing the exam must be submitted to and approved by the instructor **PRIOR** to

the exam (specifically, by 5:00 pm the day before the scheduled exam). Please also see the section below labeled “Psychology Departmental Policies” for more information about the procedure for exam deferral. If you are unable to attend your lab meeting the week of the practical exam, appropriate documentation of your reasons for not writing the exam at the regular time must be submitted to and approved by the instructor *the Monday before the practical exams are scheduled* (i.e., before 5:00 pm on Monday, March 11, 2013). You then will be scheduled to take the exam with one of the other lab sections or an alternate time. Exams and assignments due in other courses will not be sufficient grounds for excusal, and the PSYC 300 exam dates will not be changed to accommodate conflicts with your other courses’ schedules.

Projects

Two projects are planned for this course, and the completion of both projects is required to pass this class. In extenuating circumstances and when documentation is provided, extensions will be given for the projects, but papers will not be prorated. That is, you must complete both papers to pass this course; failure to do so will result in a failing mark regardless of your performance on the other components of the course. These projects will constitute 30% of the final course grade and will involve collecting, analyzing, and writing up data. Although students will work in groups to design the studies and collect the data, both proposals and both project papers must be originally and individually written up (see please see the section below labeled “Academic Integrity” and <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>). If you are retaking this course, you may not resubmit the same proposal or paper or a similar one for Project 1 or Project 2. In other words, you must devise a completely new project. The projects and proposals will be assessed via an online plagiarism prevention program, Turnitin.com. Again, if you are uncertain about what constitutes plagiarism, please read the handout provided by the Writing Centre and the Stern (2007) book bundled with the Green and Salkind text. All proposals and projects must be submitted in electronic format (e.g., Word, PDF, etc.) and follow the guidelines of the 6th edition of the *Publication Manual of the American Psychological Association*. Late proposals and projects will be penalized 5% per each day late.

For both projects, you must submit a proposal that contains the following forms, some of which will be available for download on Moodle: a) course-based research ethics short form; b) a combined letter of information/consent form; c) all experimental materials (questionnaires, etc.); d) a debriefing; e) a copy of your CORE certificate; and f) a proposal paper (10 pages maximum). You will have some flexibility in your choice of topics and experimental procedure, but the following ethical guidelines must be met to obtain approval from the instructor:

1. Data can be collected only from adult human participants. You may not use the PSYC 100 subject pool or people from special populations.
2. Participants must provide informed consent prior to any data being collected from them.
3. No identifying information (i.e., name, student identification number, etc.) can be associated with the participants’ data. You must take steps to ensure that participants’ responses remain anonymous and confidential. Results should be reported only at the group or condition level and not for specific individuals.
4. If a group member knows a potential participant, he or she should not serve as the experimenter for that participant nor should he or she enter that participant’s data.
5. The procedure cannot involve either physical or mental harm to the participants including embarrassment. Deception that conceals the goals of the experiment is acceptable and often necessary, but more elaborate forms of deception, such as giving participants negative false feedback about themselves, should be avoided.
6. No information of a highly personal or sensitive nature as defined by the General Research Ethics Board can be gathered from participants. Basically, such information includes anything pertaining to the participants’ sexual orientation or behaviors, psychopathologies like depression, religion, and drug use or other illegal behaviors.

Project 1. The first project will involve an experiment designed by students working in randomly assigned groups of 4-5 people from the same lab section. The study cannot have a correlational design or be conducted online. It must be an experiment administered in person to human participants, and the design must have one independent variable that has two or more levels. Consequently, to address your Project 1 research question, you will be limited to one or more of the following statistical techniques covered during the fall term: paired- or independent-samples *t* tests, the nonparametric equivalent of *t* tests, chi-square tests, one-way ANOVA with post-hoc tests, or contrast analyses. Before groups can begin collecting the data for their studies, the instructor first must approve the proposal. Although the study is designed and collected by a group, each student will submit an individually written proposal during the 6th week of the Fall term. Groups will have an opportunity to gain feedback on their ideas during the lab meeting the 5th week of the Fall term. You also will be responsible for providing peer reviews of two proposals randomly assigned to you via Turnitin. The proposal and your peer reviews of two other students’ proposals will be marked by the TAs, and the average mark will be worth 5% of your final grade.

Project 2. The second project also will involve an experiment designed by students working in randomly assigned groups of 4-5 people from the same lab section. This study can be conducted online, and it can have a correlational or

experimental design. However, it must involve at least two predictors or independent variables, so that an interaction or mediation can be assessed. In other words, to address your Project 2 research question, you will be limited to one or more of the following statistical techniques covered during the Winter term: factorial within- or between-subjects ANOVA, ANCOVA, or MANOVA; mixed-design ANOVA; moderated or mediated regression; or logistic regression. As with Project 1, before groups can begin collecting the data for their studies, the instructor first must approve the proposal. Although the study is designed and collected by a group, each student will submit an individually written proposal during the 5th week of the Winter term. Groups will have an opportunity to gain feedback on their ideas during the lab meeting the 4th week of the Winter term. You also will be responsible for providing peer reviews on two proposals randomly assigned to you via Turnitin. The proposal and peer reviews of two other students' proposals will be marked by the TAs, and the average mark will be worth 5% of your final grade.

Evaluation

You are responsible for all lecture and laboratory material and all corresponding material in the texts and on Moodle. You are expected to write all exams as scheduled and submit projects and lab work on the indicated due date. Exceptions will be made only under relevant circumstances and when appropriate, written documentation is supplied. Penalties will be applied to late projects and proposals.

Re-Marking. If you believe that an error was made in grading one of your exams, lab work, or project papers, you must complete the re-mark form available for download from Moodle. Exams should be submitted to the Head TA who will reassess only the item(s) in dispute, and written assignments should be submitted to the instructor who will remark the entire paper. On the form, you must specify the nature of the error and, if necessary, supporting documentation to defend your position. The re-mark will stand as the final mark even if it is lower.

Grading Scheme

EXAM TOTAL	3 Exams	45%
PROJECT TOTAL	2 Projects, 2 Proposals, 4 Peer Reviews	40%
PARTICIPATION TOTAL	Quizzes, lab work, etc.	<u>15%</u>
GRAND TOTAL		100%

Grading Method

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
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

Schedule of Important Dates

Date	Event	Grade %	Location	Time
September 12-14, 2012	Labs Cancelled	--	--	--
September 21, 2012	Last day to request lab change	--	--	--
September 26-28, 2012	Project 1 Groups Assigned	--	Humphrey 219	Regular lab section time
October 3-5, 2012	Labs Cancelled	--	--	--
October 15, 2012	Project 1 Proposal Due	5%	Turnitin.com	11:59 pm
October 19, 2012	Proposal Peer Reviews Due		Turnitin.com	11:59 pm
November 21, 2012	Lecture Cancelled	--	--	--
November 21-23, 2012	Labs Cancelled	--	--	--
November 27, 2012	Exam I Review Session	--	Kinesiology 100	2:30 pm – 4:00 pm
November 28, 2012	Project 1 Due – No lecture	15%	Turnitin.com	11:59 pm
November 28-30, 2012	Labs Cancelled	--	--	--
Exam Period – TBD	Exam I	15%	TBD	TBD
January 9-11, 2013	Labs Cancelled	--	--	--
January 16-18, 2013	Project 2 Groups Assigned	--	Humphrey 219	Regular lab section time
February 4, 2013	Project 2 Proposal Due	5%	Turnitin.com	11:59 pm
February 8, 2013	Proposal Peer Reviews Due		Turnitin.com	11:59 pm
February 13, 2013	Special Session – No Lecture	--	Kinesiology 100	1:00 pm – 2:30 pm
February 13-15, 2013	Labs Cancelled	--	--	--
February 18-22, 2013	Reading Week	--	--	--
March 12, 2013	Practical Exam Review	--	Kinesiology 100	2:30 pm – 4:00 pm
March 13, 2013	Lecture Cancelled	--	--	--
March 13-15, 2013	Practical Exams	15%	Humphrey 219	Regular lab section time
March 20-22, 2013	Last Week of Labs	--	Humphrey 219	Regular lab section time
March 27-29, 2013	Labs Cancelled	--	--	--
April 2, 2013	Exam II Review Session	--	Kinesiology 100	2:30 pm – 4:00 pm
April 3, 2013	Project 2 Due – No Lecture	15%	Turnitin.com	11:59 pm
April 3-5, 2013	Labs Cancelled	--	--	--
Exam Period - TBD	Exam II	15%	TBD	TBD

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions that contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Civility Clause

The teaching assistants and instructors do not take any joy in seeing you perform poorly, and the requirements of this course were designed to improve your skills and better prepare you for future challenges, not antagonize you. Thus we need not have an adversarial relationship, nor should we be subjected to a hostile work environment. To this end, it is course policy that everyone be treated with mutual respect and civility. You are free to question the views offered in this course and to come to their own conclusions about debatable issues. We welcome and encourage such critical thinking. However, you do need to demonstrate respect for diversity including ideas and approaches that differ from your own personal preferences or prior learning experiences. Also, during class time, please be respectful of the other students, and the instructor's or TA's obligation to cover the course material within the allotted time. If your question is not answered to your satisfaction on the first attempt, please accept the instructor's or TA's need to resume with the lecture or tutorial and instead speak with him or her after class or arrange a separate meeting outside of class time. Discriminatory, rude, threatening, harassing, disruptive, distracting, and inappropriate behavior and language will not be tolerated in this class regardless of the context in which such actions occur (i.e., in person, in email, online, in peer reviews, etc.) The first offense will result in a 10% reduction in your final mark, and violations in person will result in the student's removal from the classroom. The student will still be responsible for the material covered, but he or she will lose the opportunity to earn any points available for that class period. If a student continues to act in the same manner during future lectures or labs, the instructor reserves the right to drop the student from the course and/or pursue disciplinary action at the University level.

Psychology Departmental Policies

Missed Exams

As stated above, you cannot miss more than one exam in this course without failing regardless of your performance on the other components of the class. Students who cannot write an exam during the December or April exam period due to a serious, extenuating circumstance (illness, death in the family) must follow the steps below to be eligible to write a deferred exam during the PSYC department's Make-up Exam period: January 11/12th, April 29th, or September 13/14th, 2013.

1. Obtain permission from the instructor to write a deferred exam. This requires notifying your instructor in advance or, under extraordinary circumstances, within 72 hours after, the exam with appropriate documentation. Appropriate documentation includes a signed letter from a registered health professional or Queen's HCDS, and documentation of a death such as a bulletin from a memorial service, obituary (newspaper or online), or funeral home letter. Official documents will be copied, and originals returned to the student. Please note that the Psychology Department randomly checks document authenticity, and fraudulent documents will be grounds for a finding of a major departure from academic integrity. Please use the Request for an Exam Deferral form found on the Psychology Department website or get it from the Undergraduate Office. Attach this form to your documentation when you submit the information to the instructor.
2. Complete and return the instructor-signed Permission for an Incomplete Grade form available on the Arts and Science website and return to the Undergraduate Office.
3. Be available to write a deferred exam during the Psychology Department's Make-up Exam period: January 11/12th, April 29th, or September 13/14th, 2013.

NOTE: Students who do not write the make-up exam are advised to drop the course. If you cannot write the makeup exam due to a serious extenuating circumstance for which you can provide new documentation, you will either be granted a second deferral by the instructor or be supported in an appeal to drop the course after the deadline though this decision rests with the Associate Dean (Studies).

Travel during exams

According to university regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods as well as during any scheduled class times. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) or requests to miss an in-class exam due to other plans will NOT be considered except under extraordinary circumstances. Students are advised to wait until the exam schedules are posted before making any travel arrangements.

Accommodation after the fact

Once a student has written an exam or submitted an assignment, he or she may not subsequently be granted accommodation such as being offered a second opportunity to write the exam or assignment or have it count for less than originally specified in the course syllabus (reweighted). Students who cannot perform to the best of their abilities due a serious, extenuating circumstance must inform their instructor before attempting an exam or completing a course to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will be supported by the Department only in exceptional circumstances.

Special Note about Admission to the Final Year of Honors and PSYC 501

Contrary to popular belief or what you may be accustomed to from previous years of the psychology major, admission to the final year of honors is not limited, and PSYC 300 is not a cut course. That is, your rank relative to the other students in this course will not determine your admission into the final year of the psychology major. Everyone in PSYC 300 can be admitted. You just need to get a minimum mark of 65% in this course plus an average of 70% or more in all of your PSYC classes and in PSYC 202, 203, and 300 combined. For both of the latter criteria, your PSYC 300 grade is just one of several marks used in the calculations, and it is not worth more than any of the other grades. So if you struggle with the material in this course, do not despair. You could make up for it by doing well in your other PSYC classes.

Although admission to the final year of honors is not limited, constraints may be placed on the number of students in the thesis course, PSYC 501, because that class is dependent upon the number of professors who are available to be supervisors in a given year as well as the number of students each professor is willing to accept. Again though please keep in mind that if limitations must be made, this decision will not be based on your PSYC 300 grade alone. To enroll in PSYC 501, you need to satisfy the criteria above for admission to honors, but your average in all of your PSYC courses now must be at least 75%. If enough professors are willing to take all the students who are interested in doing a thesis, then everyone who qualifies gets to do one. If there are not enough supervisors, then the ranking will be determined by your **overall** PSYC average. In other words, if space is limited, admission to PSYC 501 absolutely and positively will NOT be determined by just your mark in PSYC 300 or even your average in PSYC 202, 203, and 300. Your grade in PSYC 300 will be only one of many in the calculation.

Finally, even if you are not admitted to PSYC 501, you still can complete the courses required for your honors degree (non-thesis option) if you have passed PSYC 300 (i.e., earn a mark of 50% or higher). The awarding of any Bachelor's degree in the Faculty of Arts & Science, however, is conditional upon receiving an overall average of 60% as well as an average of 60% in the courses required for your PSYC concentration.

My hope is this information will ease some of the stress you might be feeling about this course. So good luck, work hard in all of your courses, and let's have a good year!