

# PSYCHOLOGY 501

## 2020 - 2021

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### Course Coordinators

#### Section 1

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#### Section 2

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#### Teaching Assistants

Shaela Jalava  
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#### Undergraduate Assistant

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### ***Learning Outcomes – discuss with your supervisor!***

To complete this course, students will demonstrate their ability to:

- Apply the scientific method to construct a research question, formulate research hypotheses, design a study, collect/analyze data, and discuss the implications and limitations of their findings.

### Knowledge/Research Skills

- Build a research study based on existing theory, and extend beyond previous research.
- Design a viable research question and formulate testable hypotheses.
- Demonstrate and apply the principles of experimental design.
- Identify the ethical principles related to their research.
- Produce an appropriate means of analyzing their data and solve the difficulties involved in data collection and management
- Assess the implications of their own research.
- Critique the limitations of their own research.
- Effectively communicate the results of their research in written form.
- Effectively communicate and defend the results of their research in oral form.

### Professional Skills

- Successfully work as part of a research team
- Manage a project from start to finish, seeking help appropriately to solve problems as they arise.
- Work independently.
- Accept and provide feedback professionally.

***Schedule of Psyc 501 Meetings***  
**Wed 10:30 am – 11:30 am**

**For the current year, all class sessions will be posted online and are available at all times (i.e., asynchronously) on OnQ. There will not be any synchronous (in real-time) class sessions.**

Date	Topic	Location
September 9	<a href="#">Introduction to 501</a>	Online
September 16	<a href="#">Proposal Requirements, Human Ethics, and Subject Pool</a>	Online
September 23	<a href="#">Animal Research Ethics</a>	Online
Sept 30		
October 7		
October 14		
<b>Friday October 16: ALL THESIS PROPOSALS DUE (11:59 PM; Online)</b>		
October 21		
October 28	<a href="#">Proposal reviews/question due from Reader (11:59 PM)</a>	
November 4	<a href="#">Proposal Presentations Due (11:59 PM)</a>	Submit Online
November 11		
November 18		
November 25		
February 3	<a href="#">Stats Review</a>	
February 10		
February 17	Reading week – no class	
February 24		
March 3	<a href="#">Thesis Defense Information</a> <a href="#">Formatting the Thesis AND Poster *</a>	

March 10		
March 17		
March 24		
<b>Monday March 30 - Poster due to Eric Brousseau and onQ *</b>		
March 31	Optional Poster Presentation Practice *	TBA
<b>April 12-13 – exact date to be announced by February: Psychology Research Day *</b>		
<b>April 12-13 – exact date to be announced by February: Written Thesis DUE to onQ</b>		
<b>Final version DUE by May 1 to Ms. Wilke</b>		

### *Assessments*

Proposal and proposal defense (10%): grade provided by thesis coordinator  
 Lab work throughout the year (25%): grade provided by supervisor  
 Written thesis (45%): grade from thesis examining committee  
 Final poster defense (20%): grade from poster examining committee \*

This course has no final exam. However, students have to present their project as a poster. The poster presentation day will be during study period: April 12-13, 2021. The exact date will be announced by February. The poster presentation day will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. \*

**\* Please note that, due to the current Covid-19 pandemic, all activities and deadlines related to the poster presentations will be reviewed and confirmed during the Winter term. Students will be notified of any changes prior to the beginning of Reading Week**

## ***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 (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

***Arts & Science Letter Grade Input Scheme***

<b>Assignment mark</b>	<b>Numerical value for calculation of final mark</b>
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

***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

## Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://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/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour 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/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/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 (see <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating> for useful information regarding plagiarism and related issues). Given the seriousness of these matters, actions which 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.

## Web Browsers and Internet Speed

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

## Turnitin

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 to 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 plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. 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.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

## Accommodation for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:

<http://www.queensu.ca/studentwellness/accessibility-services/> 

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## Academic Consideration for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf> <sup>[1]</sup> <sub>[SEP]</sub>

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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. <sup>[1]</sup> <sub>[SEP]</sub>

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name:

Instructor/Coordinator email address:

## Diversity and Inclusion

It is our intent that students from all backgrounds be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. We would like to create a learning environment that supports a diversity of thought, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that what we might expect based on the official record, please let us know.
- Please be thoughtful and considerate of potential differences in backgrounds.

## Discussion Guidelines

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.