

Course Outline
Mandatory Seminars for 501

Monday classes: 1:00-2:30
Wednesday classes: 11:30-1:00

| Date | Topic | Location |
|--|--|--|
| Monday September 9 | Introduction to 501 Proposal Requirements | Both Sections in Hum 223 |
| Monday September 16 Section A | Proposal; Ethics and Subject Pool | Hum 223 |
| Wednesday September 18 Section B | Proposal; Ethics and Subject Pool | Hum 223 |
| Monday September 23 Mandatory for students conducting animal research, others welcome | Guest speaker on Animal Research Ethics; Information on Animal Research Ethics form | Hum 223 |
| Friday October 11: ALL THESIS PROPOSALS DUE | | |
| Monday October 21 | Proposal Presentations | Section A Hum 131 Section B Hum 223 |

progress regularly; problems can and do arise, and can be handled far more easily if there is advanced warning.

Outline

The purpose of this course is to give students the opportunity to develop and demonstrate skills in psychological research. Specifically, we require students to:

Recognize and develop a research problem, formulate this problem in a testable way, and incorporate it into a written proposal;

Design and carry out an empirical investigation of the research problem, under faculty supervision;

Report on the results of the investigation both by writing a brief thesis (less than 50 pages) and completing an examination on the written thesis submitted.

clearance to work with such groups is more difficult to obtain and can cause unacceptable delays; (b) some students have had samples from such populations "arranged" only to be told they must wait (in some cases months) before starting, or even finding that the sample or access to it was no longer available at all. If you want to work with such populations, we strongly suggest that you consider your decision very carefully. If you decide to try it, an early start is particularly important and you should be prepared for some delays. You should also have a contingency plan for salvaging a thesis if (when) disaster strikes. If you are considering work with such a population, please consult with your course coordinator to review your plan and get their advice

The module is available here: <http://www.pre.ethics.gc.ca/english/tutorial/>

We suggest that you ask your supervisor for some examples of previously accepted proposals in your area. Examples of well-written proposals from recent years will also be posted on Moodle. Previous theses provide the best guides to the f

the Wednesday proposal presentations. The class schedule is posted above. Within the first week of classes, you will be randomly assigned a date for your presentation. You will also be assigned as a reader for two other presentations. When you are a reader, your responsibility will be to read the proposal and come prepared to ask several well-developed questions.

Each section will meet once a week for five to six weeks (depending on the number of students enrolled) and will hear three proposals at each meeting. Each student will prepare an oral presentation of their proposal, which they will deliver to other members of the seminar section (both students and the coordinator) to provide an opportunity for comment and discussion. You should provide a clear understanding of the precise methods to be used and the research design. You may use whatever aids you wish, (e.g., flow charts, diagrams, etc). We strongly recommend that you use a PowerPoint projector to present your material. You will be allowed a total of approximately 20 minutes. You should present the substance of the proposal, i.e., the problem with its background and rationale, research design, and proposed data analysis, in **no more than 10 minutes**, in order to leave time for group discussion.

For your PowerPoint presentation, be sure to bring a CD or memory stick (that has been scanned for viruses) with a copy of your talk before the class begins. Remember, your talk should be **no longer than 10 minutes**. **You should bring your own laptop for your presentation. Mac users will need to bring an adaptor.**

Please note: Your proposal will be posted online on Moodle.

Your proposal presentation is an opportunity for you to get useful advice and feedback, as well as practice in preparing for your final defense. The seminars often produce very useful suggestions for revision and improvement of the proposals. Remember that the feedback you get is "free", (i.e., criticism on that occasion will not cost you any points; it is intended to show you possible problems to save you trouble later).

Each student will act as a reader for two proposal presentations. It is the responsibility of the readers to download their assigned proposal(s), from Moodle, to read in advance of the presentation. When you come to class with written comments/questions that you have generated for the assigned proposal. You should start off with some brief comments (e.g., what did you like about the proposal). Also write out at least 5 or 6 well thought out questions.

topic, the research should be completed *as soon as possible*. Also, in general, all students must conduct their own research.

A few other salient points to note are:

1. *Equipment and Funds*: The Psychology Department has no funding available for support of undergraduate thesis research. Materials, equipment, animals, etc. *in small quantities* may sometimes be used, if they are already available. If Departmental equipment has to be borrowed, or if special equipment has to be made, then your supervisor *must* contact the Departmental Workshop before your research proposal has been submitted. You should not assume that equipment, space or other resources will be automatically available, unless your supervisor can provide them directly. Equipment problems are one of the more frequent reasons for delayed theses. You should

committee for the defense of the thesis will be composed of at least three faculty members: the chair (normally your course coordinator), your supervisor, and an additional faculty member who has been selected to read your thesis. Ea

Delays occasioned by problems in completing research should also be reported in writing to the faculty coordinators as soon as they occur. Automatic or advance authorization for delays in the examination will not be given. Rather, the student must outline the circumstances producing the delay to the course coordinators, who will then decide on appropriate action. The maximum penalties that can be levied are shown below. Clearly, it will be in your best interest to minimize any delay.

| <i>Unexcused Delay</i> | <i>Maximum Grade that can be Awarded</i> |
|--|--|
| 1-7 days after assigned date of defense | A- |
| 8-21 days past assigned date of defense | B |
| 22 or more days past assigned date for defense | C |

2. As noted earlier, late submissions may result in missing the Degree List for the Spring Convocation.

EVALUATION

In general, grades for this course are based on three aspects of performance:

1. An assessment of the written thesis as independently evaluated by each member of the examining committee;
2. An assessment of the quality of the poster and defense, made by the examining committee;
3. An assessment of overall performance in the execution of the thesis research throughout the year, made by the course coordinators and your supervisor.

No fixed weights are given to these three aspects of the evaluation, but the greatest importance will be attached to the independent assessments made of the written thesis by each member of the examining committee.

After the defense, supervisors will