

PSYC 300: Advanced Experimental Psychology
2013 - 2014

Fall Term Instructor:

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Winter Term Instructor:

Kevin Rounding
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Head Teaching Assistant:

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Lecture Times:

Tuesdays 10:00am – 11:30am
Thursdays 8:30am – 10:00am

Lecture Location

KIN 100

Lab Location

HUM 219

Course Objectives

The objectives for PSYC 300 are to provide you with an understanding of and practise in research design and implementation, statistical concepts, analysis, and reporting methods, and communication of experimental findings. You will be exposed both to the conceptual and the theoretical components of research design and statistical analysis, as well as the practical applications and uses of these. This course aims to: (1) Provide a conceptual understanding of research design and statistical analysis, (2) Provide practical skills in empirical data collection, analysis, writing, and research method implementation, and (3) Provide students with a bridge between second year statistics courses and the fourth year 501 thesis project.

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 Materials

- Lomax, R. G., & Hans-Vaughn, D. L. (2012). *An introduction to statistical concepts* (3rd ed.). New York: Routledge.
- Green, S. B., & Salkind, N. J. (2013). *Using SPSS for Windows and Macintosh: Analysing and understanding data* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Stern, L. (2007). *What every student should know about avoiding plagiarism*. New York: Pearson Education, Inc.

Recommended Materials

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

SPSS and Excel for Windows or Macintosh (Student Version)*¹

Supplementary readings can be accessed online through the Queen's Library website (<http://library.queensu.ca>) or on Moodle.

Web Content

Additional information for this course will be available on the web at <https://moodle.queensu.ca/login/index.php>. The web content will consist of lecture notes, lab materials, an electronic message board 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. The Moodle message board is intended only as a forum for posting questions and discussing topics related to PSYC 300 course material. Messages pertaining to inappropriate topics like marking, 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 (see the section below entitled "Academic Integrity").

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

There are two 90 min lectures each week. Before attending each lecture, you should be familiar with the assigned reading material for that week. Given the volume and complexity of information that will be covered over the course of each term, the lectures will be designed to build on your understanding of concepts learned through reading and self-exploration of topics. While the majority of topics covered in class will overlap with the textbook, there will be cases in which topics will be covered in one but not the other. It is your responsibility to read and be familiar with all of the course material.

In the winter semester, you will be responsible for completing Readiness Assessment Quizzes, on Moodle, before the start of each new topic week. Research shows that students who attend classes already prepared by reading the material are better prepared and learn more. You will complete a total of 6 quizzes during the winter semester, starting the second week. The quizzes will vary in structure, but may include definitions, multiple choice, matching, and T/F. You will have 25 minutes to complete each attempt. You are allowed to attempt the quiz only once, but each question can be submitted multiple times. Quizzes can be found on Moodle and must be completed by Sunday at 23:55. If you fail to submit the quiz in time, Moodle will grade what you have currently selected. The material covered in each quiz will include the topics for the current (Quiz week) and previous week. Quizzes can be open book, though we would prefer you to try them 1st with it closed, but must be completed individually.

You must complete the quiz to mastery; meaning, you must correctly answer each

¹ * Digital Copies can be purchased from the Campus Computer Store in Dupuis Hall. Alternatively student electronic copies can be purchased from www.onthehub.com's eStore following verification of enrollment at a university.

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question on the quiz before submitting. Each question left unmastered is docked 5% from your total score. Each incorrect submission is docked 10% (0.1 points) – so your minimum grade could be 60% if you made 4 incorrect submissions. Grades will be calculated based on the number of questions left incorrect/unmastered and the number of incorrect submissions.

Laboratories

All labs are held in Humphrey 219 and will begin Thursday, September 12th, 2013. Although separated by a weekend, we consider labs taking place on Monday as part of the previous week. In other words, the first week of labs will run Thursday, September 12th, to Monday, September 16th. Labs will focus on;

1. Writing skills
2. Practical aspects of statistical analysis using various types of software
3. Active learning exercises
4. Working on course projects

Students are expected to attend their assigned laboratories for the *full three hours* each week. Students are also expected to participate in lab activities and to complete all assigned laboratory activities. Laboratory activities will constitute one portion of your participation mark. Please keep in mind that in order to fully participate in lab activities you will need to bring your copy of the Green and Salkind text to every lab meeting.

Lab Section Teaching Assistants:

Section	Day	Time	TA	Email
002	Monday	11:30am – 2:30pm	Joyce Li	joyce.li@queensu.ca
003	Monday	2:30pm – 5:30pm	Samantha Drover	7sd24@queensu.ca
004	Monday	6:30pm – 9:30pm	Natalie Kalmet	6nk11@queensu.ca
006	Thursday	2:30pm – 5:30pm	Sara Furlano	7rf@queensu.ca
007	Thursday	6:30pm – 9:30pm	Layla Hall	5lh27@queensu.ca
005	Friday	11:30am – 2:30pm	Mike Best	8mwb@queensu.ca
008	Friday	8:30am – 11:30am	Raegan Mazurka	6rm9@queensu.ca

The TAs will be available for the full three hours of their scheduled lab time. They are not required to hold any formal office hours; however, they may wish to make themselves available at specific times or by appointment. Therefore, you are strongly encouraged to take advantage of their availability during lab times. Your TA is unlikely to monitor the Moodle message board, but the head TA and the term instructor will be able to answer questions regarding lab material. The TAs want to help you, but bear in mind that the volume of e-mails generated by even one lab section in this course is enormous, so please use e-mail conscientiously and sparingly.

If you do have questions or need to meet with your TA, please contact him/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 available to meet you in time. Remember to always treat your TAs with respect – rude, unruly, or inappropriate behaviour towards TAs or in labs will not be tolerated (see the section on “Academic Integrity” below).

Exams

There are three exams scheduled for this course, each worth 15% of your final grade. Two of the exams (Exam I and II) covering lecture and lab material will be held during the fall-term and winter-term exam periods and a practical exam will be administered during regular lab times between March 20 – 24th, 2014. Students are expected to write all exams as scheduled, and you must write all of the 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 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 5:00pm the day before the scheduled exam). Please read 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 5:00pm on Monday, March 17th, 2014). You will then be scheduled to take the exam with one of the other lab sections or at an alternate time. Exams and assignments that are 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

There are two projects, both of which must be completed in order to pass this course. In extenuating circumstances with the appropriate documentation, extensions may be given for the projects, but projects will not be prorated. That is, you must complete both projects 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.

Each project paper will involve collecting, analyzing, and writing up data. Although there are group components to each project (i.e., students will work in groups to design their studies and collect data), the REB applications and project papers must be originally and individually written. The project papers will be assessed via the online plagiarism prevention program, Turnitin.com. Please see the section below entitled “Academic Integrity” & “Plagiarism”.

If you are re-taking this course, you may not resubmit the same application or paper, and you may not submit a similar application or paper for either Project I or Project II. You must devise a completely new project. Failure to do so constitutes plagiarism.

All applications and final project papers must be submitted in electronic format (e.g., Word, PDF, etc.) to Turnitin.com, and follow the formatting guidelines of the 6th edition of the Publication Manual of the American Psychological Association. Projects will be marked by the TAs and each is worth 10% of your final grade (see “Marking Scheme” below for details). Late applications and project papers will be penalized 5% per day, for each day late.

Project Requirements. For both projects you will be working with data that you collect from adult human participants (please review the requirements for both projects below before starting data collection). As such, during the first few weeks of the term you will be randomly assigned to a group within your lab section. As a group you will design a research project that will, at minimum, include the following;

- a) A manipulation with 2 levels and 2 additional categorical variables with 3+ levels, OR a manipulation with 3+ levels and 2 additional categorical variables; one with 3+ levels and one with 2 levels.
- b) At least 2 variables measured on a continuous scale.
- c) At least 2 additional variables measuring the same thing on a continuous scale (e.g., self-esteem).
- d) Relevant demographic (but non-identifying) variables.

Groups may want to include more measurements and are more than welcome to do so. However, if they do not wish to do so, the above criteria must be met. Those that fail to meet these requirements in their data collection will be unable to meet the criteria set forth in some lab assignments or projects. An archival dataset will be available for this purpose and its' use will result in a 5% grade deduction for each time it is used. In other words, if you use the archival dataset to complete a project or an assignment that asks you to use your own dataset, you will be subject to a penalty of 5% off your final grade for that assignment.

Project REB Applications. Once a research project has been designed each student must submit the following originally and independently written application;

- a) A course based research ethics short form (REB)
- b) A combined letter of information/consent form
- c) A debriefing form
- d) All experimental materials (i.e., questionnaires, etc.)
- e) A copy of your CORE certificate

Each student will submit a paper copy of their REB application to their TA by the due date, as well as upload an electronic copy to Turnitin.com. The applications from each group will be evaluated, and the best of each individually submitted section will be combined to create a formal REB application to the university. Students whose sections are selected for inclusion into the formal REB application will receive a bonus mark added to their final participation mark.

Project Details. Once groups receive ethics permission they may begin collecting data. You will have flexibility in your choice of topics and experimental procedure, but the following ethical guidelines must be met to obtain approval for data collection.

1. Data can only be collected from adult human participants (i.e., 18 years of age or older). 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 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 or 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 I. 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 follow the guidelines outlined above (under "Project Details"). Consequently, to address your Project I research question, you will be limited to one or more of the statistical techniques covered during the fall term: t tests, the ANOVA family, and nonparametric equivalent tests. Before groups can begin collecting data for their studies, the instructor must first approve the REB application. Groups will have an opportunity for feedback on their research ideas during the lab meetings starting the 2nd week of the fall term.

Although the study is designed and collected by a group, each student will submit an originally and individually written introduction to Turnitin.com during the 6th week of the fall term. You will also be responsible for providing peer reviews of three introductions randomly assigned to you via Turnitin.com, as well as for providing feedback to your reviewers. The introduction, peer reviews, and feedback you receive, will be averaged and account for 5% of your final grade. Students who failed to meet the requirements and did not collect the appropriate measures to utilize a statistical technique covered during the fall term can use the archival dataset and be subject to a 5% penalty on their final grade for project I.

Project II. The second project will involve using the data collected by each group for Project I, and developing a **novel** (but potentially related) research question. Thus, your initial data collection must include measures in order to address this second research question. To address your Project II research question, you will be limited to one or more of the statistical techniques covered during the winter term: Chi-Square and proportion tests, multiple regression, moderation/mediation, or logistic regression. Projects utilizing only correlation and/or simple regression will not be deemed acceptable. Although the study was designed and collected by a group, each student will submit an originally and individually written project. Students who failed to meet the requirements and did not collect the appropriate measures to utilize a statistical technique covered during the winter term can use the archival dataset and be subject to a 5% penalty on their final grade for project II.

Assignments

Written assignments will be handed out during scheduled lab sessions and will be due the following week at the beginning of the lab session. All written assignments must be originally

and individually written (i.e., students may not work together on the analysis or write up) and will be assessed via an online plagiarism prevention program, Turnitin.com. Please see the section below entitled “Academic Integrity” & “Plagiarism”. All written assignments must be submitted to Turnitin.com in electronic format (e.g., Word, PDF, etc.) and follow the formatting guidelines of the 6th edition of the Publication Manual of the American Psychological Association. Lab assignments will be marked by the TAs and will each be worth 5% of your final grade (see “Marking Scheme” below for details). Late assignments will be penalized 5% per day, for each day late.

In the fall semester, you will complete two larger assignments. The first will be a written introduction that will be subject to peer review. You will then evaluate the reviews you received to establish how thoughtful and helpful they were in making your introduction better for the final Project I submission. Marks will be distributed for reviews and evaluations that are relevant, critical, non-judgmental, and constructive. Your task for the second assignment will be to write a Methods and Results section using statistical procedures you have learned.

In the winter semester, you will complete 6 smaller lab assignments that are similar in format to the fall semester second assignment. You will be graded on your best 5 out of 6 submissions. TAs will mark your first 4 assignments based on a marking rubric that awards original, thoughtful, and stimulating responses – not just correct responses. Assignments 6 & 7 will be completed on Moodle. But the marking rubric will focus on specific things each week – rather than marking it in its entirety. Each lab assignment is designed to be completed in the lab using a specified dataset, and assignments are due the following week at the beginning of lab.

Participation

Collectively, participation in both the fall and winter term classes will account for 10% of your final grade. This grade will consist of classroom participation, completing lecture assigned practice materials/activities, and completion of the winter Readiness Assessment Quizzes. Participation in labs and lab activities will comprise 5% of your final mark and will come from your project REB applications, lab attendance, completing assigned lab practice material, and participation in group activities during labs and while completing projects I and II.

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 provided. 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-marking 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.

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Grading Scheme

<i>Grade Components</i>	<i>Sources</i>	<i>% of Final Grade</i>	<i>Due Date</i>	<i>Due To</i>
EXAMS	Exam I	15%	TBA	Instructor
	Lab Exam	15%	March 20 – 24 th , 2014	Instructor
	Exam II	15%	TBA	Instructor
PROJECTS	Project Paper I	10%	Dec 3, 2013 @ 11:59pm	Turnitin.com
	Project Paper II	10%	April 4, 2014 @ 11:59pm	Turnitin.com
FALL TERM ASSIGNMENTS	Project Introduction	5%	Oct 15, 2013 @ 11:59pm	Turnitin.com
	Peer Review		Oct 22, 2013 @ 11:59pm	Turnitin.com
	Feedback Review		Oct 29, 2013 @ 11:59pm	Turnitin.com
	Lab Assignment I	5%	Nov 14 – 18, 2013 @ 11:59pm	Turnitin.com
WINTER TERM ASSIGNMENTS (Best 5 of 6)	Lab Assignment II	10%	Jan 23 – 27, 2014 @ lab time	Turnitin.com
	Lab Assignment III		Feb 6 – 10, 2014 @ lab time	Turnitin.com
	Lab Assignment IV		Feb 13 – 17, 2014 @ lab time	Turnitin.com
	Lab Assignment V		Mar 6 – 10, 2014 @ lab time	Turnitin.com
	Lab Assignment VI		Mar 13 – 17, 2014 @ lab time	Moodle
	Lab Assignment VII		Mar 20 – 24, 2014 @ lab time	Moodle
PARTICIPATION	REB Applications	1%	Sep 26 – 30, 2013 @ lab time	Paper copy in Lab & Turnitin.com
	Lab Work	4%	N/A	TA
	Class Participation Term I	5%	N/A	Instructor
	Class Participation Term II	5%	N/A	Instructor
TOTAL		100%		

Grading Totals

EXAM TOTAL	3 Exams	45%
PROJECT TOTAL	2 Project Papers	20%
ASSIGNMENT TOTAL	2 Fall Lab Assignments 5 Winter Lab Assignments	20%
PARTICIPATION TOTAL	Project REB Applications, Lab work, Class participation, etc.	15%
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TOTAL		100%

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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 transformed into numerical evaluations using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale.

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

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	53-55
D-	50-52
F	49 and below

Appointments

We strongly recommend that you take advantage of opportunities to set up appointments with both the TAs and the instructors of this course. Questions before, during, or after class are always welcome. Simple questions should be posted on Moodle for the benefit of everyone. However, if you have a question that may take time to answer, we recommend meeting with your lab TA, the head TA, or the instructors. If you are having trouble understanding lecture or lab material, please see someone well in advance of the exam, project, or assignment, due dates. Waiting until the last minute is not a wise strategy.

Psychology Departmental Policies

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 at <http://www.queensu.ca/artsci/academic-calendars/regulations/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.

Discriminatory, rude, threatening, harassing, disruptive, distracting, and inappropriate behavior and language will not be tolerated in class or in laboratories regardless of the context in which such actions occur (i.e., in person, in email, online, in peer reviews, etc.). Students are responsible for familiarizing themselves with the regulation concerning academic misconduct. Information on misconduct in an academic or non-academic setting is available in the Arts and Science Calendar (see Academic Regulation 17 at <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-17>). Actions that contravene the regulation on misconduct carry sanctions that can range from a statement of apology, the loss of grades, the failure of a course, or a requirement to withdraw from the university.

Accommodation After the Fact. Once a student has written an exam or submitted an assignment, they 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 only be supported by the department in exceptional circumstances.

Anxiety. If you have previously had problems with anxiety (e.g., math anxiety, test anxiety, etc.), please make an appointment with Queens Health, Counseling, and Disability Services (HCDS) immediately. Do not wait until the week of exams. You can find their office on the second floor of the LaSalle Building, 146 Stuart Street, or call them at 613-533-2506 to set up an appointment. They have counsellors trained to assist you with anxiety and stress relief techniques, and they can determine whether or not you require special accommodations.

Disability Accommodations. Queen's University is committed to achieving full accessibility for persons 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. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>.

Exam Absence. 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 in January, April, and September.

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1. Obtain permission from their 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, Queens HC&DS, or 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. *Note* that the PSYC department randomly checks document authenticity and that fraudulent documents will be grounds for a finding of a major departure from academic integrity. Please use the Request for Exam Deferral form and attach your documentation.
2. Complete and return the instructor-signed Permission for an Incomplete Grade form available on the Arts and Science website and return to the UG office.
3. Be available to write the makeup exam the PSYC department's Make up Exam period in January, April/May or September or receive '0' on the exam.

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

Learning Disabilities. Dyscalculia is relatively rare (estimated to effect between 3 and 6% of the population), but even at this stage in your academic career, you could unknowingly suffer from it, or another 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 Anxiety above) to be tested as soon as possible.

Plagiarism. It is your responsibility to be aware of what constitutes plagiarism and/or the departure from academic integrity, and what the consequences of this are. Please see Regulation 1.2.1 at <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>, 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.

Special Accommodations. If you qualify to receive special accommodations, please notify the Head TA right away. She will inform your lab TA and make the appropriate arrangements. One of the three exams is held during regular lab meeting time, so HCDS does not provide accommodations (unlike for exams held during the fall and winter exam period). Therefore, for this exam your instructor will provide the accommodation, and the sooner we are aware of the need, the more able we will be to provide it.

Religious Observances. All religious observances that will require you to miss a lab, conflict with an assignment due date, or exam, must be declared by Friday, September 27th, 2013. Please contact the fall term instructor and include the date and nature of the observance in your correspondence. Failure to declare your need for accommodation by September 27th means that your absence will not be excused and/or you will not be accommodated with an alternative due date or exam date.

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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 final exam schedules are posted before making any travel arrangements.

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

Eligibility. The completion of PSYC 300 with a minimum grade of C+, unless you participated in exchange during the 2013-14 academic year; a GPA of 2.60 in PSYC 202/3.0 and PSYC 203/3.0 and PSYC 300/6.0; and a minimum PSYC GPA (not including supporting Science credits) of 3.30 (equivalent to a B+), following submission of winter term grades.

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.

*****Please note that not all students who meet the minimum criteria will be accepted into the thesis option. Because PSYC 501 is an intensive course of study, involving a significant amount of one-on-one interaction with a Faculty supervisor and access to departmental resources, we can only accept a limited number of students (approximately 55-60). Acceptance is based on academic performance in Psychology courses.*****

Our 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!