

**PSYCHOLOGY 501**  
**2018 - 2019**

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**Course Coordinators**

**Section 1**

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**Section 2**

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**Teaching Assistant**

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**Undergraduate Assistant**

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***Learning Outcomes***

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***  
**Wednesday 11:30 am – 2:30 pm**

Date	Topic	Location
September 12	Introduction to 501	MACINTOSH-CORRY RM D214
September 19	Proposal Requirements, Human Ethics, and Subject Pool	MacCorry D214
September 26	Animal Research Ethics	Hum 223
October 10	Optional Proposal Presentation Preparation	Hum 223
<b>Friday October 12: ALL THESIS PROPOSALS DUE</b>		
October 24	Proposal Presentations	Section 1 MacCorry D214 Section 2 Hum 223
October 31	Proposal Presentations	Section 1 MacCorry D214 Section 2 Hum 223
November 14	Proposal Presentations	Section 1 MacCorry D214 Section 2 Hum 223
November 21	Proposal Presentations	Section 1 MacCorry D214 Section 2 Hum 223
November 27	Proposal Presentations	Section 1 MacCorry D214 Section 2 Hum 223
February 6	Stats Review	MacCorry D214
February 13	Optional Stats/Writing Session	Hum 223
February 27	Optional Stats/Writing Session	Hum 223
March 6	Thesis Defense Information Formatting the Thesis AND Poster Formatting	MacCorry D214
March 13	Optional Quiet Writing Session	Hum 223
March 20	Optional Quiet Writing Session	Hum 223
March 27	Optional Quiet Writing Session	Hum 223
April 3	Optional Poster Presentation Practice	Hum 223

Note: All optional sessions are meant to provide you with dedicated time for work on your thesis. Ms. Hudson will be available to answer questions and provide guidance. Such group sessions are often used by graduate students and even faculty. We hope you take advantage of them.

## Grading

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 after the last day of classes in the Winter 2019 term. The exact date will be announced by December. The poster presentation day will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.

The final letter grades will be determined a few days after exam period, when the 501 Coordinators meet to review all grades. The final grades will be announced after they are submitted to the Registrar's Office.

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*

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

*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

## Academic Integrity

Academic Integrity is constituted by the six core fundamental values of 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 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 <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 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.

## 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.uslcwww/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/>

## Academic Consideration for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. 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 they submit a request at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools should refer to the protocol for their home Faculty.