

## **PSYC\*2360.01, Course Outline: Fall 2025**

### **General Information**

**Course Title:** Psychological Methods and Statistics

#### **Course Description:**

This course builds on students' understanding of basic psychological research methods and statistics, with an emphasis on designing, interpreting, and communicating research. Topics covered throughout the term may include: research ethics, the scientific method, qualitative and quantitative measures, reliability and validity, complex research designs using multiple predictor or independent variables, and the reading and writing of journal articles.

By the end of this course, successful students will be able to:

- Identify, apply, and evaluate different research methods
- Critically evaluate scientific research
- Conduct a literature search and identify and summarize the relevant literature
- Develop research hypotheses and design a study to test their research hypotheses
- Write a research proposal in APA style (i.e., introduction, method, results)

**Credit Weight:** 0.50

**Academic Department (or campus):** Department of Psychology

**Semester Offering:** F25

**Class Schedule and Location:** Thursdays, 5:30-6:50 P.M., THRN 1200

**All course related material must be accessed through Courselink.**

- **This syllabus serves as the standard operating document for the course. The student is responsible for being aware of all elements of the course syllabus. If a student has a query on any aspect of the course, they are first to consult the syllabus for the relevant policy and/or procedure before seeking clarification from the course instructor. The core policies and procedures are not subject to modification during the course of the semester.**

### **Instructor Information**

Instructor Name: Danny M. Pincivero, PhD

Instructor Email: [dpinci@uoguelph.ca](mailto:dpinci@uoguelph.ca)

Office hours: Appointment by email.

- When sending an email to the course instructor or teaching assistants, make sure to type the course code (i.e., PSYC 2360) into the Subject heading of the email and you **MUST** use your University of Guelph issued email address. Email messages not adhering to these conditions will not be read and will be deleted.
- Emails will be read and IF replied to, will typically be done during the regular weekday working hours (Mon-Fri, 9:00 AM to 5:00 PM). Note that not all email communications to the instructor and teaching assistants may receive a reply. Examples of emails that may not likely receive a reply are those that convey rude, disrespectful, or vexatious comments; requests for information that is present in the course syllabus or other documentation (although students are encouraged to ask for clarifications on any of the

course content or expectations that they might find not clear); questions about deadlines or where to find items on Courselink. Note that these examples are not an exhaustive list of reasons.

## **INSTRUCTOR AND TEACHING ASSISTANT COMMUNICATIONS**

- Throughout the course, the instructor will make routine use of the **Announcements** tool in Courselink to post regular updates, reminders, deadlines, etc., as a means of communicating important information to the students.
- It is the responsibility of every student to regularly check and read the Announcements for any such updates in the course.
- All of the Announcements will be retained on Courselink during the semester to provide the students with the opportunity to review any of the posted items.

## **Graduate Teaching Assistant Information**

- Graduate teaching assistant information will be provided on Courselink.

## **Course Content**

### **Specific Learning Outcomes:**

#### **A. Critical and Creative Thinking**

##### **1. Depth and Breadth of Knowledge**

- Describe core concepts in the scientific method, research methods and statistics, and indicate how these ideas work together in the scientific method.
- Understand and apply key concepts in research methods and statistics as it relates to the scientific method.

##### **2. Inquiry and Analysis**

- Formulate questions about psychology. Know how to find relevant evidence.
- Evaluate hypotheses based on data.
- Recognize the importance of supporting statements with evidence.

##### **3. Problem Solving**

- Identify issues and create a plan to address the problem using knowledge of research methods and statistics.

#### **B. Literacy**

##### **1. Methodological literacy: The ability to understand, evaluate, and apply appropriate methodologies for rigorous psychological science.**

- Recognize and describe basic research methodologies (e.g., random assignment, random sampling; qualitative vs. quantitative methods) .

##### **2. Quantitative literacy**

- Understand the use of numerical data.
- Demonstrate the ability to interpret data.

##### **3. Visual literacy:**

- Create and interpret graphs and tables.

#### **C. Communication**

##### **1. Reading Comprehension (e.g., reading original research articles)**

- Understand sophisticated theoretical and empirical writing in psychology.
- 2. Listening skills (a component of Oral communication).
  - Determine the key points in an auditory presentation.
  - Summarize information in a clear and concise way.
- 3. Oral and Written Communication
  - Present ideas in a logical order, using concrete examples including graphs and tables.
  - Talk and write using the appropriate vocabulary, presenting statistical results in the technical format following American Psychological Association guidelines.
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- D. Personal and ethical behaviour
  1. Ethical issues in research
    - Understand ethical principles in conducting research.
  2. Personal organization/ time management
    - Recognize the importance of planning for completion of tasks.
    - Deal with intense time pressures, prioritize and complete tasks to schedule.
    - Demonstrate personal accountability and responsibility.

On successful completion of this course, you will be able to accomplish the following:

- A. Identify and describe key concepts relating to the scientific method, research design, and inferential and descriptive statistics. Apply these concepts when solving problems (Learning outcomes: A1-3; B1-3; C1-2; D2)
- B. Describe the stages involved in scientific reasoning and specify the role and importance of quantification in the scientific method. (Learning outcomes: A1-3; B1-3; C1-3; D2)
- C. Analyze a research question, identifying the relevant measured and manipulated variables. Indicate whether the study is a true experiment, a quasi-experiment, or correlational design and describe the relative strengths and weaknesses of each type of design. Propose a study based on research related to the question. (Learning outcomes: A1-3; B1-2; C1; C3; D1-2)
- D. Identify the independent and dependent variables in a research study. Provide operational definitions of variables. (Learning outcomes: A1-3; B1-2)
- E. Interpret information presented in graphical format (graphs) with an emphasis on statistical interactions. (Learning outcomes: B3)
- F. Explain what hypothesis testing is, indicating its purposes, the processes involved, and the places where error can enter into the process. Indicate the role of probability in hypothesis testing and inferential statistics. (Learning outcomes: A1-3; B1-2; C1-3)

## LECTURE SCHEDULE

- The instructor reserves the right to modify the schedule of topics outlined in the table below. Every effort will be made to adhere to this schedule as close as possible.
- The teaching approach to the lectures will mainly be a PowerPoint based presentation, in which the students will receive a “skeleton” copy of the notes posted to Courselink. These notes will contain the major items that will be taught and lecture is designed to “fill in the blanks” on the slides. The instructor will also make regular use of the overhead document camera to handwrite items on blank paper; it is recommended that students bring blank paper or any other writing device they might require to copy these additional notes.
- The instructor may also provide short pre-recorded lecture videos corresponding to the lecture notes. Links to these lectures will be available in Courselink.
- **IMPORTANT**: Taking photographs or video recordings of any items related to the teaching of course material during the regularly scheduled class periods is **STRICTLY PROHIBITED**, unless permission is granted by the instructor.
- The instructor’s set of notes will NOT be posted to Courselink, nor will be provided by any other means.
- The instructor will most likely screen and audio capture the lectures and will post links to those lecture recordings on Courselink (this usually takes about 1 day). Lectures will NOT be live-streamed. Note that these recordings are NOT guaranteed nor are these recordings meant to be a replacement for in-person learning. These recordings may also not entirely capture the instructor’s voice in teaching the material. As such, the recordings are NOT meant to be a replacement for regular class attendance but will allow students to catch up in the event they do miss some classes or wish to review the lectures that they have attended.

## LECTURE CONTENT AND DEADLINES:

| DATE                     | LECTURE TOPIC                                                                                               | READINGS  | ACTIVITY                        |
|--------------------------|-------------------------------------------------------------------------------------------------------------|-----------|---------------------------------|
| <b>WEEK 1</b><br>Sept 4  | <b>UNIT 1:</b> Introduction to research and statistics.                                                     | Chapter 1 |                                 |
| <b>WEEK 2</b><br>Sept 11 | <b>UNIT 2:</b> The research process.                                                                        | Chapter 2 | <b>QUIZ 1 (UNITS 1 &amp; 2)</b> |
| <b>WEEK 3</b><br>Sept 18 | <b>UNIT 3:</b> Research ethics.                                                                             | Chapter 3 | <b>QUIZ 2 (UNIT 3)</b>          |
| <b>WEEK 4</b><br>Sept 25 | <b>UNIT 4:</b> Measurement and sampling                                                                     | Chapter 4 | <b>QUIZ 3 (UNIT 4)</b>          |
| <b>WEEK 5</b><br>Oct 2   | <b>UNIT 5:</b> Qualitative research.                                                                        | Chapter 5 |                                 |
| <b>WEEK 6</b><br>Oct 9   | <b>UNIT 6:</b> Observational research                                                                       | Chapter 6 |                                 |
| <b>WEEK 7</b><br>Oct 16  | <b>MID-TERM EXAMINATION: Thurs<br/>Oct 16, 5:30-6:50 PM; In-person;<br/>THRN 1200, Weeks 1 – 6 content.</b> |           |                                 |
| <b>WEEK 8</b><br>Oct 23  | <b>UNIT 7:</b> Correlational research.                                                                      | Chapter 7 | <b>QUIZ 4 (UNIT 6)</b>          |
| <b>WEEK 9</b><br>Oct 30  | <b>UNIT 7:</b> Correlational research.                                                                      | Chapter 7 |                                 |
| <b>WEEK 10</b><br>Nov 6  | <b>UNIT 8:</b> Statistical inference.                                                                       | TBA       | <b>QUIZ 5 (UNIT 7)</b>          |
| <b>WEEK 11</b><br>Nov 13 | <b>UNIT 9:</b> NHST.                                                                                        | TBA       |                                 |
| <b>WEEK 12</b><br>Nov 20 | <b>UNIT 10:</b> Non-parametric statistics.                                                                  | TBA       |                                 |
| <b>WEEK 13</b><br>Nov 28 | <b>UNIT 10:</b> Reliability.                                                                                | TBA       |                                 |

**NOTE:** The instructor reserves the right to alter the order and/or length of time spent on the various topics outlined above. Every effort will be made to adhere to this posted schedule.

## Course Assignments and Tests

| Assignment or Test         | Due Date                                                                       | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|----------------------------|--------------------------------------------------------------------------------|--------------------------------|----------------------------|
| Online quizzes             | Please refer to course schedule                                                | 10%                            | A1-3; B1-3; C1-3; D1-2     |
| Midterm Exam               | <b>Thurs Oct 16, 5:30-6:50 PM; In-person; THRN 1200. Weeks 1 – 6 content.</b>  | 25% (or 0%)                    | A1-3; B1-2; C1-3; D2       |
| Plan for research proposal | Submitted on Dropbox:<br><b>DUE: October 4 (11:59 PM)</b>                      | 10%                            | A1-3; B1-3; C1-2; D2       |
| Research proposal          | Submitted on Dropbox:<br><b>DUE: November 23 (11:59 PM)</b>                    | 15%                            | A1-3; B1-3; C1-3; D1-2     |
| Final Exam                 | <b>In-person, Tues Dec 2, 8:30-10:30 AM; LOCATION TBA. Cumulative content.</b> | 30% (or 55%)                   | A1-3; B1-3; C1-3; D1-2     |
| Seminar Presentation       | <b>Final 3 weeks (Nov 10-28) Dates may be modified.</b>                        | 5%                             | A 1-3; B1-3; C 1-3; D 1-2  |
| Seminar attendance         | <b>Please refer to seminar schedule on Courselink.</b>                         | 5%                             | A 1-3; B1-3; C 1-3; D 1-2  |

**NOTE: There will be NO extra credit opportunities for course and non-course related activities. Travel for any reason is NOT a justifiable basis for a missed/incomplete exam/quizz or lab assignment in the course.**

**\*\*The final grade of the course will be calculated 2 different ways. The first method will have the MIDTERM EXAMINATION and the FINAL EXAMINATION worth 25% and 30% of the final grade, respectively. The second method will have the MIDTERM EXAMINATION worth 0% and the FINAL EXAMINATION worth 55% of the final grade. Students will receive the higher of the 2 different methods for their final grade in the course.**

**\*\*The FINAL EXAMINATION is a REQUIRED assessment for this course (the final examination is scheduled by the Registrar's Office). There are no options to write the final examination at a different day/time than what is scheduled by the Registrar's Office, except for College level approved deferrals which take place during Winter 2026 semester.**

## Course Requirements

**ONLINE QUIZZES (2% each x 5 = 10% of final grade)....required.**

- The online quizzes will be made available on Courselink and will become available on the **Thursday** at **11:59 PM** of the scheduled week and will remain open through **Thursday** of the following week and will close at **11:59 PM**.

- **IMPORTANT NOTE:** All the online quizzes are to be completed during the allocated time of availability in Courselink. Missed quizzes CANNOT be made up and under no circumstances will the percent value of a missed quiz be shifted to any other quiz, assignment, or exam. It is the student's responsibility to ensure that they have adequate computer/internet resources in place at the time they intend on completing the quiz. The questions/answers to the online quiz will be released soon after the closing day/time. The online quizzes **WILL NOT** use the Respondus Lockdown browser. It is strongly recommended that students **DO NOT** wait until the final day of availability to attempt the online quiz.

### **SEMINAR ATTENDANCE (5% of final grade).....required.**

Attendance at the seminars is **REQUIRED**. Seminars are essential in learning how to develop a research plan and proposal. During the seminars, you will work on the following collaborative learning activities:

- Learn how to conduct a library search for journal articles.
- Find out the structure of psychology journal articles.
- Create research questions and hypotheses.
- Learn how to write an introduction, methods, and results section for a research paper.
- Present a summary of your research plan to the seminar group.

The grading of seminar attendance will be proportional to the total number of seminars attended. All students will be permitted 2 unexcused seminar absences that will not affect the attendance grading. Any absences beyond 2 will require consultation with the teaching assistant and/or course instructor to assess extenuating circumstances. As 10 seminar sessions have been scheduled, the point allocation will be based on 8 seminars (10 minus 2 non-excused absences) according to the following table:

| Seminars attended | Point allocation | Seminars attended | Point allocation |
|-------------------|------------------|-------------------|------------------|
| 10                | 5                | 4                 | 3                |
| 9                 | 5                | 3                 | 2.5              |
| 8                 | 5                | 2                 | 2                |
| 7                 | 4.5              | 1                 | 1                |
| 6                 | 4                |                   |                  |
| 5                 | 3.5              |                   |                  |

- **In order to obtain credit for seminar attendance, students must arrive at the start of scheduled time period and must remain the entire period. Signing in for seminar attendance on behalf of another classmate is NOT permitted, and is considered a breach of the student academic integrity policy.**

### **PLAN FOR THE RESEARCH PROPOSAL (10%)....required.**

- Working individually, students will compose an essay with three subheadings: Introduction; Method; Annotated Bibliography. The Introduction should describe your general topic of interest, the variables of interest, the operational definitions for the variables of interest, and your research hypothesis or hypotheses. The Method should describe your participants, recruitment procedures, materials, and procedural operations. The annotated bibliography should provide details of **three** related peer reviewed journal articles that establish a link between existing research and how your proposal will

advance knowledge on the topic. APA referencing style is required. The maximum number of pages is five, double spaced with a font size of 12.

**RESEARCH PROPOSAL: WRITTEN (15%).....required.**

- Working individually, students will prepare a research proposal. The proposal should include a Title page, an Introduction, a Method section, and a Results section. An Abstract and Discussion are not required. Although the project will not be conducted, the Results section should indicate the types of statistical analyses that are planned, and present expected results that would support the hypotheses. Expected results may be presented as tables or figures. APA guidelines for scientific writing must be followed. The maximum length is 10 double-spaced pages not including the list of References.
- All assignments must be uploaded as a PDF document to the respective Dropbox on Courselink. Assignments submitted AFTER the posted deadline will receive a 10% per day deduction up to a maximum of 5 calendar days; after this 5 day window, assignments will not be accepted and will receive a grade of 0. Information on assignment formatting is provided on Courselink.
- When submitting an assignment to the Dropbox, it is solely the student's responsibility to ensure that their submission is the actual document they intend to have graded. In the event that the student inadvertently submits the wrong document that they intend to have graded, no additional time will be provided beyond the 5 day post-deadline period. If the student submits multiple documents, the latest dated assignment will be graded (the student is encouraged to add a message at the time of the submission on Dropbox if they do have an additional submission or wish to bring an item to the attention of the instructor and teaching assistant). Emailed assignments will NOT be accepted, nor will assignments that are attempted to be submitted after the answer key/grading guide has been posted to Courselink.

**RESEARCH PROPOSAL: ORAL PRESENTATION (5%).....required.**

- Students will deliver a **3-minute** summary (maximum of 5 Powerpoint slides) of their research proposal to their seminar group. Scheduling will be determined by the seminar leader during the final three weeks of the course. Grading will be based on the demonstrated knowledge of the relevant literature, development of the hypothesis, clarity of methodology and expected outcomes, and professionalism in answering questions (2 minutes are allotted for questions). All students will be required to submit a pdf of their PowerPoint presentation to the relevant Dropbox on Courselink on or before the day of their scheduled presentation.

**MIDTERM EXAMINATION (25% or 0%)**

- The midterm exam (**Thursday October 16; 5:30 PM – 6:50 PM; THRN 1200**) will be comprised of multiple-choice, calculation-type, and/or short answer questions. The midterm exam is an in-person examination taken during the regularly scheduled class period and classroom and may require hand-written responses to questions on provided paper documents. Students may require the use of a functioning non-programmable calculator; the calculator on a cell phone will **NOT** be permitted during the exam. It is the student's responsibility to obtain a functioning non-programmable calculator and possess the ability to use the necessary functions on it. Calculators will **NOT** be



provided at the midterm examination, nor will the instructor or teaching assistant be able to provide help on the use of the calculator. The midterm examination will cover material from weeks 1 to 6. Students are permitted **ONE AND ONLY ONE ATTEMPT** at taking the midterm examination. Further details on the midterm examination will be provided on Courselink. Further details on the midterm exam will be provided on Courselink.

- In the event that a student DOES NOT write the midterm exam for any reason, the weight (25%) will be transferred to the final exam which will be worth 55% of the final grade in that circumstance. Students DO NOT NEED to notify the instructor if they did not write the midterm exam.

### **FINAL EXAMINATION (30% or 55%)....required.**

- The final examination (**Tuesday December 2, 8:30-10:30 AM; LOCATION TBA**) will be comprised of multiple-choice, calculation-type, and/or short answer questions. The final examination is an in-person examination taken during the university established day, time, and location and may require hand-written responses to questions on provided paper documents. Students will require the use of a functioning non-programmable calculator; the calculator on a cell phone will **NOT** be permitted during the exam. It is the student's responsibility to obtain a functioning non-programmable calculator and possess the ability to use the necessary functions on it. Calculators will **NOT** be provided at the final examination, nor will the instructor or teaching assistant be able to provide help on the use of the calculator. The final examination will cover material from weeks 7 to 14. The final exam is a **REQUIRED** assessment in the course and the weighting will **NOT** be transferred to any other assessment. Students are permitted **ONE AND ONLY ONE ATTEMPT** at taking the final examination. Further details on the final examination will be provided on Courselink.

### **Course Resources**

#### **Required Text:**

- The cost of the required text for this course, (textbook information), is \$161.00 at the campus bookstore. Students are welcome to use second-hand copies of the textbook or purchase the textbook from alternate locations. The prices in other locations may differ from that at the bookstore and prices at the bookstore are subject to change.
- Lewandowski, G. W., Ciarocco, N. J., & Strohmets, D. B. (2019). *Discovering the Scientist Within: Research Methods in Psychology. Second Edition*. Worth Publishers, New York. **-Looseleaf Print ISBN 9781319463908 (alternate format) \*\$161.00.**

ISBN (e-book): 9781319152451

ISBN (paperback): 9781319107369

Publisher/book website: [Discovering the Scientist Within, 2nd Edition | Macmillan Learning for Instructors](#)

#### **Other Resources:**

Additional resources will be provided on Courselink.

For the midterm and final examination, you will need to down the Respondus Browser Lockdown (the monitoring/camera system will not be implemented).

<https://download.respondus.com/lockdown/download.php?id=273932365>

## **COURSE REQUIREMENTS**

For the online quizzes and submitted assignments, students will be provided a window of time to complete and submit such items. It is strongly recommended that students do **NOT** wait until the final day of the deadline to begin work on these items as no additional time will be provided.

### **\*\*\*\*\*DATES AND DEADLINES\*\*\*\*\***

The relevant dates for the midterm and final examinations, and the deadlines for completion of the online quizzes and written assignments have been posted on Courselink. Although not guaranteed, the course instructor will also post reminders of impending dates and deadlines, as Announcements on Courselink. It is important to note that the stated dates and deadlines are **NOT SUGGESTIONS**; these are required dates and deadlines that once posted on Courselink are not subject to modification, unless under university established or instructor determined (SAS, university student wellness interventions, or other extenuating and confirmed accommodations) rare and extreme circumstances.

#### **Respondus lockdown browser may be in effect (midterm exam and final exam only).**

Respondus LockDown Browser is a locked browser for taking quizzes in CourseLink. It will be required to take the midterms and final exam. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word). Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed. In order to use Respondus LockDown Browser and Monitor, you must meet the following technical requirements so that you can take the practice test and midterm exam:

1. Operating Systems: Windows 10, 8, 7; Mac OS X 10.10 or higher.
2. Memory: Windows 2 GB RAM; Mac 512 MB RAM.
3. For Mac users: Safari must function properly on the computer.
4. Mac users must have Adobe Flash Player installed to Safari, even if a different browser is normally used.
5. Functioning webcam and microphone. The webcam and microphone can be built into your computer or can be the type that plugs in with a USB cable. (You will be required to do an environment scan of your room, so please ensure you can move your computer, laptop or webcam for this scan.)
6. A broadband Internet connection. It is recommended that you access the Internet via a wired connection.

If you have any concerns about meeting system requirements, contact CourseLink Support. They will work with you to find alternative solutions or make alternative arrangements.

- This course requires the use of Respondus LockDown Browser and Monitor (webcam) for proctoring within CourseLink. You must **download and install LockDown Browser and Monitor** to complete the practice test (if provided) and course exam(s). The purpose of the practice test is to ensure that Respondus LockDown Browser and Monitor is set up properly and that you are comfortable using the software.
- Respondus LockDown Browser is a locked browser connected to the Quizzes tool in CourseLink. It prevents you from printing and copying, using other operating

software, using search engines (e.g., going to another URL), communicating via instant messaging, and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

- Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.
- In order to use Respondus LockDown Browser and Monitor, you must meet the **technical requirements**. Visit the Remote Learning website for guidance on **preparing your online exam environment**.
- If you have any concerns about meeting system requirements, contact **CourseLink Support**. They will work with you to find alternative solutions or make alternative arrangements.

**Effective time management is critical.** To succeed in this course, it is essential that you keep up with the readings, weekly learning curve, quiz and research in action activities. You should take a disciplined approach in planning to complete the graded assignments. You are encouraged to ask questions when you are struggling.

#### **Late or missed deadlines:**

**Plan for research proposal and research proposal.** Unless an extension has been granted on medical, psychological or compassionate grounds, assignments beyond the late submission period will not be graded.

**Final exam.** Students who do not write the final examination should follow the University's procedures for requesting academic consideration (see below).

#### **Page Limits:**

Point allocations may be deducted for exceeding the page limit on the literature review and research proposal.

#### **Course Policy on Group Work:**

Each student is expected to complete all assignments on their own. If there is evidence that students are collaborating while completing online assessments, then those cases will be dealt with as per the regulations on Academic Misconduct. However, students are encouraged to form study groups in preparation for the graded assessments.

#### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

## **Student Rights and Responsibilities when Learning Online**

### *Online behaviour*

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

## **University Policies**

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration,

although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

### [Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

### [Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#).

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is **Friday November 28, 2025**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

### [Current Undergraduate Calendar](#)

#### **Additional Course Information: Turnitin software**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.