

PSYC*4880 - Honours Thesis II

Winter 2026 Course Outline

Section: 01

Credits: 1.00

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

This course is a continuation of PSYC*4870. Students conduct research and write an undergraduate thesis under the direction of a faculty member.

Prerequisite(s): PSYC*4870

Restriction(s): PSYC*4540. Restricted to students in BAH.PSYC, BAH.PSYC:C, BSCH.NEUR or BSCH.NEUR:C with a minimum 75% cumulative average in Psychology courses. Instructor consent required.

Department(s): Department of Psychology

Lecture Schedule

Tu 11:30am-2:20pm in MCKN*227 (1/5 to 4/21)

Instructor Information

Leanne Son Hing

Email: sonhing@uoguelph.ca

Additional Support

Teaching Assistant:

Carson Rumble-Tricker (she/her). Virtual office hours by appointment. crumblet@uoguelph.ca

Email Protocol:

Please include PSYC*4870 in subject of all emails.

I will attempt to respond to emails within 48 hours, Monday through Friday. I may respond through an announcement in class or on CourseLink if the answer pertains to the whole class.

Son Hing Office hours

Virtual office hours or by appointment. Time TBD.

Learning Resources

Required Resources

Course materials will be posted on course link: Course link (Website) (<https://courselink.uoguelph.ca/>) Be sure to set up notifications. See for instructions

<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/notifications> (<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/notifications/>)

The APA manual 7th edition is strongly recommended, which can be purchased from Amazon. See <https://apastyle.apa.org/instructional-aids/handouts-guides> (<https://apastyle.apa.org/instructional-aids/handouts-guides/>). Unfortunately, on line resources are incomplete.

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
APA manual	recommended	\$20-47

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

Course Level Learning Outcomes

1. Depth and Breadth of Understanding: Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and sub- disciplinary boundaries. A successful student will be able to:

- Integrate and use knowledge gained in prior courses on study design, analysis, and content by designing and implementing their own independent research project.
- Conduct a literature review on the topic of the proposed research project by reading and reporting on critical empirical and theoretical work.
- Identify and delineate major theories and empiricalevidence related to the proposed research topic.

2. Inquiry and Analysis: A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidencethat result in informed conclusions or judgments. A successful student will be able to: • Integrate and synthesize the existing research literature inorder to provide a clear justification/rationale of their own study objectives, methods, and analyses.

3. Creativity: The ability to adapt to situations of change, to initiate change and to take on intellectual risks. A successful student will be able to: • Generate and evaluate creative approaches to the study of their own and their colleagues' proposed research topic. • Adapt to different situations and emergent challenges in the process of research by generating and evaluating creative solutions to problems and creative ways of investigating topics.

4. Information Literacy: The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats. A successful student will be able to: • Locate relevant information and use it to identify gaps in the existing knowledge base and design research questions and hypotheses to address these gaps in a written research proposal and thesis

5. Methodological Literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. A successful student will be able to: • Design a methodology to answer their proposed research questions and test their hypotheses, taking into account the available research populations and contextual circumstances.

6. Quantitative Literacy: Includes numeracy, and competence in working with numerical data. A successful student will be able to: • Conduct data collection and analyze data using appropriate quantitative or qualitative methods. • Interpret their study's findings; write the results and discussion sections with logical and evidence-based arguments.

7. Oral Communication: Includes interpersonal skills, oral (speaking), and active listening as they apply to psychology. A successful student will be able to: • Deliver an oral presentation that integrates and summarizes their research proposal. • Communicate effectively with other academics in a professional context using a poster presentation of their honours thesis. • Present information in ways that are readily understandable to people from a variety of psychology backgrounds. • Actively listen, reflect upon, and respond to questions while acknowledging limitations to one's own knowledge.

8. Written Communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., American Psychological Association [APA] style, papers, posters). A successful student will be able to: • Communicate constructive feedback to peers on the content and delivery of their oral presentations. • Write a research proposal that includes proposed methodology using APA style (or another, if required by the field of study). • Write a thesis document using APA style (or another, if required by the field of study). • Write in a sophisticated scientific manner, clearly conveying the key messages to a target audience. • Include a breadth of vocabulary appropriate to the discipline of psychology. • Avoid grammar, spelling, and functional errors

9. Ethical Issues in Research: Includes the understanding and application of how human and animal rights and cultural relativism applies to ethical decision making in the context of research. A successful student will be able to: • Design and prepare research ethics forms and obtain ethics approval for their project. • Understand potential ethical issues with their own research.

10. Professional Behaviour: An ability to interact with others in a respectful manner, manage several tasks at once, and prioritize. A successful student will be able to: • Negotiate and plan with supervisor for draft submissions and final deadlines. • Communicate with supervisor and instructor about expectations, research activities, performance, and feedback. Reflect meaningfully on feedback and enact positive change. • Clearly delineate roles and expectations with other lab members. • Submit early drafts of the work to supervisor in order manage the work progression. • Deliver final versions of all assignments according to deadlines and expected quality to supervisor, instructor, and teaching assistant. • Be respectful of others' points of view and their time in class, meetings, and other professional settings.

Schedule of Topics and Assignments

Day	Date:	Topic	Activities	Due
Tue	1/6	CC: Overview for the term: Timelines		
Tue	1/13	FYB: Professional Development Session (TA-led): Topics include realistic expectations, applying for conferences, and getting published. Highly recommended for long-term benefit		
Tue	1/20	FYB: What is grad school really like: according to UofG grad students		
Tue	1/27	CC: Conducting your analyses and planning your results section		
Tue	2/3	FYB: Student discussion		
Tue	2/10	FYB 11:30-12:30 drop in Q&A for survey research: analyses and results FYB 1:20-2:20 drop in Q&A for qualitative research: analyses and findings		
Tue	2/17	Winter Break		
Tue	2/24	FYB 11:30-1:00 drop in Q&A for experimental research: analyses and results with Carson		
Tue	3/3	CC How to write and format final thesis		
Tue	3/10	CC How to make a research poster		
Tue	3/17	FYB Student discussion		
Tue	3/24	FYB drop in Q&A for your posters with Carson		
Tue	3/31	Mandatory class: writing final reflection paper, open Q&A session, teaching evaluations		

Teaching and Learning Activities

Weekly Activities

There will be three types of classes this term.

CC or Critical Classes: Essential for learning skills for PSYC*4880. Missing will seriously affect learning.

FYB or For Your Benefit: Recommended sessions that enhance learning but are optional.

Mandatory Attendance: Must attend.

Assessment Breakdown

Description	Weighting (%)	Due Date
Attendance	3%	Jan 6, Feb 3, Mar 3, Mar 10
Reflection paper	3%	March 31 in class
Written thesis	25%	April 2 5:00pm
Poster	15%	March 30 5:00pm
Research contribution	9%	Across terms

Assessment Details

Attendance

Attendance

3%

Attendance is required for the classes labeled CC (Critical Class). Students must attend at least 3 of the 4 CC classes to earn **full attendance credit (3% of grade)**. If you must miss more than one CC class, please email crumblet@uoguelph.ca.

Reflection Paper

Reflection Paper

3%

Students will write a final reflection paper on how experiential learning in this course helped them develop a learning outcome beyond what traditional methods could teach. The paper will be written **in class on paper on March 31**, without notes or electronic devices.

Thesis

Written Thesis

25%

The thesis is a full written report of your independent research project. It should include an abstract, an introduction, detailed methods, results section (with tables and figures as needed), discussion, and references, with all study materials included in the appendices. This assignment is worth 25% of the course grade and is due to your supervisor by April 2 5:00 pm. Supervisors must send a grade out of 100 to crumblet@uoguelph.ca by April 16th noon.

Poster

Poster Presentation

15%

Students will prepare a poster (3 ft × 4 ft) for the Honours Thesis Poster Conference on Tuesday, April 7, 2026. Faculty and graduate students from the Department of Psychology will be invited. Two to three judges (not your supervisor) will evaluate your poster (15% of your grade) based on content and appearance, your mini presentation (2–5 minutes), and your ability to answer questions. For free printing, submit your poster as a PDF to the CourseLink Dropbox by March 30 at 5:00 pm. You may print elsewhere at your own expense before April 7; please notify Carson (crumblet@uoguelph.ca)

Student Contribution

Student Contribution to Research

9%

The faculty supervisor will evaluate each student's contribution across semesters, considering independence in developing and conducting the project, as well as creativity, responsibility, organization, and execution. Supervisors should submit grades (out of 100%) to the course instructor and TA by April 16 at noon. This evaluation counts for 9% of the course grade.

Last Day to Drop Course

The final day to drop Winter 2026 courses without academic penalty is the last day of classes: April 06

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Submission of Assignments

Write and submit reflection paper in class, submit thesis to your supervisor only, submit poster to Dropbox.

Late Assignment

If the poster is not submitted on time, you are responsible for finding a printing alternative and the cost of printing (try Staples).

For your written thesis, your supervisor may agree to a later submission date if you approach them. They must simply get us a grade by April 16.

If you miss class on March 31, I will hold a make-up writing block on Wednesday April 8. If you are also unable to attend this session, you will receive a grade of zero on the assignment.

Course Standard Statements

Course AI Policies

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving.

Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with University and course requirements.

Submission of materials completed by AI, without permission of the instructor or research supervisor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Acceptable use of AI in research should be determined by the research supervisor and may vary across disciplines, programs and types of assessments.

CSAHS Academic Misconduct Policy

The *Academic Misconduct Policy* is detailed in the Undergraduate Calendar. 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.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct.

Standard Statements for Undergraduate Courses

Academic Integrity

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 (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

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).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information

on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)