*This outline must be used and it serves as your contract. Be sure that you and your student sign the last page and provide an electronic copy to our Academic Manager and Advisor, Sharon Helder (*[*shelder@uoguelph.ca)*](mailto:shelder@uoguelph.ca))*. She will sign it and email it back to you (retain this file for your records). Once she has signed the contract, she will provide a waiver form for the student.*

*To use this outline please note that red italicised font provide instructions for you. It should be removed before providing the course outline to the student. To customize this outline for your course, alter the bold gray font as directed. Black font should not be altered.*

**Student Name:**

**Student ID:**

**Student Email:**

**Course Title: Advanced Independent Research Project (PSYC\*4240)**

**Course Description:**

This course provides individual students with hands-on experience conducting a research project. Students are supervised directly by a faculty member as they conduct an in-depth investigation of a specific topic within psychology. Typically, the course involves both the practice and reporting of research. Students will apply the research and communication skills they have acquired through prior coursework in order to work more independently. (H)

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology (Main Campus)

**Semester Offering: [Fall, Winter, or Spring/Summer]**

*Specify how often and where the student will meet with the course instructor. A minimum of 7 contact hours with the course instructor are required.*

**Class Schedule and Location: [TBD]**

## Instructor Information

Instructor Name: **[TBD]**

Instructor Email: **[TBD]**

Office location and office hours: **[TBD]**

## Course Content

Under the direct supervision of a faculty member, the student will learn to design, perform and/or report research in a specific area of psychology. *More details should be added here about the project or the specifics of the work involved.*

**Specific Learning Outcomes**

**In this 4000-level course, it is expected that students will apply the research, critical thinking, literacy, communication and professional/ethics abilities they have acquired through prior coursework and to further develop these skills to a mastery level.**

*The following are the 5 intended learning outcome facets that this course MUST meet. Each course must have at least one learning outcome that corresponds to each facet. However, more than one learning outcome can target each facet. The 5 facets that must be met are: written communication, oral communication, integrative communication, methodological literacy, and personal organization and time management.*

Following completion of this course, the successful student will be able to:

*You should replace each statement with a course-level learning outcome that indicates how your course offering will meet this learning outcome facet at the mastery level. A possible example is given in brackets that you can choose to use or replace. For reference, this is followed by the definition of that facet (from the 2014 Psychology undergraduate learning outcome dimensions glossary) and the details of what the facet looks like at the mastery level. You can add additional learning outcomes.*

1. **[Demonstrated ability to evaluate and execute research activities in the lab with attention to the integrity of the research process and the quality of the resulting information (e.g.,as indicated in the assignment log).]**

*Methodological literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. Mastery: -designs own appropriate methodologies for novel psychological research situations; -tailors methodologies to particular populations and circumstances.*

1. **[Demonstrated ability to deliver a confident oral presentation to the research lab group in which the student will communicate research ideas and findings in a clear, organized, and engaged manner using appropriate visual aids. Additionally, demonstrates ability to effectively respond to questions.]**

*Oral communication: Includes interpersonal skills, oral speaking and active listening as they apply to psychology. Mastery: - Exhibits confidence as a public speaker; - Facilitates discussion of complex concepts effectively; - Demonstrates the ability to present information in ways that the receiving party can easily understand; - Actively listens, reflects upon, and responds effectively to questions while acknowledging limitations to one’s psychological knowledge.*

1. **[In a written form (e.g., paper, in log), organizes information and past research, concepts and their own ideas, to convey a strong argument.]**

*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, term papers, posters etc.). Mastery: - Writes in a sophisticated manner clearly conveying the message of the writer to a target audience; - Uses a breadth of vocabulary appropriate to the discipline of psychology; - Effectively edits own work and/or that of others; - Grammar, spelling, and functional errors are almost non-existent.*

1. **[In the final reflection assignment, demonstrated ability to relate experience and knowledge acquired while conducting research to broader psychological theories, findings, and practices.]**

*Integrative communication: A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum. Mastery: - Uses experience and psychological knowledge and adapts/applies this to solve increasingly difficult problems or explore complex psychological issues in an original way; - Integrates psychological knowledge and communicates this effectively.*

1. **[Demonstrated effective time management for the duration of the project (including but not limited to: meeting established goals with supervisor, meeting deadlines, meeting weekly goals (e.g., as reflected in the weekly log and in the final reflection assignment).]**

*Personal organization/Time management: An ability to manage several tasks at once and prioritize. Mastery: - Demonstrates personal accountability and responsibility.*

**Lecture Content**

The course does not involve lectures; rather, the student designs, performs and/or reports research under the direct supervision of a faculty member. The one-to-one student-to-faculty ratio, along with a learning-by-doing approach to the development of research skills, results in a rich learning experience.

*Edit the section below to explain when and how the student will meet with the instructor and other members of research team. Keep in mind that a minimum of 7 contact hours with the course instructor are required.*

**[Biweekly meetings with the supervisor that focus on scaffolding student progress toward attainment of the specified learning outcomes. If applicable, the student will also learn through interactions with other members of the research team, as well as laboratory meetings/group supervision context.]**

**Course Assignments and Tests**

*The following table is a template: The standard assignments are mandatory, but the specific assignment descriptions, due dates, and weighting can vary depending on the individualized research experience. You can add to these assignments (e.g., an additional draft of written assignment; a second written assignment). The final reflection is one of the ways we will monitor the success of our new courses; as such, we recommend making the final reflection at least 10% to ensure adequate attention to this assignment. If you add learning outcomes above, they should be reflected in this table. The student must receive substantive feedback before the 40th day of class.*

| **Assignment or Test** | **Due Date** | **Contribution to Final Mark (%)** | **Learning Outcomes Assessed** |
| --- | --- | --- | --- |
| Execution of research | **[Weekly]** | **[35%]** | **[1,5]** |
| Activity log | **[Weekly]** | **[10%]** | **[1,5]** |
| First draft of written assignment | **[Mid-semester]** | **[10%]** | **[3,5]** |
| Final written assignment | **[End of semester]** | **[20%]** | **[3,5]** |
| Oral presentation | **[End of semester]** | **[15%]** | **[2,5]** |
| Final reflection paper | **[End of semester]** | **[10%]** | **[4,5]** |

*The standard assignments below are mandatory, but the specific assignment descriptions can change to meet the unique focus of each course. If assignments are added, they should also be reflected here. Note: the amount of time students devote to research activities must be adjusted to accommodate hours spent fulfilling other course requirements; in total, student hours must not exceed the maximum required for a 0.50 credit course.*

1. Execution of Research
   * + **[The student will devote a designated amount of time per week toward the execution of the research project (e.g., recruiting participants, running the experiment, coding data, and entering data). Careful attention to the integrity of the research process and quality of the resulting information is essential. During bi-weekly meetings, student progress will be reviewed, focusing on accomplishments and identifying areas for improvement. The student should provide substantive comment about the research process during meetings. ]**
2. Activity log
   * + **[Students will be required to keep a log of all course-related activities. Log entries should record the nature and duration of each activity, as well as important knowledge and skills learned during each activity. Substantive comment about the research process is required.]**
3. Written Assignment
   * + First draft: **[By the mid-point of the semester, the student will submit a first draft of the research report based on a topic pertaining to their research project. Substantive feedback from the supervisor will enable the development of the final assignment.]**
     + Final: **[By the end of the semester, the student will produce a final report summarizing the project and incorporating feedback from the first daft.]**
4. Oral Presentation
   * + **[An oral presentation of the final report will be made to the supervisor and other members of the research group. Substantive feedback will be provided by the supervisor and other members of the audience. The student should be prepared to address questions and feedback during the presentation.]**
5. Final Reflection Paper
   * + **[The final reflection paper should be a maximum two double spaced pages. It should reflect how the students’ abilities or perspectives in regard to one (or more) of the learning outcomes has developed as a result of their experience in this course. Students should discuss both their struggles and their successes.]**

**Course Policies**

**Grading Policies**

***Please indicate all course policies regarding in-semester tests and assignment submissions, including time and place for submission of assignments and explicit penalties for late submissions.***

[Undergraduate Grading Procedures](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml)

[Graduate Grade interpretation](https://www.uoguelph.ca/registrar/calendars/graduate/2014-2015/genreg/genreg-as-gradeint.shtml)

***Please note that these policies are binding unless academic consideration is given to an individual student.***

**Course Policy on Group Work:**

***If appropriate please provide polices for group work, including individual responsibilities for submitted assignments.***

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

***Default text: 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.***

**University Policies**

***The following default text regarding University policies is required:***

**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](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml)

**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](https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-amisconduct.shtml)

**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 the [Student Accessibility Services](https://www.uoguelph.ca/csd/) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](https://www.uoguelph.ca/csd/)

**Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](https://courseeval.uoguelph.ca/ceval_CEC.php) **.**

**Drop date**

The last date to drop one-semester courses, without academic penalty, is **[insert date]*.*** For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/index.shtml).

[Current Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/)

**Additional Course Information**

***Please include any additional course information as required.***

***Please add the following message to Courselink, or to your course outline, if you intend to use Turnitin in your course:***

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. As the 2014/15 Undergraduate Calendar states: "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" (p. 31).

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.

**Advanced Independent Research Project (PSYC\*4240) Contract**

Advisor’s Name (please type or print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name (please type or print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Verified by Academic Manager and Advisor, Sharon Helder

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_