SOCIAL PSYCHOLOGY 4ZZ6:
SOCIAL PSYCHOLOGY RESEARCH PROJECT
Fall 2022 & Winter 2023

Instructor: Dr. Sarah Clancy
Email: clancysj@mcmaster.ca
Lecture: Mondays 11:30-2:20pm [scheduled as in-person in CNH B107 with one or two classes as virtual on Zoom]; most Wednesdays (2:30-3:30pm), with a few exceptions noted below in the course schedule, are dedicated time for groups to work on the project, as are Monday sessions when we do not have a scheduled class/meeting (see schedule below for more information on when we meet in class)

Office Hours: Please see description below for more details about online office hours. Dr. Clancy's **online Zoom** office hours will be posted on Avenue to Learn in early September.

Contents

Course Description

Throughout your experience in the Social Psychology Program, you have been exposed to different theoretical perspectives, research techniques, and a vast area of different subjects and topics within the field of social psychology. This course builds on your earlier learning experiences to provide you with an experiential component by completing your own group-based research project. Students will be grouped into research teams of *5-6 students per group* (approximate), based on shared research interests. **IMPORTANT: Students can form groups across the two course core sections as we are running to the two sections at the same time**. Students will be able to select their own groups; however, I reserve the right to modify group arrangements if need. Students can conduct research on an area/topic of interest within social psychology using quantitative research methods (an anonymous online survey), or qualitative methods (interviews) to investigate their research question(s).

As the COVID-19 pandemic is a fluid and evolving situation, there may be a need to adjust some features of the course over the duration of the year. Please see the extreme circumstances policy below for more details.

*Please note***: Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations, University announcements, or change temporarily due to illness of the instructor. Please check the Back to Mac Website, Avenue to Learn, and your email regularly, as well as prior to attending class/meetings for updates or any changes.**

As per course-based research ethics approval obtained for this course, **any primary data collected (via online anonymous surveys or in-depth interviews)** must adhere to the following regulations set out by the McMaster research ethics board (available here: https://research.mcmaster.ca/ethics/resources/guidelines-for-course-based-research/):

- "The research projects must be no more than minimal risk.
- The standard of minimal risk is defined as follows: If potential participants can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk.
- The research participants must be drawn from the general adult population, capable of giving free and informed consent, and may not include vulnerable subjects such as children, persons who are not legally competent to consent, mentally incompetent persons, legal wards or the therapeutically dependent.
- The student projects must not involve any personal, sensitive, or incriminating topics or questions which could place participants at risk.
- The student projects must not manipulate behaviour of participants beyond the range of "normal" classroom activity or daily life

- The student projects must not involve physically invasive contact with the research participants.
- The student projects do not involve deception".

Additionally, to ensure projects are completed on time, these additional regulations apply:
- Ideally, primary research should be conducted with the McMaster population; projects seeking participants outside of the McMaster population will be assessed by me for feasibility. I reserve the right to make the final decision
- Student groups **may not** contact faculty members, programs, or departments to aid in recruitment, such as posting a note in Avenue, making an announcement in class, emailing student lists, etc.,
- If research is conducted with certain programs or faculties on campus (i.e., Nursing), an additional program/departmental level of approval is required before student populations can be recruited. If this applies to your research project, we will discuss it together
- No crowd-funding or similar type of fund sourcing is allowed
- LimeSurvey is the platform for online survey research used in this class as it adheres to all MREB standards. More information on LimeSurvey can be found here: https://researchcomputing.mcmaster.ca/limesurvey This will be the platform used for all survey research in the class
- There may be many rounds of revisions and **it is imperative that no data collection/recruitment begins until you have received approval from me for either a primary or secondary research-based thesis project**

There are no exceptions to any of the above conditions.

The course is divided into four sections. In the first part of the course, we will explore theoretical perspectives in social psychology, as well as substantive areas within the field. The second part of the course will begin to explore the research process: we will begin to examine the steps in the research process, such as identifying and developing research questions, finding resources, and conducting a literature review, as well as research methodology in social psychology, including research ethics. The third part of the course focuses on collecting and analyzing data, as well as the commencement of group field work. The final part of the course discusses writing research papers, research-to-action initiatives, and dissemination.

Our class schedule will be modified to accommodate the hands-on experiential field work component and the combined in-person and virtual/online course elements. To provide guidance, support and connectedness, classes in September and October will involve the following: (1) an in-person or virtual Zoom lecture (September 7, September 28 and October 3 are virtual classes delivered on Zoom; classes on September 12, 19, and 26 are delivered in-person with a Zoom option for those who cannot attend), including an open Q&A/clarification discussion; and (2) groups will have weekly check-ins (each

respective group and I) in the first few weeks of classes in the classroom to ensure each group is on track and comfortable with the early design stages of the project as they work towards the completion of the research proposal and ethics protocol. In these weeks, students will be required to attend the in-person/virtual classes (there will be a Zoom option for students who cannot attend in-person for the first part of the class discussion; for the individual group meetings, groups are responsible for linking in any group member who is not in attendance and communicated what we discussed). Students should keep up with the assigned readings to better inform our lecture discussions and group meetings. **Lecture slides will be provided in Avenue to Learn by 9am on scheduled class (in-person or Zoom) lecture days.** In other weeks, we will not have a live class (in the month of November), but there will be required offline, asynchronous lecture and learning content to view, along with time for the group to work on the project/revisions – this occurs after the research proposal/ethics protocol has been submitted and groups need time to work on the required revisions to receive ethics and project approval. **Any pre-recorded lecture content for the month of November will be provided by 9am at the start of the week in which there is an assigned online component.** Please see the schedule below for full details on our weekly schedule.

In the second term of the course, we will meet approximately once per month in January and March to allow time to undertake data collection, analysis, preparation of your poster, and writing your paper (see detailed weekly course schedule below for more information).

In both terms, you will have the Monday in-person (when we do not meet) and the Wednesday virtual timeframe as set aside time each week for your group to meet to work on the thesis project. It is expected that students will use this given time wisely. It is expected that students have good time management skills to complete all requirements of the course on time. **No extensions will be granted.**

Program and Course Objectives
- The Honours Social Psychology Program has 6 program learning objectives. This course meets the following 6 objectives in the following ways:
  - Appreciate the interdisciplinary nature of Social Psychology and evaluate the contributions that different disciplines contribute to the field. Students will:
    - Select and evaluate theoretical frameworks in social psychology to understand the social phenomena each group is researching
    - Learn about the varied field of social psychology including theories, methods, and substantive areas of study, through completion of a group research project, as well as learning during class presentations and the capstone poster session
  - Understand critically the major theoretical perspectives and debates in the field and be able to articulate a position
    - Evaluate the different schools of thought within social psychology

- Select theoretical frameworks in social psychology to understand the social phenomena each group is researching
- Gain a critical understanding of the theoretical perspectives in social psychology

o Understand and apply a range of qualitative and quantitative research methods relevant to the field
- Gain a critical understanding of the methodological approaches and ethical issues with research in social psychology through this hands-on, experiential project
- Exploration and skill development of the steps in the research process, including identifying and developing research questions, finding resources, and conducting a literature review, and collecting and analyzing data

o Evaluate the relationship between theory and practice (including policy) to capture the real – world impact of scholarship
- Develop a literature review and theoretical framework for group projects by locating and evaluating research evidence
- Evaluate and share research results through presentations, poster session, and final thesis research paper

o Demonstrate effective oral and written communication skills through participation in class discussions, debates, activities, presentations, course papers and assignments
- Improve research and writing skills through completion of assignments and the group-based research project components such as a research proposal, group presentations, poster session, and group thesis paper
- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and group-based activities

o Value the importance of professional conduct to promote inclusivity, respectful debate & collaboration, and ethical behaviour
- Create a set of classroom norms together at the start of the term to promote inclusivity and a safe and comfortable classroom environment for all
- Learn about research ethics and put learned knowledge into practice through completion of the research project
- Exhibit ethical and professional conduct in all research and academic/professional activities
- Build on group collaboration skills and time management through completion of a group-based research project

- Learn how to respect and integrate the ideas of others into the development of the research project
- Develop critical reflection skills by reflecting on the role of the researcher in the research process
- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and group-based activities
- Respect academic integrity policies and the student code of conduct

Materials and Text

Required Text
- Robson, C. (2016). *How to do a research project: A guide for undergraduate students*. 2nd edition. Etobicoke, Ontario, Canada: Wiley-Blackwell.

Recommended Texts
- Haig, J., MacMillan, V., Raikes, G. (2020). *Cites & sources, An APA documentation guide*, (6th ed.). Toronto: Nelson.
- Scott, Hannah. (2013). *SPSS Virtual Teaching Assistant*. Toronto: Oxford University Press.

Class Format

This course will involve some lectures (some synchronous lectures, some asynchronous pre-recorded lectures), group meetings and/or class-based discussions, and experiential learning where students are expected to engage in full and active participation as groups design their own research project and collect & analyze data on their topic of interest. Since this is an experiential-based course, the weekly topics are geared towards progression through the steps of the research process. In most weeks, we will have an asynchronous audio-recorded lecture and/or live lecture that will act as a steppingstone to class/group-based discussions and our group meetings. Full participation, regular attendance, as well as full commitment and equal share of work in the groups are required throughout the term/year. Students are expected to come to class each week with the assigned lecture recordings viewed, the assigned readings read and ready to engage in any meetings, discussions and/or activities.

Class meetings/lectures (in-person or virtual) will not be recorded as we discuss private research and group related matters. Any required asynchronous learning content will be pre-recorded and provided in Avenue to Learn. Options to connect virtually for in-person meetings/classes will be provided - details are discussed below. Students are expected to be available during all scheduled class times for class work, class & group meetings, and group-related work in the delivery method noted in the course outline for that particular activity/meeting/class.

IMPORTANT: Please make sure that everyone in the group has a McMaster University created and assigned Zoom account for any virtual meetings with your group mates or me. Please see UTS for more details.

It is strictly prohibited to post, distribute, transmit, copy, etc.,. lecture material/notes/recordings in any shape or form (electronically, audio, etc.,.) outside of Avenue to Learn and the SAS notetaking program. This includes but is not limited to: online note sharing sites, Facebook, YouTube, Google documents, etc.,.

McMaster University is committed to an inclusive and respectful community. These principles and expectations extend to online activities including email communication, electronic chat groups, video calls and other learning platforms. It is the expectation of this course that all members of the SOC PSY 4ZZ6 community (students, faculty, and staff) are respectful, inclusive, considerate and professional in all course related activities and communication with one another. Please see here for the full policy.

Course Evaluation – Overview

1. TCPS2 CORE-2022 Ethics Tutorial (individual) - 5%, due September 28, 2022, submitted to Avenue dropbox by 11:59pm
2. Research project proposal and ethics protocol - 28%, due Thursday October 20, 2022, submitted to Avenue dropbox by 11:59PM
3. One-to-two-page overview of the research project, submitted to discussion board on Avenue to Learn – 2%, due on Friday November 18, 2022 by 11:59pm
4. Poster presentation - 20%, due on March 20, 2023
5. Class participation/group work - 5%, Throughout the term
6. Final thesis research paper (group-based) - 40%, due on March 29, 2023, submitted to Avenue dropbox by 11:59pm

Course Evaluation – Details

TCPS2 CORE-2022 Ethics Tutorial (individual) - 5%, due September 28, 2022, submitted to Avenue dropbox by 11:59pm
Each student is required to view and complete the online research ethics tutorial for the TCPS2 CORE-2022 Ethics Tutorial **(available here: https://tcps2core.ca/welcome).** This tutorial replaces the former MREB Ethics Tutorial. If you have previously completed the newest version of the TCPS2 CORE-2022 Ethics Tutorial, you may submit your certificate to the dropbox. Upon successful completion, students will receive a certificate. A screen shot or similar of the certificate must be submitted online via the dropbox on **September 28, 2022 by 11:59pm.** __Please note:__ it takes approximately 4 hours to complete the course modules, so allow enough time to meet the deadline.

Research project proposal and ethics protocol - 28%, due Thursday October 20, 2022 submitted to Avenue dropbox by 11:59PM

Each group is required to submit a research project proposal, along with a research ethics protocol. More details will be discussed in class. Assignment guidelines will be posted on Avenue to Learn during the first week of class. The proposal and protocol will be submitted to a dropbox on Avenue **by 11:59pm** on the due date. All documents must be submitted in **Word documents** to expedite the review process. **I am giving a few additional days after Fall Break with the later submission date so groups can rest on the Fall Break and still have time to complete the assignment with the few extra days the first week back.**

One-to-two-page overview of the research project, submitted to discussion board on Avenue to Learn – 2%, due on Friday November 18, 2022 by 11:59pm

Each group is required to submit a one-to-two-page overview of the research project to the discussion board on Avenue in a Word document so the class can be informed about the different projects and topics for research. A template for the one-to-two-page overview is provided on Avenue to Learn in the content section. Groups will fill out the template with their relevant information. One group member will post on behalf of the group, the one-to-two-page overview to the respective discussion board on Avenue to Learn by 11:59pm on Friday November 18, 2022. This can be posted earlier than the due date if the group prefers.

Poster presentation - 20%, on March 20, 2023

In the final class of the year, we will have a poster session. Each group is required to create a poster that showcases their research project and summarizes their findings. Attendance is mandatory. Please be prepared to answer questions about your research project. Assignment guidelines will be posted on Avenue to Learn during the first week of class. We will discuss the poster and poster creation in January 2023, with additional information posted on Avenue to Learn in the content section at the start of the term. There will be two options for the poster session: attend the in-person event or present virtually. The two sessions will both be held on Monday March 20, 2023, with one occurring before the other, but within the scheduled class time of 11:30-2:30pm. **For the in-person offering, at least 50% of the group must be present to do the in-person poster session and have the poster printed. Physical posters will only be printed for those who are presenting in-person. Those who choose to present virtually will not have a physical poster printed.**   Details will be provided in class and further discussed in the Winter 2023 term with our first class back in January 2023.

Class participation/group work - 5%, Throughout the year

Full participation, regular attendance, as well as full commitment and equal share of work in the groups are required throughout the year. Class participation will be evaluated during the term in the following ways: First, students are expected to come to class each

week as an active and engaged learner, with the assigned readings read and ready to engage in any meetings, discussions and/or activities. Second, since this course requires group-based participation in a research project, students will also complete a confidential written evaluation of their fellow group members in terms of contribution to the group research project. The confidential written evaluation of their fellow group members' document is posted on Avenue. Full participation, regular attendance, as well as full commitment and equal share of work in the groups are required throughout the term/year. **Please upload the confidential assessment of yourself and your group members to the dropbox on Avenue on March 23, 2023 by 11:59pm.**

Final thesis research paper (group-based) - 40%, due on March 29, 2023, submitted to Avenue dropbox <u>by 11:59pm</u>
Each group will write a formal thesis research paper based on their own research projects. The components of the paper will include an introduction, literature review, theoretical framework, methodology, results, discussion, conclusion, references, and appendices. Assignment guidelines will be posted on Avenue to Learn during the first week of class. The paper will be submitted to a dropbox on Avenue by **<u>11:59pm on March 29, 2023.</u>**

<u>Weekly Course Schedule and Required Readings - Term 1</u>

Week 1 (Wednesday September 7, 2022)
> **September 7 - Introduction to the course (<mark>CLASS TO BE HELD ON ZOOM –</mark> please see Avenue for Zoom link)**

> **<mark>VIRTUAL CLASS MEETING: Class meeting on Zoom</mark> for Introduction to the course, first class lecture, and Q&A**
> - Zoom class (link will be provided in Avenue to Learn)
> - Please make sure your video and audio are off/set to mute to ensure that we have stable access for all class participants
> - Please have an identifiable name so that I can ensure it is only our class who is on the Zoom call

> **Required online content:**
> - PowerPoint slides (with identical PDF document) – Introduction to the class – please download for class to follow along

> **Readings:**
> - No assigned readings

> **Notes:**
> - <mark>**Form your groups by the end of this week/early next week and notify Dr. Clancy via email**</mark>

Week 2 (September 12 and 14, 2022)

September 12 - Entering the world of research: Realities, approaches and making sense of the varied approaches in social psychology

==IN-PERSON CLASS MEETING;== Lecture and Q&A/clarifications will be available live on Zoom but will be turned off once we break off for group meetings

- Zoom link will be provided in Avenue to Learn

Required online content:

- PowerPoint slides (with identical PDF document) – please download for class to follow along

Readings:

- Sewell, W.H. (1989). Some reflections on the golden age of interdisciplinary social psychology. *Annual Review of Sociology*, *15*, 1-16.
- Boutilier, R.G., Christian Roed, J. & Svendsen, A.C. (1980). Crises in the two social psychologies: A critical comparison. *Social Psychology Quarterly*, *43*(1), 5-17.
- Text: Chapter 1
- Cohen, B.P. (2003). Creating, testing, and applying social psychological theories. *Social Psychology Quarterly, 66* (1), 5-16.
- Blumer, H. (1940). The problem of the concept in social psychology. *American Journal of Sociology*, *45*(5), 707-719.

September 14 – Dedicated time for group work

Live course content:

- N/A

Readings:

- No assigned readings

Required online content:

- N/A

Notes:

- **All students not yet in a group will be connected with a group by the end of this week**
- **==WILL DISCUSS TOPIC AREA ON SEPTEMBER 12 WITH DR. CLANCY DURING GROUP MEETINGS TODAY==**

Week 3 (September 19 and 21, 2022)

September 19 - Designing a research project: Developing research questions, key project decisions, and time management

<mark>IN-PERSON CLASS MEETING;</mark> **Lecture and Q&A/clarifications will be available live on Zoom but will be turned off once we break off for group meetings**
- Zoom link will be provided in Avenue to Learn

Readings:
- Text: Chapter 2 and 3 (sections: "selecting a topic to "developing the design" (pages 22-54, Chapter 2; pages 59-67, Chapter 3)

Required online content:
- PowerPoint slides (with identical PDF document) – please download for class to follow along

September 21 – Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- <mark>**SUBMIT SIGNED GROUP CONTRACTS by 11:59pm TO DROP-BOX IN AVENUE TO LEARN ON MONDAY SEPTEMBER 19, 2022**</mark>
- <mark>**APPROVAL FOR RESEARCH TOPIC IN CLASS ON SEPTEMBER 19, 2022**</mark>

Week 4 (September 26 and 28, 2022)

September 26 - Designing a research project: Using and consulting academic and non-academic resources and methodological approaches in social psychological research

<mark>IN-PERSON CLASS MEETING;</mark> **Lecture and Q&A/clarifications will be available live on Zoom but will be turned off once we break off for group meetings**
- Zoom link will be provided in Avenue to Learn

Readings:
- Text: Chapter 3 (sections: "Finding and using sources" to "dealing with sources" page 67-71) and Chapter 2 (sections: "trustworthiness" to "using interviews in your project", pages 54-57)
- Jordan, C.H. & Zanna, M.P. (1999). How to read a journal article in social psychology. First published in R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press. Retrieved from http://arts.uwaterloo.ca/~sspencer/psych253/readart.html
- Marecek, J., Fine, M. &Kidder, L. (1997). Working between worlds: Qualitative methods and social psychology. *Journal of Social Issues*, *53*(4), 631-644.
- Rabinowitz, V.C. & Weseen, S. (1997). Elu(ci)d(at)ing epistemological impasses: Re-viewing the qualitative/quantitative debates in psychology. *Journal of Social Issues*, *53*(4), 605-630.
- Schuman, H. (2002). Sense and nonsense about surveys. *Contexts, 1*, 40-47.

Required online content:
- PowerPoint slides (with identical PDF document) – please download for class to follow along

September 28 – <mark>VIRTUAL ZOOM CLASS (2:30-3:20pm)</mark> - Research ethics workshop Part 1 – Working through the ethics application process as a class

Virtual (on Zoom) research ethics workshop - Working through the ethics application and research proposal as a class, Part 1
- Zoom meetings (link will be provided in Avenue to Learn)

Readings:
- No assigned readings

Required online content:
- Please have your research template files and MREB application form downloaded and ready for the workshop to follow along and add in text and information
- PowerPoint slides (with identical PDF document)

Notes:
- **<mark>IMPORTANT:</mark> Virtual class on Wednesday September 28, 2022 on Zoom for Part 1 of our ethics and proposal workshop – Zoom link provided in Avenue to Learn**

- **TCPS2 CORE-2022 ETHICS TUTORIAL CERTIFICATE OF COMPLETION DUE TO AVENUE DROP-BOX BY 11:59PM (5%) ON WEDNESDAY SEPTEMBER 28, 2022**

Week 5 (October 3 and October 5, 2022)

October 3 - VIRTUAL ZOOM CLASS (11:30-1:15pm) - Research ethics workshop Part 2 – Working through the ethics application process as a class

Virtual (on Zoom) research ethics workshop - Working through the ethics application and research proposal process as a class, Part 2
- Zoom link will be provided in Avenue to Learn

Readings:
- Text: Chapter 3 (sections: "ethical considerations" to end of chapter; pages 74-81)
- Text: Chapter 4 (whole chapter)
- Wax, M.L. & Cassell, J. (1981). From regulation to reflection: Ethics in social research. *The American Sociologist, 16*(4), 224-229.
- Schuman, H. (2002). Sense and nonsense about surveys. *Contexts, 1*, 40-47.

Required online content:
- Please have your research template files and MREB application form downloaded and ready for the workshop to follow along and add in text and information
- PowerPoint slides (with identical PDF document) – same as September 28

October 5 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **IMPORTANT: Virtual class on Monday October 3 from 11:30-1:15pm (please note earlier class ending time for this class only) on Zoom for Part 2 of our ethics and proposal workshop – Zoom link provided in Avenue to Learn**

- **PLEASE USE THE CLASS TIME ON OCTOBER 5 WISELY TO WORK WITH YOUR GROUP ON THE UPCOMING PROPOSAL AND ETHICS PROTOCOL**
- **VIRTUAL MEETING TIMES FOR OCTOBER 31 ASSIGNED THIS WEEK – WILL BE POSTED ON AVENUE TO LEARN**

Week 6 (October 10 and 12, 2022)

October 10 and 12 - Fall Break - No classes, meetings or assigned readings

Week 7 (October 17 and 19, 2022)

October 17 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

October 19 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **PLEASE USE THE CLASS TIME WISELY TO WORK WITH YOUR GROUP ON THE UPCOMING PROPOSAL AND ETHICS PROTOCOL**
- **RESEARCH PROJECT PROPOSAL AND ETHICS PROTOCOL - 28%, DUE OCTOBER 20, 2022, SUBMITTED TO AVENUE DROPBOX BY 11:59PM**

Week 8 (October 24 and 26, 2022)

October 24 – No class/meetings as Dr. Clancy is reviewing documents for return in meetings on October 31, 2022

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

October 26 - No class/meetings as Dr. Clancy reviewing documents for return in meetings on October 31, 2022

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **Enjoy your break after your hard work on the proposals and ethics protocols! No class/meetings as Dr. Clancy is reviewing documents for return in meetings on October 31, 2022**

Week 9 (October 31 and November 2, 2022)

October 31 – <mark>VIRTUAL ZOOM MEETINGS WITH DR. CLANCY</mark>

Live course content:
- **We will meet on Zoom** in short meetings to discuss the proposals and ethics protocol, along with the next steps for revisions
- Zoom links will be provided to each group; please be sure to arrive on time as we need to adhere to a meeting times

Readings:
- No assigned readings

Required online content:
- N/A

November 2 – Dedicated time for group work to work on revisions

Live course content:

- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **GROUPS WILL MEET WITH DR. CLANCY AT SET TIMES ON OCTOBER 31 ON ZOOM (SCHEDULE WILL BE RELEASED ON AVENUE AND EMAILED TO GROUPS)**
- **THESE MEETINGS ARE MANDATORY AND NECESSARY IN ORDER TO PROCEED FORWARD WITH YOUR RESEARCH REVISIONS**

Week 10 (November 7 and November 9, 2022)
November 7 – Data management and analysis: Qualitative data

Live course content:
- N/A

Readings:
- Text: Chapter 5 (sections: "qualitative data" to "further reading"; pages 107-108 and 122-131, chapter 5)
- The Pell Institute and Pathways to College Network. (2014). *Evaluation toolkit - Analyze data.* Retrieved from http://toolkit.pellinstitute.org/evaluation-guide/analyze/
- LeCompte, M.D. (2000). Analyzing qualitative data. *Theory Into Practice, 39*(3),146-154.

Required online content:
- PowerPoint slides (with identical PDF document)
- Lecture recording

November 9 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **Please work on your revisions as noted in your documents and based on the discussion in our meetings on October 31, 2022**

Week 11 (November 14 and 16, 2022)

November 14 - Data management and analysis: Quantitative data

Live course content:
- N/A

Readings:

- Text: Sections: "preparing for analysis" to "do I really...", pages 108-122)
- See resources in lecture slides

Required online content:
- PowerPoint slides (with identical PDF document)
- Lecture recording

November 16 - Dedicated time for group work to work on revisions

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **Please work on your revisions as noted in your documents and based on the discussion in our meetings on October 31, 2022**
- **ALL REVISIONS MUST BE RECEIVED BY THE START OF THIS WEEK (11:59PM ON NOVEMBER 14TH) IN ORDER TO RECEIVE FEEDBACK BEFORE THE END OF CLASSES; ANY REVISIONS RECEIVED AFTER THIS DATE WILL BE REVIEWED WHEN CLASSES RESUME IN JANUARY 2023; THERE MAY BE MANY ROUNDS OF REVISIONS AND IT IS IMPERATIVE THAT NO DATA COLLECTION BEGINS UNTIL YOU HAVE RECEIVE APPROVAL FROM ME.**
- **ONE-TO-TWO-PAGE OVERVIEW OF RESEARCH, 2% - DUE FRIDAY NOVEMBER 18, 2022 BY 11:59PM TO DISCUSSION BOARD ON AVENUE TO LEARN**

Week 12 (November 21 and 23, 2022)

November 21 – Dedicated time for group work and to work on revisions

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

November 23 - Dedicated time for group work and to work on revisions

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **Please continue to work on revisions**

Week 13 (November 28 and 30, 2022)

November 28 - Dedicated time for group work and to work on revisions

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

November 30 – Dedicated time for group work and to work on revisions

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Week 14 (December 5 and 7, 2022)

December 5 - Dedicated time for group work and to work on revisions

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

December 7 – Dedicated time for group work and to work on revisions

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Weekly Course Schedule and Required Readings - Term 2

Week 1 (January 9 and 11, 2023)

January 9 - Research challenges, fears, and triumphs – Data collection, analysis, and preparing posters

Live course content:
- We will discuss Q&A, fears, excitement and concerns about field research and data collection and analysis, as well as discuss poster creation and design, as well as the final thesis paper
- Zoom link will be provided in Avenue to Learn

Readings:

- Fine, M. & Weis, L. (1996). Writing the "wrongs" of fieldwork: Confronting our own research/ writing dilemmas in urban ethnographies." *Qualitative Inquiry*, *2*(3), 251-274.
- Becker, H.S. (1967). Whose side are we on? *Social Problems*, *14*(3), 239-247.
- Text: Chapter 6 (all remaining sections)
- Wolcott, T.G. (1997). Mortal sins in poster presentations or how to give the poster no one remembers. *Newsletter Society of Integrative and Comparative Biol*ogy, *Fall*: 10–11. Retrieved from http://www.sicb.org/newsletters/fa97nl/sicb/poster.html.
- Erren T.C. & Bourne, P.E. (2007). Ten simple rules for a good poster presentation. *PLoS Computational Biology, 3*(5), e102. Retrieved from http://www.ploscompbiol.org/article/info%3Adoi%2F10.1371%2Fjournal.pcbi.0030102

Required online content:
- PowerPoint slides (with identical PDF document) – please download for class to follow along

January 11 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Please check Avenue to Learn, as well as the McMaster Daily News and the COVID-19 website for updates on class format for Winter 2023 – any class updates will be posted on our course page in Avenue to Learn

Week 2 (January 16 and 28, 2023)

January 16 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

January 18 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Week 3 (January 23 and 25, 2023)

January 23 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

January 25 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

Week 4 (January 30 and February 1, 2023)
January 30- Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

February 1 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

Week 6 (February 6 and 8, 2023)
February 6 - Dedicated time for individual research group meetings

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

February 8 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

Week 7 (February 13 and 15, 2022)

February 13 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

February 15 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

Week 8 (February 20 and 22, 2023)

February 20 and 22 - Reading Week - No classes, no office hours

Week 9 (February 27 and March 1, 2023)

February 27 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

March 1 – <mark>VIRTUAL CLASS MEETING: Class meeting on Zoom</mark> - Research-to-action initiatives and final discussion about research poster presentation and final paper

Virtual course content:
- We will discuss last minute questions about the poster session, as well as the final thesis paper. This will be our last meeting as a class, except for the poster session; class to be held on Zoom.

Readings:
- Green, L.W., Glasgow, R.E., Atkins, D. & Stange, K. (2009). Making evidence from research more relevant, useful, and actionable in policy, program planning, and practice slips "twixt cup and lip". [Supplement 1]. *American Journal of Preventative Medicine, 37*(6), S187-191.
- Tierney, W. (2000). On translation: From research findings to public utility. *Theory Into Practice, 39*(3), 185-190.
- 3. Gagnon, M. L. (2011). Moving knowledge to action through dissemination and exchange. *Journal of Clinical Epidemiology, 64*(1), 25-31.

Required online content:
- PowerPoint slides (with identical PDF document)

Notes:

- Final discussion of poster presentation and final paper
- Please be sure to meet all deadlines for poster review (see Avenue for more details and lecture slides) and poster printing (if it is an in-person session)

Week 10 (March 6 and 8, 2023)
March 6 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dr. Clancy will be available for Zoom meetings if required for last minute poster questions on Monday March 6; please contact Dr. Clancy so an appointment can be arranged
- Dedicated time for group meetings
- **Draft version of posters must be sent to Dr. Clancy by 9am on March 8, 2022**
- **Final version of posters (exact date TBD) also submitted this week**

March 8 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- Dedicated time for group meetings

Week 11 (March 13 and 15, 2023)
March 13 - Dedicated time for group work

Live course content:

- N/A

Readings:
- No assigned readings

Required online content:
- N/A

March 15 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:

Week 12 (March 20 and 22, 2023)

March 20 - <mark>POSTER PRESENTATION SESSION TODAY - 20%; LOCATION TBD</mark>

Live course content (in-person and virtual):
- **POSTER SESSION!!** 😊

Readings:
- No assigned readings

Required online content:
- N/A

March 22 - Dedicated time for group work

Readings:
- No assigned readings

Notes:
- **<mark>POSTER PRESENTATION SESSION – MARCH 20 - 20%</mark>**

- **CONFIDENTIAL EVALUATION OF SELF AND GROUP MEMBERS DUE BY 11:59PM TO DROPBOX ON AVENUE TO LEARN ON MARCH 23, 2023**

Week 13 (March 27 and 29, 2023)
March 27 - Dedicated time for group work

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- N/A

March 29 - FINAL THESIS RESEARCH PAPER DUE TODAY BY 11:59PM- 40%

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- No in-class meeting
- **FINAL THESIS RESEARCH PAPER DUE TODAY, MARCH 29, BY 11:59PM - 40%**

Week 14 (April 3 and 5, 2023)
April 3 and 5 – Course wrap-up and course evaluations

Live course content:
- N/A

Readings:
- No assigned readings

Required online content:
- N/A

Notes:
- **YOU DID IT! All course requirements are now complete!** 😊
- **Congratulations to everyone!**

Course Policies

Submission of Written Assignments

Your assignments should be typed and double-spaced in either 10- or 12-point Times New Roman or Arial font. Please submit your assignments to the drop-box on Avenue to Learn on the day that they are due. Emailed assignments will NOT be accepted. Please refer to assignment handouts for information on how, when and where to submit your assignments.

Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with their mark, the following procedure will be followed:

1. The group must write a detailed one-page note emailed to Dr. Clancy outlining the reason for the review of the mark. This note must be attached to the original assignment and emailed to Dr. Clancy
2. Dr. Clancy will review the request and review the original assignment and provide the student with written feedback via email
3. Students must not submit a request for review any earlier than 2 days after the papers are returned and no later than 1 week after
4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C

MARK	GRADE
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments and Late Penalties

The due dates for all assignments are fixed and non-negotiable. There will be a deduction of 15% per day for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Friday, but handed in or after 12:00am on Friday, the deduction will be 15% for that day and so on. Deductions are calculated per day, not per 24-hour period. No assignments will be accepted 3 days after the original due date; there are no exceptions. Please refer to assignment handouts for exact dates.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Office Hours and Email Communication

I will be hosting 1 hour of **by appointment only Zoom** office hours during the week. You must contact me the evening prior to the by appointment Zoom office hour (by 4:30pm) to make an appointment with your me so I can send you a Zoom link for the virtual office hour. Requests received after 4:30pm will be moved to the following week of office hours; additionally, if all time slots fill up in one week, you may be asked to join the office hours in the following week. Appointments are taken on a first come, first-served basis. **Please note: office hours will be posted on Avenue to Learn in September. Please be aware: these are not private discussions.**

Alternatively, I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. **Emails will be answered Monday-Friday between 8:30am and 4:30pm.   You can expect a response to your email within 48 hours, excluding weekends, evenings, Fall break, and any holidays or university closures.**

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection
Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity. **We are not using web-based authenticity/plagiarism detection software in this course.**

Courses with an On-line Element
Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring
Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and

record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins. <mark>**We are not using online proctoring in this course.**</mark>

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the Policy on Requests for Relief for Missed Academic Term Work.

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.