

**SOCIAL PSYCHOLOGY 4ZZ6:  
SOCIAL PSYCHOLOGY RESEARCH PROJECT  
Fall 2021 & Winter 2022**

**Instructor:** Dr. Sarah Clancy  
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**Lecture:** Fridays 8:30-11:20am **[We will begin class at 9am]**; most Mondays (10:30-11:20am) are dedicated group (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 office hours will be posted on Avenue to Learn closer to the course start date.

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## **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 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).

**Due to COVID-19 restrictions, there will be some changes to how the course is organized this year. More details are explained below, as well as in the [class format](#) section of the course outline. Additionally, 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.**

As per course-based research ethics approval obtained for this course, **any primary data collected (via online anonymous surveys or in-depth interviews)** research must adhere to the following regulations set out by the McMaster research ethics board (available here: <https://reo.mcmaster.ca/download/course%20guidelines.doc/view>):

- "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, in order 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: <http://reo.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, as well as the new online course format. In an effort to provide additional guidance, support and connectedness, we will have weekly meetings (each respective group and I) in the first few weeks of classes 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 scheduled Zoom meetings, as well as view any non-live, asynchronous content (such as lecture recordings [with captioning and transcripts] and

lecture slides) prior to our Friday classes and meetings. In some weeks, we will have a live class on Zoom with the entire class. In other weeks, we will not have a live class, but there will be required offline, asynchronous lecture and learning content to view. 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 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 timeframe as set aside time each week for your group to meet to work on the project. It is expected that students will use this given time wisely. It is expected that students have good time management skills in order 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
  - 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

- 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
- 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
- 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*. 2<sup>nd</sup> edition. Etobicoke, Ontario, Canada: Wiley-Blackwell.

## **Recommended Texts**

- Haig, J., MacMillan, V., Raikes, G. (2020). *Cites & sources, An APA documentation guide*, (6<sup>th</sup> 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, workshop-style activities (if we are able to meet in-person in Winter 2022, pending public health guidelines), 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.

**All asynchronous content will be available at the start of each week to allow for time to review the content prior to weekly meetings/classes. Additionally, Doodle polls for meeting sign-ups will go up on Friday after class and close by Tuesday of the next week to allow time for scheduling and sending out email reminders about weekly meeting times. Please note, in order to simplify the group meeting process, each group will have access to their Zoom-link created room each week in which we have meetings for the entirety of the class. This will allow groups to meet before and after their meetings with me. I will pop into each room at the time selected (or assigned) for our weekly meetings.**

**IMPORTANT: Please make sure that everyone in the group has a McMaster University created and assigned Zoom account. I will add group members as co-hosts to ensure access to the Zoom meeting rooms and this is only possible if students have Mac-created and assigned Zoom accounts. Please see UTS for more details.**

## **Course Evaluation – Overview**

1. Research ethics tutorial (individual) - 3%, due October 1, 2021, submitted to Avenue dropbox **by 9am**



2. Research project proposal and ethics protocol - 25%, due **Tuesday October 19, 2021**, 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 19, 2021 by 11:59pm
4. Poster presentation - 20%, due on March 18, 2022
5. Class participation/group work - 10%, Throughout the term
6. Final thesis research paper (group-based) - 40%, due on April 1, 2022, submitted to Avenue dropbox **by 11:59pm**

## **Course Evaluation – Details**

### **Research ethics tutorial (individual) - 3%, due October 1, 2021, submitted to Avenue dropbox by 9am**

Each student is required to view and complete the online research ethics tutorial (link is on Avenue to Learn). Upon successful completion, students will receive a certificate. A screen shot or similar of the certificate must be submitted online via the dropbox on October 1, 2021 **by 9am.**

### **Research project proposal and ethics protocol - 25%, due Tuesday October 19, 2021, 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.**

### **One-to-two-page overview of the research project, submitted to discussion board on Avenue to Learn – 2%, due on Friday November 19, 2021 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 19, 2021. This can be posted earlier than the due date if the group prefers.

### **Poster presentation - 20%, due on March 18, 2022**

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. 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 one of our classes in January 2022, with additional information posted on Avenue to Learn in the content section at the start of the term. **DUE TO COVID-19, THERE IS A CHANCE THE POSTER SESSION WILL BE VIRTUAL ON ZOOM RATHER THAN IN-PERSON. INFORMATION WILL BE COMMUNICATED CLOSER TO THE EVENT, BUT ALL TIMES AND DATES WILL REMAIN THE SAME REGARDLESS OF FORMAT.**

### **Class participation/group work - 10%, 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 with the assigned lecture recordings viewed, 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 21, 2022 by 11:59pm.**

### **Final thesis research paper (group-based) - 40%, due on April 1, 2022, submitted to Avenue dropbox by 11:59pm**

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 **11:59pm on April 1, 2022.**

## **Weekly Course Schedule and Required Readings - Term 1**

### **Week 1 (September 10, 2021)**

**September 10 - Introduction to the course and Entering the world of research: Realities, approaches and making sense of the varied approaches in social psychology**

**Live course content: Entire class meeting on Avenue for introduction to the course, first class lecture, and Q&A**

- Zoom class (link will be provided in Avenue to Learn and emailed to the class)

- 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 learning and lecture content:**

- PowerPoint slides (with identical PDF document) – Introduction to the class **and** September 10, 2021 lecture slides

**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.

**Notes:**

- **Form your groups by the end of this week/early next week and notify Dr. Clancy via email**
- **All students not yet in a group will be connected with a group by the end of the 2<sup>nd</sup> week of classes**
- **Sign up for timeslot on Doodle poll (first come, first served) for group meetings for the following week – only 1 group member needs to register/sign up for the whole group**

**Week 2 (September 13 and 17, 2021)**

**September 13 – Dedicated time for group work**

**Readings:**

- No assigned readings

**September 17 - Designing a research project: Developing research questions, key project decisions, and time management**

**Live course content: Mandatory check-in meetings with groups (5-7 minutes in length)**

- Zoom meetings (link emailed to each group)
- Please have an identifiable name so that I can ensure it is only group members in each group call session

**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 learning and lecture content:**

- PowerPoint slides (with identical PDF document)
- Lecture recording

**Notes:**

- **SUBMIT SIGNED GROUP CONTRACTS by 11:59pm TO DROP-BOX IN AVENUE TO LEARN ON FRIDAY SEPTEMBER 17, 2021**
- **WILL DISCUSS TOPIC AREA TODAY WITH DR. CLANCY DURING GROUP MEETINGS TODAY**
- Sign up for timeslot on Doodle poll (first come, first served) for group meetings for the following week – only 1 group member needs to register/sign up for the whole group

**Week 3 (September 20 and 24, 2021)**

**September 20 - Dedicated time for group work**

**Readings:**

- No assigned readings

**September 24 - Designing a research project: Using and consulting academic and non-academic resources and methodological approaches in social psychological research**

**Live course content: Mandatory check-in meetings with groups (5-7 minutes in length) to discuss research topic and get green-light for progression forward with designing the project**

- Zoom meetings (same link as earlier meeting; meeting time will be emailed out to group)
- Please have an identifiable name so that I can ensure it is only group members in each group call session

**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(c)i(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 learning and lecture content:**

- PowerPoint slides (with identical PDF document)
- Lecture recording

**Notes:**

- **APPROVAL FOR RESEARCH TOPIC TODAY IN MANDATORY GROUP ZOOM MEETINGS IN CLASS ON SEPTEMBER 24, 2021**
- Sign up for timeslot on Doodle poll (first come, first served) for group meetings for the following week – only 1 group member needs to register/sign up for the whole group

**Week 4 (September 27 and October 1, 2021)**

**September 27 - Dedicated time for group work**

**Readings:**

- No assigned readings

**October 1 - Research ethics workshop – Working through the ethics application process as a class**

**Live course content: Live research ethics workshop - Working through the ethics application process as a class**

- Zoom meetings (link will be provided in Avenue to Learn and emailed to the class)
- Please make sure your video and audio are off/set to mute to ensure that we have stable access for all group participants

**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 learning and lecture content:**

- PowerPoint slides (with identical PDF document)
- Lecture recording

**Notes:**

- **RESEARCH ETHICS TUTORIAL CERTIFICATE OF COMPLETION DUE TO AVENUE DROP-BOX BY 9AM (3%) ON FRIDAY OCTOBER 1, 2021**
- **LIVE ETHICS WORKSHOP ON OCTOBER 1, 2021 WITH THE ENTIRE CLASS**

**Week 5 (October 4 and 8, 2021)**

**October 4 - Dedicated time for group work**

**Readings:**

- No assigned readings

**October 8 - No virtual meeting today - Dedicated time for group work**

**Live course content**

- N/A

**Readings:**

- N/A

**Required online learning and lecture content:**

- N/A

**Notes:**

- **PLEASE USE THE CLASS TIME WISELY TO WORK WITH YOUR GROUP ON THE UPCOMING PROPOSAL AND ETHICS PROTOCOL**
- **MEETING TIMES FOR OCTOBER 29 ASSIGNED THIS WEEK – WILL BE POSTED ON AVENUE TO LEARN**

**Week 6 (October 11 and 15, 2021)**

**October 11 and 15 - Fall Break - No classes, meetings or assigned readings**

**Week 7 (October 18 and 22, 2021)**

**October 18 - Dedicated time for group work**

**Readings:**

- No assigned readings

**October 22 - No virtual meeting today**

**Live course content: None this week**

- N/A

**Readings:**

- No assigned readings

**Required online learning and lecture content:**

- N/A

**Notes:**

- **RESEARCH PROJECT PROPOSAL AND ETHICS PROTOCOL - 25%, DUE OCTOBER 19, 2021, SUBMITTED TO AVENUE DROPBOX BY 11:59PM**

**Week 8 (October 25 and 29, 2021)**

**October 25 - Dedicated time for group work**

**Readings:**

- No assigned readings

**October 29 – MEETINGS WITH DR. CLANCY**

**Live course content:**

- Zoom group meetings (meeting times will be emailed to group and posted in Avenue; same Zoom link as earlier meetings)

**Readings:**

- No assigned readings

**Required online learning and lecture content:**

- N/A – **MEETINGS WITH DR. CLANCY**

**Notes:**

- **NO FORMAL CLASS TODAY; GROUPS WILL MEET WITH DR. CLANCY AT SET TIMES (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 9 (November 1 and November 5, 2021)**

**November 1 - Dedicated time for group work**

**Readings:**

- No assigned readings

**November 5 – Data management and analysis: Qualitative data**

**Live course content: None this week**

- 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 learning and lecture content:**

- PowerPoint slides (with identical PDF document)
- Lecture recording

**Notes:**

- **Please work on your revisions as noted in your documents and based on the discussion in our meetings on October 29, 2021**

### **Week 10 (November 8 and 12, 2021)**

**November 8 - Dedicated time for group work to work on revisions**

**Readings:**

- No assigned readings

**November 12 - Data management and analysis: Quantitative data**

**Live course content: None this week**

- N/A



**Readings:**

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

**Required online learning and lecture content:**

- PowerPoint slides (with identical PDF document)
- Lecture recording

**Notes:**

- **Please work on your revisions as noted in your documents and based on the discussion in our meetings on October 29, 2021**

**Week 11 (November 15 and 19, 2021)**

**November 15 - Dedicated time for group work and to work on revisions**

**Readings:**

- No assigned readings

**November 19– Dedicated time for group work and to work on revisions**

- **ONE-TO-TWO-PAGE OVERVIEW OF RESEARCH, 2% - DUE TODAY, FRIDAY NOVEMBER 19, 2021 BY 11:59PM TO DISCUSSION BOARD ON AVENUE TO LEARN**

**Live course content: None this week**

- N/A

**Readings:**

- No assigned readings

**Notes:**

- **ALL REVISIONS MUST BE RECEIVED BY THE START OF THIS WEEK (11:59PM ON NOVEMBER 15TH) IN ORDER TO RECEIVE FEEDBACK BEFORE THE END OF CLASSES; ANY REVISIONS RECEIVED AFTER THIS DATE WILL BE REVIEWED WHEN CLASSES RESUME IN JANUARY 2022; 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 19, 2021 BY 11:59PM TO DISCUSSION BOARD ON AVENUE TO LEARN**

**Week 12 (November 22 and 26, 2021)**

**November 22 - Dedicated time for group work and to work on revisions**

**Readings:**

- No assigned readings

**November 26 – Dedicated time for group work and to work on revisions**

**Live course content: None this week**

- N/A

**Readings:**

- No assigned readings

**Notes:**

- N/A

**Week 13 (November 29 and December 3, 2021)**

**November 29 - Dedicated time for group work and to work on revisions**

**Readings:**

- No assigned readings

**December 3 – Dedicated time for group work and to work on revisions**

**Live course content: None this week**

- N/A

**Readings:**

- No assigned readings

**Notes:**

- N/A

**Week 14 (December 6, 2021)**

**December 6 - Dedicated time for group work and to work on revisions**

**Readings:**

- No assigned readings

## **Weekly Course Schedule and Required Readings - Term 2**

### **Week 1 (January 10 and 14, 2022)**

**January 10 - Dedicated time for group work**

**Readings:**

- No assigned readings

**January 14 - Research challenges, fears, and triumphs**

**In-person/virtual live course content:**

- If in-person, we will have team building exercises and discuss your Q&A, fears, excitement and concerns about field research and data collection
- If virtual, we will meet on Zoom (the whole class) and discuss your Q&A, fears, excitement and concerns about field research and data collection – if needed, link will be provided in Avenue to Learn and emailed to the class

**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.

**Required online learning and lecture content (if virtual):**

- PowerPoint slides (with identical PDF document)

**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 2022 – any class updates will be posted on our course page in Avenue to Learn

### **Week 2 (January 17 and 21, 2022)**

**January 17 - Dedicated time for group work**

**Readings:**

- No assigned readings

**January 21 - Dedicated time for group work**

**Readings:**

- No assigned readings

**Notes:**

- Dedicated time for group work

**Week 3 (January 24 and 28, 2022)**

**January 24 - Dedicated time for group work**

**Readings:**

- No assigned readings

**January 28 - Creating a poster and writing an academic research report**

**In-person/virtual live course content:**

- If in-person, we will discuss poster creation and design, as well as the final thesis paper. We will also discuss any questions you have about data collection and data analysis
- If virtual, we will meet on Zoom (the whole class) to poster creation and design, as well as the final thesis paper. We will also discuss any questions you have about data collection and data analysis. If needed, link will be provided in Avenue to Learn and emailed to the class

**Readings:**

- Text: Chapter 6 (all remaining chapters)
- Wolcott, T.G. (1997). Mortal sins in poster presentations or how to give the poster no one remembers. *Newsletter Society of Integrative and Comparative Biology, 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 learning and lecture content (if virtual):**

- PowerPoint slides (with identical PDF document)

**Notes:**

- N/A

**Week 4 (January 31 and February 4, 2022)**

**January 31 - Dedicated time for group work**

**Readings:**

- No assigned readings

**February 4 - Dedicated time for group work**

**Readings:**

- No assigned readings

**Notes:**

- Dedicated time for group meetings

**Week 6 (February 7 and 11, 2022)**

**February 7 - Dedicated time for individual research group meetings**

**Readings:**

- No assigned readings

**Notes:**

- Dedicated time for group meetings

**February 11 - Dedicated time for group work**

**Readings:**

- No assigned readings

**Notes:**

- Dedicated time for group meetings

**Week 7 (February 14 and 18, 2022)**

**February 14 - Dedicated time for group work**

**Readings:**

- No assigned readings

**Notes:**

- Dedicated time for group meetings

**February 18 - Dedicated time for group work**

**Readings:**

- No assigned readings

**Notes:**

- Dedicated time for group meetings

**Week 8 (February 21 and 25, 2022)**

**February 21 and 25 - Reading Week - No classes, no office hours**

**Week 9 (February 28 and March 4, 2022)**

**February 28 - Dedicated time for group work**

**Readings:**

- No assigned readings

**Notes:**

- Dedicated time for group meetings

**March 4 - Research-to-action initiatives and final discussion about research poster presentation and final paper**

**In-person/virtual live course content:**

- If in-person, 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
- If virtual, we will meet on Zoom (the whole class) to 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. If needed, link will be provided in Avenue to Learn and emailed to the class

**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 learning and lecture content (if virtual):**

- PowerPoint slides (with identical PDF document)

**Notes:**

- 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 7 and 11, 2022)**

### **March 7 - Dedicated time for group work**

#### **Readings:**

- No assigned readings

#### **Notes:**

- 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 11 - Dedicated time for group work**

#### **Readings:**

- No assigned readings

#### **Notes:**

- Dedicated time for group meetings

## **Week 11 (March 14 and 18, 2022)**

### **March 14 - Dedicated time for group work**

#### **Readings:**

- No assigned readings

### **March 18 - POSTER PRESENTATION SESSION TODAY - 20%; LOCATION TBD**

#### **Readings:**

- No assigned readings

#### **Notes:**

- POSTER PRESENTATION SESSION TODAY - 20%

## **Week 12 (March 21 and 25, 2022)**

### **March 21 - Dedicated time for group work**

#### **Readings:**

- No assigned readings

**March 25 - Dedicated time for group work**

Readings:

- No assigned readings

Notes:

- Dedicated time for individual research group meetings
- **CONFIDENTIAL EVALUATION OF SELF AND GROUP MEMBERS DUE BY 11:59PM TO DROPBOX ON AVENUE TO LEARN ON MARCH 21, 2022**

**Week 13 (March 28 and April 1, 2022)**

**March 29 - Dedicated time for group work**

Readings:

- No assigned readings

Notes:

- N/A

**April 1 - FINAL THESIS RESEARCH PAPER DUE TODAY BY 11:59PM- 40%**

Readings:

- No assigned readings

Notes:

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

**Week 14 (April 4 and 8, 2022)**

**April 4 and 8 – Course wrap-up and course evaluations**

Readings:

- No assigned readings

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:

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

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

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 behavior 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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **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](mailto: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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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](http://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. **We are not using online proctoring in this course.**

### **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](mailto: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**

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “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 their discretion.