



Psychology 204: Applications and Careers in the Psychological Sciences

Instructor: Meghan Norris, PhD

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Course Location: Walter Light 205, Wednesdays 11:30-2:30pm

Office hours: Fridays, 12:30-1:30, Humphrey 224

Drop in PSYC Career Planning Support: February 1, March 1, March 29, H223 1:30-3pm

Teaching Assistants:

Academic Calendar Course Description: This course explores how the psychological sciences are applied in practice, and identifies education and training paths required for work in the psychological sciences. Students will gain significant exposure to career and education planning considerations within the psychological sciences.

Pre-requisites: PSYC100

Textbook:

The textbook for this course is open-access (*free!*), with chapters written by experts across Canada, and will be linked in OnQ. You will not find this book at the library, as it is only available online. As final publishing is taking place, chapters will be made available to you in PDF form in OnQ. If you have accessibility considerations with respect to the text, please let me know. I have the ability to adjust formatting before final publication, and would like this book to be as accessible as possible!

Norris, M. E. (Ed.). (2019). *The Canadian Handbook for Careers in Psychological Science*. Kingston, ON: eCampus Ontario. Licensed under CC BY NC 4.0.

Communication Norms for This Course: If you have questions about this course, please come to Office Hours. I'm happy to chat with you! You can also send an email, but emails are best sent for questions that ask yes/no-type questions. It is more effective to talk through bigger issues face-to-face.

If you have questions about career planning, please consider coming to the drop in sessions listed above. These are a great chance to actively work with support in the room!

Please do **not** use the instant messaging tool in OnQ. It is not monitored.

Intended Student Learning Outcomes:

1. Identify and critique how the psychological sciences have been applied in a variety of applied settings

2. Identify and investigate barriers to rigorous application of psychological science in applied settings
3. Analyze differences across both discipline and cultural contexts with respect to psychological science application
4. Identify demonstrable skills developed through training in the psychological sciences that can be applied to a variety of careers
5. Develop and demonstrate professional standards in psychological science communication (both personal and public communications)
6. Identify training pathways required for careers in the psychological sciences, including the ability to search and identify likely salaries associated with a variety of careers in the psychological sciences

Instructor Welcome: *Welcome to PSYC204! This course integrates lecture and in-class active learning exercises to facilitate development of both skills and knowledge related to applications of psychological science, and careers in psychological science. Regular in-class exercises are designed to give students hands-on experience with active instructor engagement and support. It is expected that students will attend class and participate in these activities. Throughout the course you will also have the opportunity to engage with world-recognized experts in a variety of sub-disciplines within Psychological Science. You will gain experience asking targeted questions of experts in the field of psychological science, receiving instructor feedback to help you hone this important professional skill. Assessments also include tests, a report on a scholarly talk of your choosing, and a project proposal. Assessments are outlined below, and rubrics can be found in OnQ.*

To support you in your learning, in addition to in-class activities designed to give you practice with related skills and content related to this course, you will also have opportunities for self-assessment through OnQ.

For the instructional team to give you helpful feedback on your work, is expected that you will come to class with your readings done as scheduled, and any scheduled work completed (e.g., interview questions). This is a very active class with multiple types of assessment. That said, life happens. To accommodate for life's curveballs, Universal Design supports are built into this course, as described in the context of each assessment.

Thank you for being here! I'm excited to share the semester and this course with you.

Course Outline:

Date	Topic & Readings	Activities and Deadlines
Wednesday, January 9, 2019	Introduction to Careers in Psychological Science Guest: Miguel Hahn, MA Readings: Chapter 1	Any unfinished in class activities from this week's class are due no later than January 14 th , 12:01am
Wednesday, January 16, 2019	Career Development + Research methods	Any unfinished in class activities from this week's

	Readings: 2 & 3	class are due no later than January 21 th , 12:01am
Wednesday, January 23, 2019	<p>Ethics</p> <p>Readings: Chapter 4</p> <p>Guest: Jennifer Couture, Manager, Research Ethics Compliance, Queen's University</p>	<p>Interview questions due Monday, January 21, 12:01am</p> <p>CORE Ethics Completion Due Wednesday, January 23, 12:01am</p> <p>Any unfinished in class activities from this week's class are due no later than January 28th, 12:01am</p>
Wednesday, January 30, 2019	<p>Clinical Psychology & Counselling Psychology</p> <p>Readings: Chapter 5, 6</p> <p>Guest: Tess Clifford, PhD 12:30-1:45pm</p>	<p>Interview questions due Monday, January 28, 12:01am</p> <p>Any unfinished in class activities from this week's class are due no later than February 4, 12:01am</p>
Wednesday, February 6, 2019	<p>Social Psychology</p> <p>Readings: Chapter 7</p>	Any unfinished in class activities from this week's class are due no later than February 11, 12:01am
Wednesday, February 13, 2019	<p>Test 1 + Resumes</p> <p>No readings</p> <p>Guest: Miguel Hahn, MA 1:30-2:20pm</p>	Midterm Test: in-class
Wednesday, February 20, 2019: FEBRUARY BREAK		Have a great break!
Wednesday, February 27, 2019	<p>Developmental Psychology</p> <p>Readings: Chapter 8 Valerie Kuhlmeier, PhD</p>	<p>Interview questions due Monday, February 25, 12:01am</p> <p>NOTE: Scholarly talk reports must be submitted prior to March 1 if you would like an opportunity to edit and revise your submission for re-grading</p> <p>Any unfinished in class activities from this week's</p>

		class are due no later than March 4, 12:01am
Wednesday, March 6, 2019	Brain, Behaviour, & Cognitive Sciences Readings: Chapter 9 Guest: TBA	Interview questions due Monday, March 4, 12:01am Any unfinished in class activities from this week's class are due no later than March 11, 12:01am
Wednesday, March 13, 2019	Industrial/Organizational Psychology Readings: Chapter 10 Guest: Julian Barling, PhD	Interview questions due Monday, March 11, 12:01am Capstone Project Due March 13 th 11:59pm Any unfinished in class activities from this week's class are due no later than March 18, 12:01am
Wednesday, March 20, 2019	Psychology & The Law Readings: Chapter 11 Guest: Rod Lindsay, PhD 1-2:20pm	Interview questions due Monday, March 18, 12:01am Any unfinished in class activities from this week's class are due no later than March 25, 12:01am
Wednesday, March 27, 2019	Sport Psychology Readings: Chapter 12 Guest: Lori Dithurbide, PhD 1-2:20pm	Interview questions due Monday, March 25, 12:01am Any unfinished in class activities from this week's class are due no later than April 1, 12:01am
Wednesday, April 3, 2019:	Community Psychology + Environmental Psychology Readings: Chapter 13 & 14	

Assessments:

Rubrics for written assignments are available in OnQ. These are intended to help guide you as you complete your work.

Students can expect in-class activities and interview questions to be graded within a 1-week time period. Please check the OnQ Assignment Dropbox, as you will receive feedback on your submissions there.

Exams and the capstone project are expected to take approximately 2 weeks to grade.

Graded Components:

Midterm Test	20%
Final Exam	35%
Interview Prep	7%
In-Class Activities	3%
Scholarly Talk Report	2.5%
Tri-Council CORE ethics completion	2.5%
Capstone Project	30%
Bonus Marks	2%

Midterm Test:

There will be a midterm test in this course. Items will be multiple choice and short/long answer format. The test is created as a 75-minute assessment. In accordance with Universal Design Principles, all students will have 2 hours to complete the test.

Final Exam:

There will be a cumulative final exam in this course, scheduled by the registrar. Items will be multiple choice and short/long answer format.

Policy on Missed Tests/Exams:

There are no re-writes for the midterm exam. Students unable to write the midterm due to serious, extenuating circumstances must provide written documentation for their absence through the Academic Considerations Portal. Under these conditions, students who must miss the midterm exam will write a final exam worth 55%.

In-Class Activities & Interview Preparation

In-Class Activities: This is a highly interactive class with in-class activities and regular guest speakers. Activities are designed to be completed during class time, and will typically be submitted via the Assignment Submission box in onQ (there will be some exceptions where students are given handouts).

Please bring a laptop to class. If you do not have a laptop, please notify your instructor within the first two weeks of class so that solutions can be generated to support you in your work.

In case extra time is needed, assignments will be able to be submitted by the following Monday at 12:01am. No assignments will be accepted after this time.

In-class activities are worth .75% each, and there will be at least 6 opportunities to participate throughout the semester. In accordance with universal design principles, this means that you only need to complete 4/6 in-class activities throughout the semester to earn full points on this component. This accommodates for missed classes due to extenuating circumstances. In-class activities are graded as formative work: it is expected that students who address all aspects of an in-class activity will receive full marks for engagement, along with helpful feedback for improvement.

Interview Questions: To help illustrate specifics of sub-disciplines in psychology, a variety of expert guest speakers have volunteered to attend our class throughout the semester. Students will prepare interview questions in advance that may be asked during the Q&A section of the guest lecture. Rubrics are available in OnQ. Deadlines are posted above: questions are due no later than the Monday at 12:01am *prior* to the respective visit. Because students can submit these interview questions at any time, late submissions are not accepted.

Scholarly Talk Report

Students must attend *one* scholarly talk throughout the semester, and submit a 500-word report. We are fortunate to have distinguished experts regularly visit campus to present their research. Students are each expected to identify *one* talk of interest to them (the talk need not be in psychology), and complete a 500-word report, as described in OnQ.

Submissions will only be marked to the 500th word. Anything over will not be read or graded.

The formal deadline is the last date of the semester, although students should submit this within a week of the talk they are attending. Note that talks may not be happening in the last few weeks of the semester: it is up to **you** to identify a talk and attend. If you do not attend a talk and submit your report, your score will be 0 on this component.

NOTE: This is a tough task to do within the word limit, and writing concisely (accurately, descriptively, and in few words) is desired in many different career paths. To help you build practice, if you choose, you can submit a revision of your document within 1 week of receiving feedback for re-grading **ONLY IF** you submit prior to March 1, 2019. This is to ensure we have time for re-grading before the final projects are due.

Tri-Council CORE Ethics Completion

A significant portion of funded research in Canada, and all academic research, is regulated by what is known as the “Tri-Council.” The tri-council is comprised of the Canadian Institutes of Health Research (CIHR), The Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). The *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS 2) guides what is considered ethical research under the tri-council umbrella in Canada. The tri-council has created an online tutorial to teach researchers about ethics in research. It consists of 8 modules, and typically takes about 3 hours to complete (it does not need to be done in one sitting). You are required to take this training for this course, and you may find it helpful to include as part of your resume in a section regarding professional development/additional training. Please submit your certificate of completion to the onQ dropbox no later than **Wednesday, January 23, 12:01am**.

<https://tcps2core.ca/welcome>

Late submissions will be docked by 10% per day to a maximum of 5 days, at which point no late submissions will be accepted.

Capstone Project

There is a capstone project in this class that will require you to demonstrate both skills and knowledge related to psychological science. This capstone project is a simulation of a Request for Proposals (RFP). RFPs are typically made to hire a consultant/consulting company/researcher for a specific project. Details are available in OnQ. It is recommended that you begin thinking about this project early during the semester, and that you consider reaching out to the library for support as you conduct your literature search.

Late submissions will be docked by 10% per day to a maximum of 5 days, at which point no late submissions will be accepted.

Bonus Marks

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the information posted at the [Psychology Participant Pool page on the Department website](#).

All students will be activated in the participant pool by the 3rd week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3rd week of class.

In addition, during the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the drop/add period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Note that your course instructor is not involved in the administration of studies and alternative assignments. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Grading Method:

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the

instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Materials:

Course material provided by your instructor, including course handouts and slides, is designed for use as part of this course at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here:

<http://library.queensu.ca/copyright>.

Accommodations Statement:

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances:

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.

Statement of the Location and Timing of Final Examinations:

As noted in Academic Regulation 8.2.1, "the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office."

The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar's webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the

window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

Turnitin Statement

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Be aware that by logging into the site, you will be leaving onQ, and accessing TurnItIn's website and TurnItInSoftware. Your independent use of that site, beyond what is required for the course (for example, purchasing the company's products), is subject to TurnItIn's terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site.
https://guides.turnitin.com/Privacy_and_Security

**Appendix 1: Interview Prep Questions (1 point each guest speaker)
Assessment of Learning Outcomes: 1, 2, 3, 4, 5**

Instructions: Students will submit interview questions for guest speakers ahead of time. Dr. Norris will go through submitted questions, and select as many as possible to share. These questions will be presented *anonymously* to the guest. That means that this is a safe space to ask your "silly questions" (although they aren't silly!). The intention of this is to have your questions addressed, and to also convey to our guests that students are well prepared and ready to learn about the topic.

In designing your questions:

Carefully consider your readings associated with this guest speaker's topic. What questions do you have that are unanswered? Was there anything contradictory in what you've learned (within this class, or between this class and other contexts)? Is there a specific aspect of this area that you find confusing? You might consider thinking of questions across a few dimensions: basic and applied research (e.g., validity, reliability, generalizability, 3rd variables, how research is applied in practice), career development (e.g., educational training paths, volunteer opportunities, ongoing professional development opportunities {especially for students}), career management (e.g., career trajectory, average salary, common pitfalls and challenges).

The above are ideas, and not required. You are required to come up with at least 1 well-developed interview question for this speaker that will stimulate discussion. This means that your question(s) goes beyond a "yes or no" answer, and allows for some elaboration.

You are encouraged to submit more than 1 question if you have more :) This is truly an opportunity for you to learn professional interaction, and about a specific content area.

Criteria	Level 5	Level 4	Level 3	Level 2	Level 1	Not submitted
	1 point	0.85 points	0.73 points	0.65 points	0.25 points	0 points
Interview question	The question submitted demonstrates exceptional insight into the topic area, is fully developed with specific details to guide the discussion, and is framed in such a way that is likely to facilitate rich and meaningful discussion.	The submitted question is well-developed, relevant, and likely to stimulate discussion.	The question submitted displays that you read the content and had some ideas that are relevant for discussion. Although not fully developed, this question indicates you have good comprehension related to this content.	The submitted question, although related to the topic, does not display high levels of insight, and/or is not likely to stimulate discussion.	The submitted question does not demonstrate insight into the topic area.	Missing

Appendix 2: Scholarly Talk Report Rubric (2.5 marks in total)
Assessment of Learning Outcomes: 1, 2, 3, 5

Instructions: Students must attend *one* scholarly talk throughout the semester, and submit a 500-word report. We are fortunate to have distinguished experts regularly visit campus to present their research. Students are each expected to identify *one* talk of interest to them (the talk need not be in psychology), and complete a 500-word report, as described in OnQ.

Submissions will only be marked to the 500th word. Anything over will not be read or graded.

The formal deadline is the last date of the semester, although students should submit this within a week of the talk they are attending. Note that talks may not be happening in the last few weeks of the semester: it is up to **you** to identify a talk and attend. If you do not attend a talk and submit your report, your score will be 0 on this component.

NOTE: This is a tough task to do within the word limit, and writing concisely (accurately, descriptively, and in few words) is desired in many different career paths. To help you build practice, if you choose, you can submit a revision of your document within 1 week of receiving feedback for re-grading **ONLY IF** you submit prior to March 1, 2019. This is to ensure we have time for re-grading before the final projects are due.

Rubric on next page.

Rubric: Scholarly Talk Report

Criteria	Level 5	Level 4	Level 3	Level 2	Level 1
	0.5 points	0.42 points	0.375 points	0.315 points	0 points
Rationale for program of study	Exceeds expectations. Concise and accurate explanation that could not be better written.	Identifies position of current study situated in a larger context that any reader could understand.	Identifies position of current study at an acceptable level, but there are gaps that prevent comprehensive understanding in the larger context.	Identifies position of current study, but gaps limit understanding.	Rationale not clear based on submission.
Hypothesis	Exceeds expectations: written such that hypothesis is clearly linked to rationale. This could not be better written.	Clearly identified. Written such that hypothesis is clearly linked to rationale.	Clearly identified. Written such that hypothesis somewhat linked to rationale.	Identified. Written such that hypothesis is not clearly linked to rationale.	Not identified/identified but no correspondence between hypothesis and rationale
Ethics of design	Exceeds expectations: The design of the research is well articulated, and ethical considerations have been thoughtfully considered	Ethical considerations have been thoughtfully considered in light of both the program of research and larger context.	Ethical considerations have been thoughtfully considered in light of the program of research OR larger context.	Relevant ethical considerations have been identified	Relevant ethical considerations have not been clearly identified
Results	Exceeds expectations: Described with exceptional clarity and detail, outcomes considered in light of hypothesis and larger context	Described clearly with detail, and results considered in light of hypothesis and larger context	Described clearly, but would benefit from more details to situate results in context of the hypotheses or larger context	Described with acceptable clarity, but doesn't formally address results in context of the hypotheses or larger context	Not described with acceptable clarity
Evaluation	Exceeds expectations: concepts including reliability, validity, and generalizability are considered in detail, and clearly correspond with the rationale of the research and larger context	Concepts including reliability, validity, and generalizability are considered, and clearly correspond with the rationale of the research and larger context	Concepts including reliability, validity, and generalizability are considered, and correspond with the rationale of the research or larger context	At least 2 concepts including reliability, validity, and generalizability are considered, or there is limited connection between concepts and rationale	1 or fewer concepts including reliability, validity, and generalizability is considered, or evaluations are not scholarly in nature.

Appendix 3: Capstone Project
Assessment of Learning Outcomes: 1, 2, 3, 4, 5

Your capstone project is a simulation of a Request for Proposals (RFP). RFPs are typically made to hire a consultant/consulting company/researcher for a specific project. This project is a simulation. That said, just as in a real RFP, the requirements are specific. Page limits and formats are **non-negotiable**, and the threshold for excellence is high.

Please see the included rubric to help guide you in your work.

RFP Details:

Benny Factor is a wealthy philanthropist who is looking to donate money for someone to carry out a project that will improve humanity in some way, applying psychological science. He is willing to fund basic and applied projects, as long as they are grounded in empirical evidence, and are designed in such a way that their efficacy can be measured.

You must address the following points, in order:

- What is the real world problem that you are proposing to solve/research?
- What data is there to justify that your proposed problem is indeed problematic?
- What have others done to address this problem?
- Given the previous work that has been done on this problem, what is the gap that you intend to fill?
- What will you specifically do to address this problem?
- How will you know if your project has an effect?
- What are your hypothesized results?
- What are the implications of your hypothesized results?
- What are the limitations of your approach?

RFPs must also include a resume.

Formatting:

This RFP does not follow APA manuscript formatting. You must use headings for all above-listed points. References are required. Your reference page does not count towards your page limit. References must be done in APA format.

Your submission is to be no more than 5-pages double spaced, 12 point font, Times New Roman font.

Looking for support in this project? Please see below:

Study Services at Queen's:

1-on-1 meeting for writing strategies: <https://sass.queensu.ca/programs/appointments/>

Organizing your essay: <http://sass.queensu.ca/onlineresource/topics/organizing-the-essay-body/>

Writing introductions and conclusions: <http://sass.queensu.ca/onlineresource/topics/essay-introductions-and-conclusions/>

Writing paragraphs: <http://sass.queensu.ca/onlineresource/topics/paragraphs/>

Avoiding Plagiarism

How to avoid plagiarism: <http://sass.queensu.ca/onlineresource/topics/avoiding-plagiarism/>

This will be submitted using TurnItIn

Rubric for RFP:

	Level 6 (A+ Exceptional)	Level 5 (A)	Level 4 (B)	Level 3 (C)	Level 2 (D)	Level 1 (Below threshold)	N/A
What is the real world problem that you are proposing to solve/research? (10%)	Exceptional: Exceeds expectations for a student at this level	Problem is clearly defined, with no room for interpretation	Problem is adequately defined, but there is opportunity for ambiguity	Problem is stated, but questions remain as to the specifics of the question	Vague problem is stated, cannot be researched as stated, but with significant details could be studied	Problem cannot be researched	Missing
What data is there to justify that your proposed problem is indeed problematic? (10%)	Exceptional: Exceeds expectations for a student at this level	Problem stated is solidly backed by empirical data, with little room for debate as to the impact of this problem	Problem is generally supported by data, but a stronger case to justify the problem could be made	Problem is supported by data that does not directly support the problem, but data that is at least somewhat relevant	Data is provided but it does not clearly support the problem	Data is not at all related to the problem	Missing
What have others done to address this problem? (10%)	Exceptional: Exceeds expectations for a student at this level	A comprehensive literature review is provided, establishing a strong overview of related research/work	Literature review provides a good overview of previous research/work related to the problem, addressing most of relevant past research/work	Overview of past research/work related to this problem is related to the problem, but is missing important previous research/work	Overview of past research/work is not directly related to the problem in this context	Review is not at all related to past research/work addressing the problem	Missing
Given the previous work that has been done on this problem, what is the gap that you intend to fill? (10%)	Exceptional: Exceeds expectations for a student at this level	The gap being filled by the current proposal is well defined, and is well justified based on the literature review. Proposal is laid out such that the reviewed/research work of others clearly highlights the current gap	The gap being filled by the current proposal is specified, and is appropriate based on the literature review. Proposal is laid out such that the reviewed/research work of others suggests the current gap	The gap being filled by the current proposal is included, but would need more information to clearly connect how previous research/work highlights this specific gap	The gap being filled by the current proposal is included, but is not well supported by the review of past research/work	The gap being filled by the current proposal is included, but is not at all supported by the review of past research/work	Missing

What will you specifically do to address this problem? (10%)		The methodology for the current project is specific, detailed, likely to provide a solution to the problem, and could be replicated by another person	The methodology for the current project is included, likely to provide a solution to the problem, and could mostly be replicated by another person	The methodology for the current project is included, related to the problem, but it would not be possible to approximate a replication	The methodology for the current project is missing significant details such that the paradigm is unclear, but it is related to the problem	The methodology for the current project is missing significant details such that the paradigm is unclear, and it is unclear how the paradigm is related to the problem	Missing
How will you know if your project has an effect? (10%)	Exceptional: Exceeds expectations for a student at this level	Plan for evaluation is well-specified, likely to provide data that measures efficacy in a way that can be used when evaluating the proposed solution, and plan includes an understanding of how to interpret the measures as proposed	Plan for evaluation is well-specified, may provide data that measures efficacy in a way that can be used when evaluating the proposed solution, and plan includes an understanding of how to interpret the measures as proposed	Plan for evaluation is missing specifics, may provide data that measures efficacy in a way that can be used when evaluating the proposed solution, and plan includes an understanding of how to interpret the measures as proposed	Plan for evaluation is missing specifics, likely would not provide data that measures efficacy in a way that can be used when evaluating the proposed solution, or is missing an understanding of how to interpret the measures as proposed	Plan for measurement is not appropriate to assess the metrics of interest	Missing
What are your hypothesized results? (10%)	Exceptional: Exceeds expectations for a student at this level	Hypothesized results are well specified, and fit with the design and purpose of the project	Hypothesized results are generally well specified although missing a few details, and fit with the design and purpose of the project	Hypothesized results are generally well specified although missing a few details, but do not clearly fit with the design and/or purpose of the project	Hypothesized results are missing significant details, and/or do not clearly fit with the design and/or purpose of the project	Hypothesized results are not relevant for the design or purpose of the project	Missing
What are the implications of your hypothesized results? (10%)	Exceptional: Exceeds expectations for a student at this level	Implications have been thoroughly considered, both those that are desirable and undesirable	Implications have been mostly considered, both those that are desirable and undesirable	Some implications have been considered, but there are obvious implications not considered	Implications are considered at a surface level--more detail is needed to demonstrate thoughtful consideration of impacts	Implications are not clearly related to the proposed work	Missing

What are the limitations of your approach? (10%)	Exceptional: Exceeds expectations for a student at this level	Limitations have been thoroughly considered	Most limitations have been considered	Some limitations have been considered, but there are obvious limitations not considered	Limitations are considered at a surface level--more detail is needed to demonstrate thoughtful consideration of how this project could be done better	Limitations are not clearly related to the proposed work	Missing
Writing Quality (5%)	Exceptional: Exceeds expectations for a student at this level	Well- structured, clear sentences, concise style, precise diction, grammar with no obvious errors	Well- structured, clear sentences, concise style, precise diction, grammar has no serious errors, and almost no minor ones	Most/all ideas expressed clearly, grammatical errors that occur are minor	Style is often wordy, abstract, convoluted or overly colloquial/slang, numerous errors in grammar and/or punctuation	Meaning of sentences difficult to discern, many errors in grammar and punctuation.	Difficult to follow. Sentences are disjointed. Grammar/spelling unacceptable for submission in a university course. Please see SASS for support.
References (2%)	Exceptional: Exceeds expectations for a student at this level	Included, APA format, no errors	Included, APA format, and almost no minor errors	Included, APA format, more than a minor errors	Included but not formatted	Missing many required citations	Missing
Resume (3%)	Exceptional: Exceeds expectations for a student at this level	All points incorporated from the resume workshop.	Almost all points incorporate from the resume work shop, and almost no errors are present based on the resume workshop	Majority of points from resume workshop are incorporated, errors that occur are minor	Some points from resume workshop included, but numerous errors are present	Many errors based on the resume workshop, not appropriate for submission	Missing

Appendix 4: Optional Weekly Homework Questions (not graded)

- What are common problems (both basic and applied) that are addressed by this general area?
- What are common theoretical frameworks in this area? What evidence is there for validity, reliability, and generalizability of these theoretical frameworks?
- What are empirical demonstrations within this area (both basic and applied)? Be sure to describe methods that are used, and consider the validity, reliability, and generalizability associated with each finding.
- Think of a problem (either basic or applied) that this area could help to solve. Using what you know about this area, design a research study to test your idea. Be sure to justify your research problem, and as you design your study, ensure that you consider your methods, ethics, implications, and limitations in detail. (You might find it helpful to imagine that you are a consultant brought in to solve a problem).