



## PSYCHOLOGY 200-4: Research Methods in Psychology

Spring 2017

3:35 – 4:50 p.m. Tues. & Thurs.

D223 Science Building

### Instructor Contact Information

*Instructor:* Robert J. Nemeth, Ph.D.

*Office:* D237 Science Building

*Office hours:* Tues., Wed., and Thurs. 11 a.m. – 12 p.m. or by appointment

*Phone:* (715) 346-3070 (leave a voicemail message with your phone number, and I'll return your call)

*Email:* rmemeth@uwsp.edu

### Required Textbook

Cozby, P. C., & Bates, S. C. (2012). *Methods in behavioral research*. (11<sup>th</sup> ed.). Boston, MA: McGraw Hill.

### General Philosophy of Teaching

- Promote life-long learning (**thinking for yourself**).
- Foster an intellectual curiosity about questions of human behavior and the mind.
- Develop an appreciation of diverse viewpoints in psychology, including alternative and minority views.
- Help my students develop the following skills that typify an educated adult:
  - organizational skills
  - critical thinking skills
  - verbal and writing skills
  - quantitative skills
- Emphasize **partnership** in learning. I am a facilitator of your learning, so think of me as a valuable resource rather than the “voice of authority.”

### Goals/Objectives

Research Methods in Psychology (PSYC 200) will introduce you to the variety of research methods that psychologists use to investigate topics in psychology including both experimental and nonexperimental research. The class will also provide you with the foundation for conducting research including conducting literature reviews and library research, understanding the ethics involved in conducting research, and APA style format for writing research reports and papers in psychology.

Research Methods in Psychology also satisfies a UWSP General Education Program Communication in the Major requirement with the following two learning outcomes:

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Below I enumerate the goals of the class along with associated APA Learning Outcomes in parentheses (see <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>)

By the end of the semester you should be able to

1. explain how psychology operates as a science (APA Learning Outcome 2.1);

2. identify different research designs (i.e., experimental and nonexperimental designs), why they are used, and what their respective advantages and disadvantages are (APA Learning Outcomes 2.2 and 2.4);
3. evaluate psychological research articles along a number of dimensions including validity, significance, and impact (APA Learning Outcomes 3.1 and 3.3);
4. write a complete APA-style research report (APA Learning Outcome 7.1); and
5. describe and assess the ethical concerns and procedures associated with psychological research (APA Learning Outcome 2.5).

Finally, I want to point out that the work you will be doing in Research Methods in Psychology will help you develop practical, work-related skills such as writing, reading and data analysis, and developing and presenting your ideas.

### Class Format

- **Lecture:** During lectures, I will discuss important concepts and principles of research design, research studies, theories, psychologists and other scientific scholars, and ethical issues in psychological research. While my lectures will draw on material in the textbook, **they will not duplicate the textbook**. The degree of overlap may be small or great depending on the topic, and I will present a lot of new material not contained in the textbook. In addition, the lectures will provide you with the background knowledge to complete the class assignments and research project. For this reason, *attendance is expected* at lectures. **Many exam questions will come from the lectures alone**. *If you must miss a lecture, you are responsible for the material you have missed*. Thus, be sure to get lecture notes from *several* classmates (don't depend on only one person's note-taking skills!). I have provided space on this syllabus for you to collect contact information from fellow students.
- **Class Assignments:** We will be critiquing research articles, designing studies, analyzing data, conducting peer reviews of manuscripts, interpreting results, and other exercises related to the week's topic. All class assignments will be tested on the three class exams.

### Reading Assignments

Textbook reading assignments are indicated in the class schedule. To gain the most out of our time together, it is essential that you keep up with the course readings. You should read the assigned reading **before** you come to class. If you are ever confused about what you read in the textbook, please feel free to contact me through any of the various means listed above or feel free to ask questions in class (which is preferred, since other students may have the same question).

In addition, we will be reading four journal articles over the course of the semester to supplement the material in the textbook and to give you practice at reading psychological research articles. The articles will be posted on D2L.

### Desire 2 Learn (D2L)

Lecture outlines, quizzes, handouts, class announcements, and grades will be posted on *D2L*. Make sure to check D2L on a weekly basis for new material. **To find D2L, log on to your My Point portal, click on the "Academics" tab in the upper left part of the screen, then click the "Desire 2 Learn" link. Alternatively, you can go directly to <http://www.uwsp.edu/d2l/Pages/default.aspx>.**

### Attendance

According to UWSP's attendance policy, students are required to attend classes regularly (<http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). I will not be recording attendance (besides the first two classes) but I expect you to attend every class unless you have an understandable excuse (e.g., illness, unforeseen emergencies, etc.). **If you miss a class, you are responsible for the material you missed.**

### **Guidelines for Courtesy and Respect in the Classroom**

I ask that you please respect five requests during our class meetings:

- Please *ask questions* if you are confused by anything I present in lecture. In all likelihood, if you are confused then others in the class will be confused also.
- Please *ask me to slow down* if I am speaking too fast for you to understand the lecture topic and take good notes.
- Please *minimize disruptions* during class (e.g., conversations, reading or working on other material, cell phones or other electronics, etc.)—doing so will show respect for your fellow classmates (and me).
- Please *show respect for your fellow students and your instructor* during classroom discussions and activities by attending, listening, and being open to diverse perspectives. Our common ground-rule for classroom discussions will be that only one person should be speaking at a time unless the class is broken down into separate group discussions.
- I will let you out on time; please *do not get ready to leave* before the class is over (you might miss something important). If you wish to use any electronic device to record class lectures and discussions, please speak with me first to get permission. In addition, the use of electronic devices during exams will be prohibited unless approval has been documented by a pertinent office on campus (e.g., Disability Services).

Thank you for your cooperation.

### **Grading**

**Exams.** There will be three exams over the course of the semester.

- Each exam will cover only the material up to the test. However, in this course later concepts require understanding of earlier concepts.
- The format of the exam will be a combination of multiple-choice and short answer questions.
- The questions will cover the assigned readings and any in-class activities such as lectures, discussions, demonstrations, video/audio, and handouts.
- If you know in advance that you will miss an exam date (e.g., for University functions, family functions such as marriages, religious holidays, etc.), you should contact me as soon as possible. You will be allowed to take the exam early at an arranged time. If you miss an exam due to an unexpected absence (e.g., illness), you must contact me within 48-hours of the exam date to schedule a make-up exam. Should you fail to contact me within the 48-hour period of the exam date, you will be assigned a 0 for that exam.
- I strive to write questions that are challenging and academically rigorous but also fair. If you feel that a question is unfair or inaccurate, you may fill out a Request for Review Form that can be downloaded from *D2L*. You will be asked to indicate what exam and question you wish for me to review, as well as supporting evidence for your argument that a question is unfair or inaccurate. The deadline for a request for review is one week from the date your exam has been returned.

**Class Assignments.** There will be six class assignments over the course of the semester.

- The class assignments are designed to be completed in one class period. However, if additional time is needed I will use my discretion to extend the due date to the following class period.
- The class assignments are short exercises that will give you practice on the concepts you are learning.
- A number of these assignments require you to read a corresponding journal article. Please see the course schedule for more details.

**Research Paper.** You will work with a partner in class to write a complete APA-Style Research Report on an experiment we will conduct in class.

**Late Penalty.** Assignments are considered late if they are not turned in at the start of the class they are due. A late penalty of -10% per class day will be assessed on your grade for up to 3 class days. Late assignments will no longer be acceptable after 3 class days.

Graded Components of Psych 200	Point Values	Percentage of Grade
Class Assignments: 6 × 5 points	30	10%
Unit Exams: 3 × 70 points	210	70%
Research Paper	60	20%
<b>TOTAL</b>	<b>300</b>	<b>100%</b>

Grades will be given according to the following scale:

Grade	Points	% Total
A	278 – 300	93%-100%
A-	269 – 277	90%-92%
B+	260 – 268	87%-89%
B	248 – 259	83%-86%
B-	239 – 247	80%-82%
C+	230 – 238	77%-79%
C	218 – 229	73%-76%
C-	209 – 217	70%-72%
D+	200 – 208	67%-69%
D	179 – 199	60%-66%
F	≤ 178	≤ 59%

### Academic Honesty

- I treat academic honesty seriously. In short, academic honesty means that academic work you submit for your classes is yours alone (unless explicitly allowed by your instructor to work together with another and submit your assignment jointly), that you have properly cited sources of information in your work, that you have not misrepresented, in whole or in part, another person's work as your own, and that you respect the academic work of others.
- If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions up to and including suspension or expulsion from the university as permitted in Chapter UWS 14, "Student Academic Standards and Disciplinary Procedures," of the *Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System*.
- Copies of Ch. UWS 14 can be found in electronic form at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> and in paper form at The Office of Student Rights and Responsibilities, each residence hall desk, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean. I recommend that you get a copy and read about your rights and responsibilities. In addition, Ch. UWS 14 provides specific examples of academic misconduct.
- For additional information about academic misconduct, specifically plagiarism, go to <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>.

**Course Withdrawal**

- If you wish to drop the class, you must do so within published deadlines in order to avoid a failing grade or loss of reimbursable tuition. The published deadlines can be found at <http://www.uwsp.edu/regrec/Pages/Cancellations.aspx>.

**For Assistance:**

- If you find that you are having academic difficulties in this course, please contact me. I am interested in helping you succeed in this course.
- For personal difficulties or concerns (e.g., stress, depression, etc.), please consider seeking the professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553, <http://www.uwsp.edu/counseling/>.
- If you are in need of additional accommodations due to a diagnosed disability, please contact me and Disability Services within the first two weeks of the semester. Disability Services can be found at 609 LRC, and can be contacted at 346-3365, <http://www.uwsp.edu/disability/Pages/default.aspx>.

**Emergency Procedures:** The UWSP Office of Risk Management has recommended the following emergency procedures (See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency procedures at UW-Stevens Point.):

- In the event of a medical emergency, call 911 or use red emergency phone located outside this classroom. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, we will move into the designated severe weather shelter for our floor: the hallway outside of class. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the HEC. Notify instructor or emergency command personnel of any missing individuals.

**Class Schedule**

I reserve the right to make changes to the class schedule as circumstances dictate (e.g., class is canceled due to bad weather). Any cancellations of class will be announced through email and will be posted as an announcement on *D2L*. Any subsequent changes in the schedule will be announced in class and on *D2L*.

WEEK	DATE	TOPIC	READINGS/DUE DATES
<b>Research Foundations</b>			
<b>1</b>	Jan. 24	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Course Objectives and Expectations</li> </ul>	No Readings
	Jan. 26	<b>Psychological Science</b> <ul style="list-style-type: none"> <li>• Scientific Goals and the Research Process</li> <li>• Basic vs. Applied Research</li> </ul>	Ch. 1
<b>2</b>	Jan. 31	<b>Literature Review and Library Research</b> <ul style="list-style-type: none"> <li>• From Research Question to Hypothesis to Prediction</li> </ul>	Ch. 2
	Feb. 2	<ul style="list-style-type: none"> <li>• Library Research (ALB 316)</li> <li>• Class Assignment 1: Library Research and References</li> </ul>	Ch. 2

3	Feb. 7	<b>Reading and Writing Research Reports</b> <ul style="list-style-type: none"> <li>• Writing Style and The Elements of a Research Report</li> <li>• How to Read a Journal Article</li> </ul>	Appendix A Jordan and Zanna (1999)
	Feb. 9	<ul style="list-style-type: none"> <li>• Class Assignment 2: Reading a Research Report</li> </ul>	Article TBA
4	Feb. 14	<b>Ethics in Research</b> <ul style="list-style-type: none"> <li>• History and Development of Ethical Principles</li> <li>• Ethical Procedures and Dilemmas in Research</li> </ul>	Ch. 3
	Feb. 16	<ul style="list-style-type: none"> <li>• Class Assignment 3: Ethics in Research</li> </ul>	IRB Submission Form
5	Feb. 21	<b>Conclusion of Unit 1: Research Foundations</b> <ul style="list-style-type: none"> <li>• Catch-up Day/Review</li> </ul>	
	Feb. 23	<b>Unit Exam 1: Research Foundations</b> <ul style="list-style-type: none"> <li>• Psychological Science</li> <li>• Literature Review and Library Research</li> <li>• Reading and Writing Research Reports</li> <li>• Ethics in Research</li> </ul>	Covers class material from 1/24 – 2/21 and Chs. 1-3, Appendix A, & journal articles
<b>Nonexperimental Research</b>			
6	Feb. 28	<b>Studying Behavior</b> <ul style="list-style-type: none"> <li>• Defining and Measuring Variables</li> <li>• Relationships Between Variables</li> <li>• Independent/Dependent Variables</li> </ul>	Ch. 4
	March 2	<ul style="list-style-type: none"> <li>• Causality</li> <li>• Four Types of Validity</li> </ul>	Ch. 4 Anderson et al. (1999)
7	March 7	<b>Measurement Concepts</b> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Construct Validity</li> </ul>	Ch. 5
	March 9	<ul style="list-style-type: none"> <li>• Reactivity and Measurement Scales</li> <li>• Peer Review of Method Section</li> </ul>	Ch. 5 Method Section Due
8	March 14	<b>Observational Research</b> <ul style="list-style-type: none"> <li>• Naturalistic Observation</li> <li>• Systematic Observation, Case Studies and Archival Research</li> </ul>	Ch. 6
	March 16	<ul style="list-style-type: none"> <li>• Class Assignment 4: Observational Research</li> </ul>	Bushman & Anderson (Study 2, 2009)
<b>Spring Break March 20 – March 24</b>			
9	March 28	<b>Survey Research</b> <ul style="list-style-type: none"> <li>• Questionnaire Construction</li> </ul>	Ch. 7
	March 30	<ul style="list-style-type: none"> <li>• Administering Surveys</li> </ul>	Talarico and Rubin (2003) Annotated Reference Section & Outline Due
10	April 4	<b>Conclusion of Unit 2: Nonexperimental Research</b> <ul style="list-style-type: none"> <li>• Analyzing Data/Disc. Results &amp; Review</li> </ul>	

	April 6	<b>Unit Exam 2: Nonexperimental Research</b> <ul style="list-style-type: none"> <li>• Studying Behavior</li> <li>• Measurement Concepts</li> <li>• Observational Research</li> <li>• Survey Research</li> </ul>	Covers class material from 2/28 – 4/4 and Chs. 4-7 & journal articles
<b>Experimental Research</b>			
11	April 11	<b>Experimental Design</b> <ul style="list-style-type: none"> <li>• Basic Experiments</li> <li>• Experimental Designs</li> </ul>	Ch. 8
	April 13	<b>Conducting Experiments</b> <ul style="list-style-type: none"> <li>• Manipulating the IV and Measuring the DV</li> </ul>	Ch. 9
12	April 18	<ul style="list-style-type: none"> <li>• Control and Additional Considerations</li> </ul>	Ch. 9
	April 20	<ul style="list-style-type: none"> <li>• Class assignment 5: Experimental Design</li> </ul>	Bushman & Anderson (Study 1, 2009)
13	April 25	<b>Complex Experimental Designs</b> <ul style="list-style-type: none"> <li>• Increasing Levels and Variables</li> </ul>	Ch. 10
	April 27	<ul style="list-style-type: none"> <li>• Interpretation of Factorial Designs &amp; Types of Factorial Designs</li> <li>• Class Assignment 6: Complex Designs</li> </ul>	No Readings
14	May 2	<b>Quasi-Experimental Designs</b> <ul style="list-style-type: none"> <li>• Single Case Designs</li> <li>• Program Evaluation</li> </ul>	Ch. 11
	May 4	<ul style="list-style-type: none"> <li>• Quasi-Experimental Designs</li> <li>• Interrupted Time Series Designs</li> </ul>	Ch. 11
15	May 9	<b>Conclusion of Unit 3: Experimental Research</b> <ul style="list-style-type: none"> <li>• Generalizing Results</li> </ul>	Ch. 14
	May 11	<ul style="list-style-type: none"> <li>• Catch-up day/Review</li> </ul>	No Readings Full Research Paper Due
16	May 16 5 p.m. - 7 p.m.	<b>Unit Exam 3: Experimental Research</b> <ul style="list-style-type: none"> <li>• Experimental Design</li> <li>• Conducting Experiments</li> <li>• Complex Experimental Designs</li> <li>• Quasi-Experimental Designs</li> <li>• Generalizing Results</li> </ul>	Covers class material from 4/11 – 5/11 and Chs. 8-11, & 14 & journal articles

**Student Contacts**

- If you ever need to miss class, you should contact a few classmates to find out what you missed. Although I am happy to help you with any material you missed, you are responsible for all missed material and should first seek out fellow students to prepare for the next class period. Please take a few minutes to obtain contact information from fellow students sitting around you.

<u>Name</u>	<u>Phone</u>	<u>Email</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**PERFORMANCE SUMMARY**

(Your record of class performance)

<b>Class Assignments</b>	
CA 1	/5
CA 2	/5
CA 3	/5
CA 4	/5
CA 5	/5
CA 6	/5
<i>Sub-total</i>	<i>/30</i>

<b>Research Paper</b>	
Annotated Ref & Outline	/10
Intro	/10
Method	/10
Results	/10
Discussion	/10
Abstract	/5
Peer Review	/5
<i>Sub-total</i>	<i>/60</i>

<b>Exams</b>	
Exam 1	/70
Exam 2	/70
Exam 3	/70
<i>Sub-total</i>	<i>/210</i>

<b>Total Score</b>	<b>/300</b>
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