



Research Methods in Psychology (Psyc 200 sec 3)

MWF 1-1:50pm
Fall 2016 Syllabus

Professor: Dr. Jody Lewis
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COURSE LEARNING OUTCOMES

University GEP learning outcomes for communication in the major:

1. 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 supporting ideas, evidence and information suitable to the topic, purpose, and audience.
2. critique their own and other's writing/oral presentations to provide effective and useful feedback to improve their communication.

The professor's specific learning outcomes. Students will

1. understand the scientific process and the different types of research designs that psychologists (and other researchers) use
2. use databases through the library to find primary sources
3. develop skills for reading, understanding, and critiquing journal articles
4. learn how to make systematic observations and how to quantify behaviors
5. write about research using APA style

TEACHING PHILOSOPHY AND CLASSROOM EXPECTATIONS:

- I do not make judgments about a student's character based on their grades/performance in my classes.
- I do care very much about my teaching, how I run a classroom, and will do anything I can to help you get the best possible grade in this course.
- My goal in life is NOT to give busy work, torture students, and make their lives miserable –really, I have better things to do with my time.
- I consider all students adults which means that I believe that students are able to make decisions for themselves, have a life outside the classroom, and if students need help, they will come to me (I do not chase students around and I don't monitor their attendance closely).
- I think students learn more and get more out of a class when they read the book and come to class and participate in class.
- I expect that students will ask questions in class if they need me to repeat something, clarify what I said, and/or are curious about something
- Learning should be fun and relaxing, but difficult. Very few of us have sponge-like brains, so if you want to learn something you have to work hard.
- Please do not take video or audio recordings of me without my permission. I consider this not only CREEPY but a violation of my privacy.

CLASS MATERIALS

Text: Cozby, P., C. (2009). *Methods in Behavioral Research, 11th edition*. You may read the assigned reading in the book before or after lecture. I would highly suggest both.

Articles: Hard copies of articles for discussions will be available in class. Electronic copies will be available through D2L.

Suggested materials: Because you will receive a lot of handouts in this class, I highly recommend buying a 3 ring binder with dividers to keep your materials organized.

Internet Sources: Course material will be provided through Desire to Learn (D2L). This will include the syllabus, lecture outlines, outside reading assignments, and anything else I come across that may be interesting and/or useful for class.

COURSE REQUIREMENTS

Exams: There will be three exams over material covered in lecture, the textbook, assigned readings, and activities. I will provide make-up exams with a legitimate, documented excuse and if you contact me within 24 hours of the scheduled exam.

Assignments: There will be several non-graded worksheets to help practice concepts to prepare for exams. Six assignments will be graded and are designed to address the university and the instructor’s learning outcomes.

Graded assignments:

Article summary and article critique –we will learn how to read and understand social science research, we will also learn how to effectively critique behavioral research

Peer review assignment –we will learn how to read and critique other student’s writing and provide useful feedback that others can use to improve their writing

Writing methods, results, and discussions – We will learn how to decipher and to write about the different types of research designs that social scientists use

All assignments –we will learn how to properly use APA style in-text citations and how to write a reference page

Library assignment –we will learn how to use databases through the library to find primary sources

Grading: Late assignments will lose 10% of the total points per day. Your grade is based on the number of points earned in the class.

Point distribution:

Exams (80pts x 3)		240 pts (67%)
Assignments		
Article summary	20 pts	
Peer review	20 pts	
Writing about methods	15 pts	
Library assignment	10 pts	
Writing about results	35 pts	
Article critique	20 pts	
<u>Total assignments</u>		<u>120 pts (33%)</u>
Total		360 pts (100%)

Letter grade cutoffs:	
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	60%-66%
F	<60%

ADDITIONAL COURSE INFORMATION

Attendance: Full attendance is expected in this class. I do not keep a written record of attendance, however, you will not do well if you miss a lot of classes. Please note, that you will be responsible for any lecture material, announcements, or schedule changes given during class time.

Academic honesty: I do not tolerate violations of academic honesty such as cheating, plagiarism, and copying/buying papers off the internet. You are responsible for understanding and abiding by the university academic standards. Instances of academic dishonesty may result in the failure of the course. Please see Chapter 14, *Student Academic Standards and Disciplinary Procedures* of the UWSP *Community Rights and Responsibilities*. This can be found at <http://www.uwsp.edu/centers/rights/>

Disability accommodation: Please contact me and Disability Services during the first two weeks of the semester if you are in need of any additional accommodations (346-3365).

Religious accommodation: Religious beliefs will be accommodated according to UWS 22.03 as long as you notify me within the first three weeks of the beginning of class of the specific dates on which you will request relief.

Tutoring-Learning Center: The center provides assistance such as group and individual tutoring, help with computer skills, and help with writing papers. They are located in 018 LRC (346-3568). They can also be found at <http://www.uwsp.edu/tlc/>

Withdrawal policy: If you decide you no longer want to take the course you must follow the university procedures for officially dropping the course. If you stop attending and do not officially drop the course you will receive an F in the course. See the Registration and Records webpage for information about when the last day is to drop a course (click on Registration Dates and Information). <http://www.uwsp.edu/reg-rec/>

Tentative Schedule

Week	Dates	Lectures, readings, assignments, and exams
Research foundations		
Week 1	Sept 7 9	<u>Science and psychology</u> W -Syllabus F –Lecture: Psychology and Science (Ch. 1)
Week 2	Sept 12 14 16	<u>Science and psychology</u> M - Lecture: Psychology and Science (Ch. 1) W - Lecture: Identifying variables (Ch. 4 pgs 69-71, Ch. 5 pgs 105-109) F – Concept practice: Identifying variables from research studies
Week 3	Sept 19 21 23	<u>Measuring behavior</u> M – Experimental vs. non-experimental methods (Ch. 4 pgs. 77-79) W – Lecture: Correlations (Ch. 4 pgs. 72-80) F – Concept practice: Distinguishing between exp and non exp designs
Week 4	Sept 26 28 30	<u>Measuring behavior</u> M – Lecture: Parts of a research article, APA citations, plagiarism W – Lecture: Experiments (Ch. 4 pgs. 80-84) F – Concept practice: confounding variables
Week 5	Oct 3 5 7	<u>Scientific writing and ethics</u> M – Article discussion <i>Article summary due the beginning of class</i> W – Peer review <i>Peer review due at the end of class</i> F – Ethics (Ch. 3)
Week 6	Oct 10 12 14	<u>Ethics in research</u> M – Ethics (Ch. 3) W –Concept practice: Making ethical decisions F – Exam 1 (all readings and assignments in this unit)
Non-experimental methods		
Week 7	Oct 17 19 21	<u>Observational research</u> M –Lecture: Basics of observational research (Ch. 6) W –Lecture: Making systematic observations (Ch. 6) F - Concept practice: Observational research
Week 8	Oct 24 26 28	<u>Survey research</u> M – collect data for study W –Lecture: Writing about methods (Appendix A pgs. 315-316) F – Lecture: Reliability and Validity (Ch. 5 pgs. 96-105)
Week 9	Oct 31 Nov 2 4	<u>Survey research</u> M – Lecture: Reliability and Validity (Ch. 5 pgs. 96-105) W – Lecture: Questionnaire design (Ch. 7) F - Lecture: Sampling (Ch. 7) <i>Methods section due at the beginning of class</i>

Week 10	Nov 7 9 11	<u>Library research</u> M – Library research (Ch. 2) W –Lecture: Library instruction F –Work on Library assignment and finding article
Week 11	Nov 14 16 18	<u>Library research</u> M – Article discussion <i>Library assignment due at the beginning of class</i> W – writing clinic/catch up day F – Exam 2 (all readings and assignments in this unit)
Experimental methods		
Week 12	Nov 21 23 No class 25th	<u>Experimental design</u> M –Writing about results of studies (Appendix A pgs. 316-319) W – Lecture: Experimental design (IGD vs RMD) (Ch. 8 pgs. 163-167) F (no class Thanksgiving)
Week 13	Nov 28 30 Dec 2	<u>Experimental design</u> M – Lecture: Experimental design (internal validity) (Ch. 4 pgs. 85-86) <i>Results and discussion section due at the beginning of class</i> W – Lecture: Experimental design (external validity and comparing validity issues) F - How to critique scientific research
Week 14	Dec 5 7 9	<u>Experimental design</u> M – Article discussion W – Lecture: Quasi experimental designs (Ch. 11 pgs. 216-218, 222-234) F – Concept practice: Quasi experimental designs
Week 15	Dec 12 14	<u>Quasi experimental</u> M - Lecture: Complex designs (Ch. 10 pgs. 197-203) <i>Article critique due at the beginning of class</i> W –Concept practice: complex designs
Week 16	Dec 21	Final: Dec. 21 at 8-10am (all readings and assignments in this unit)

The final may NOT be rescheduled unless you have an emergency or if you have at least 3 finals on that day.