

## PSYC 200.M01 & W01: RESEARCH METHODS IN PSYCHOLOGY

FALL 2021

3 AAS CRITICAL AND CREATIVE THINKING (CCT) AND 3 LAB SCIENCE (LS) CREDITS  
CAN BE APPLIED TOWARD THE AAS DEGREE WITH AN EMPHASIS IN HUMAN SERVICES

<b>Instructor:</b>	Dr. Sandy Neumann	<b>Office hours:</b>	Tuesdays @ Marshfield Thursdays @ Wausau Right after class, socially distanced or via Zoom
<b>Email:</b>	sneumann@uwsp.edu ( <b>Do not use Canvas to contact me</b> )		
<b>Prerequisites:</b>	PSYC 110		

### Welcome to Research Methods in Psychology!

This course will be an important introduction to the research methods used in psychology. We will cover experimental and nonexperimental designs. Over the course of the semester we will discuss library research, conducting research, research ethics, and the basics of writing in the American Psychological Association's preferred style.

### Course format

We will start this semester face-to-face, in an actual classroom!!! We will meet three times a week (using the times listed in the schedule of courses). Lectures & activities will be conducted in class. Class meetings will (hopefully) be recorded and posted in Canvas for those who need the review and/or are unable to come to class. Graded assignments will generally be completed outside of class time.

If COVID-19 cases begin to surge and/or if the University requires us to do so, we will then move entirely online in a synchronous format. More details will be made available if this occurs. Hope for the best but plan for the worst.

### Learning objectives

Creating Thinking courses are designed to extend your ability to analyze issues and produce responses that are both systematic and innovative. To satisfy the AAS degree requirements for a Creative Thinking course, we will, generally speaking:

- Identify and investigate problems;
- Execute analytical or creative tasks; and/or
- Combine or synthesize existing ideas, images, or expertise in ways that result in a unique and identifiable product.

More specifically, by the end of this semester, I expect that you will demonstrate some level of mastery of these **Course Learning Objectives**:

1. Demonstrate psychology information literacy.
2. Interpret, design, and conduct basic psychological research.
3. Incorporate sociocultural factors in scientific inquiry.
4. Apply ethical standards to evaluate psychological science.
5. Demonstrate effective writing for different purposes.

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### Required readings:

1. Morling, B. (2021). *Research methods in psychology: Evaluating a world of information* (4<sup>th</sup> ed.). New York, NY: W.W. Norton. (Paperback ISBN: 9780393536348)
2. Schwartz, B. M., Landrum, R. E., & Gurung, R.A.R. (2014). *An easy guide to APA style* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage. (Hard copy ISBN: 9781544323725)
3. Additional readings posted in Canvas and/or found via academic databases

### Dr. N's Communication Plan

Interacting with students is an essential piece to academic success. I recognize that some students prefer to have frequent interactions with their professors while others are fine being left to their own devices. Whichever type of student you are, the purpose of this section is for me to explain how I will interact with you during this course.

#### Announcements

I generally won't publish Announcements that serve as reminders for due dates. This information will be found in the assignment document as well as on the Assignments page. Instead, I will post announcements if there is a change of plans (e.g., change of content, change of due dates). These will be published when (or if) the need arises.

#### Email

I'm generally not a big fan of emails. I'm old school in that I believe in stalking one's professor by waiting outside their office until they appear. But given that this generation of students typically don't function in this manner, I suspect that email will be a primary mode of communication between us. Therefore, I will do my best to give emails more attention.

Generally, I scroll through my inbox at least once a day. My plan is to respond to your emails within 24 hours. The one exception to this general plan is that I rarely check emails on weekends. So, if you want a prompt response, please make sure to get your email in by 12pm on Friday.

If you choose to email me, please use my UWSP address (sneumann@uwsp.edu). Do not use Canvas to contact me - I am not in the habit of checking this email folder and I don't want your email to get lost.

I also prefer that all students use proper email etiquette (e.g., a salutation like "Dear Dr. N", complete sentences, grammar that is more formal than that which you would use for texting). A handy graphic to help define "proper" email etiquette can be found in Canvas.

### Office Hours

I will hold regular office hours right after class in the hallway for quick questions; Tuesdays at Marshfield and Thursdays at Wausau. Students needed more time can meet with me over Zoom. I am also willing to meet with any student at other times in person or via Zoom if you need or want more direct interaction with me. Send me an email with some times and I'll set up a meeting time and modality.

### General Questions

There is a Course Q & A board that will remain open for the entire course. This will be a place for you to post general questions about the course and/or Canvas (e.g., how do I access assignments). As with email, I will aim for a response time of 24 hours (except on weekends).

### Assignment Feedback & Grade Posting

I will grade assignments and post grades in Canvas within 48-72 hours.

Sometimes there are common mistakes that students make on a particular assignment. If this is the case, then I will post some sort of announcement or document with feedback for the entire class, instead of responding to students individually. For assignment feedback that is student-specific, I will provide individualized feedback. This will generally be posted by way of a Canvas rubric.

### **What I expect from you:**

We are a community of scholars and learners and, therefore, I have certain standards of personal and academic behavior. What follows are some expectations that I have for you as college students and burgeoning scholars, as well as what you can expect from me.

- You will conduct yourself as a **mature adult** during interactions with Dr. N and your peers (e.g., emails and group discussions). I expect that you will come to class prepared, ask questions when you are confused, and complete assignments on time. Behaviors such as posting to group discussions without prior preparation and disrespecting any member of this class ***will not be tolerated***.
- You will conduct yourself in an **honorable manner** when completing any form of individually graded work. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will not buy into the **myth** that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.

### **What you can expect from me:**

- I will teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in a timely fair manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.

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- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender identity, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

### Face coverings

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please see the [Disability and Assistive Technology Center](#) (DATC) for more information.

Please note that unless everyone is wearing a face covering (or has an approved exemption), in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### Health guidance

Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service on the main campus (715-346-4646) or your primary health care provider. As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

Also follow these simple suggestions to help keep us all safe:

- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

### Assistance for students

#### Academic assistance

The Tutoring-Learning Center at Marshfield promotes and supports the academic environment by providing free, confidential, student-centered academic support. For additional information for Marshfield students, please visit the [website](#) or contact Marie Janz, Academic Success Associate, Room 404, email [mjanz@uwsp.edu](mailto:mjanz@uwsp.edu) or phone 715-898-6036.

The Wausau campus has two advisors – Amber Ruff-Brei and Miranda Gentry-Siegel – both located in the Solution Center. The Wausau campus' Tutoring-Learning Center operates out

of the library. Here's a link to their resources: <https://www.uwsp.edu/wausau/tlc/Pages/default.aspx>

And our new DUO program provides Math and writing tutoring for students who are first-gen, Pell-grant eligible, or have a disability. The DUO center at Wausau is located in rooms 224-228. At Marshfield, the DUO center is located in room Room 107 will offer tutoring with professional tutors in Writing and Math. Hours and availability will be announced soon.

Academic Coaching is available through the TLC. The Academic Coach partners with students to evaluate strengths and weaknesses, identify organizational skills and together work to develop tools to help students achieve academic success. Faculty can refer students, or students can seek help on their own.

For additional information for online only students, please email Kari Van Den Elzen ([kvandene@uwsp.edu](mailto:kvandene@uwsp.edu)) to schedule an appointment or use the Navigate student app by selecting Tutoring Learning Center.

### Financial assistance

The Emergency Grant program is available to branch campus students with unexpected *financial* crisis that would cause them to not be able to complete the term. The Emergency Grant is intended to help with expenses such as unexpected medical expenses, car repair, travel expenses for family emergency and replacement of items due to theft/fire damage. Allowable expenses to qualify for a grant must be an emergency and cannot include on-going monthly expenses such as rent credit card bills or utilities. Allowable expenses also cannot include tuition, textbooks, student fees, alcohol/tobacco, groceries, entertainment, legal services or fines. No more than two grants per academic year per student, not to exceed \$500 in total is available. For more information, [log in and complete the application](#).

### Food assistance

The Wausau campus food pantry can be accessed in person or order online. Here's a link to more info: <https://www.uwsp.edu/wausau/campus/Pages/food-pantry.aspx>

The Marshfield campus *food* pantry is available to students who are in need of access to food. This pantry is for students who cannot afford to buy food, *\*not\** those who forgot to bring their lunch. The pantry is in Rm 136A (in the lower hallway of the Leopold science building on the Marshfield campus). Simply stop by and take what you need.

### Menstrual supplies

Students needing emergency *menstrual* supplies can go to Laurie Petri in the Marshfield Library or Dr. N to access them.

### Mental health assistance

All students are eligible for 6 free sessions of counseling with a licensed counseling. To make an appointment, call the Counseling Center at 715-346-3553.

### Accommodations for students with Learning Disabilities

Students with a diagnosed learning disability and a UW Accommodation Plan may request applicable instructional and testing accommodations. Requests made with a reasonable amount of notice will be honored. Please see the [Disability and Assistive Technology Center \(DATC\)](#) for more information.

### Course Technology Requirements

View this [website](#) to see minimum recommended computer and internet configurations for Canvas.

If you plan to Zoom in, you will also need access to the following tools to participate in this course.

- Webcam (optional)
- microphone
- printer
- a stable internet connection (don't rely on cellular)

### UWSP Technology Support

Visit with a Student Technology Tutor by using this [website](#) and/or seek assistance from the IT Service Desk (Formerly HELP Desk)

- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

### Textbook support

For help with navigating the ebook for this course, follow this [link](#) to contact the publisher's tech support folks.

### Canvas Support

Click on the button in the global (left) navigation menu and note the options that appear:

- *Chat with Canvas Support (Student)*: Chatting with Canvas Support (Student) will initiate a text chat with Canvas support. Response can be qualified with severity level.
- *Contact Canvas Support via email*: Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
- *Contact Canvas Support via phone*: Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
- *Search the Canvas Guides*: Searching the Canvas guides connects you to [documents](#) that are searchable by issue. You may also opt for Canvas video [guides](#).
- *Submit a Feature Idea*: If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.
- Self-train on Canvas through the Self-enrolling/paced Canvas training [course](#).

All Canvas options are available 24/7. Remember, however, if you opt to email Dr. N, I may not have an answer and/or may not be available immediately.

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## Description of Learning Activities & Assignments

You will complete a variety of **activities** (un-graded) and **assignments** (graded). Here is a general list of the types of things you will do. More detailed descriptions will be posted in Canvas as we go.

1. Attendance  
Attendance will not count toward your grade. But I do want to keep track of everyone. Zoom will make this difficult. So, if you suddenly disappear without warning, I want to make sure that you don't fall through the cracks.
2. Chapter quizzes **120 points possible (12 quizzes @ 10 points each)**  
After each Module, you will have the opportunity to take a 10-item quiz over the material assigned for that Module (including readings, activities, and lecture/PPT material). These quizzes will be un-proctored and are timed.
3. Research Proposal in 4 parts **25 pts (annotated references), TBA points possible**  
You will write an annotated reference list, an introduction section, a methods section, and an abstract accompanied by annotated revisions (to include comments on instructor and peer feedback).
4. Peer review activities **10 pts (annotated references), TBA points possible**  
You will submit your annotated Reference section for peer review and provide feedback on a peer's work.

For either the Introduction or Methods section of the Research Proposal, you will submit your work for peer review and provide feedback on a peer's work.

## Late work policy

- **Peer review activities:** Since your classmates rely on you to provide them something to comment on, these assignments will not be accepted late. The due dates in Canvas are not negotiable.
- **Weekly quizzes and the first 3 parts of the Research Proposal:** Every student starts the course with a 3-day grace period. These 3 (business) days are yours to use (or not) for any single assignment or exam, or to spread out for multiple assignments or exams. For example, you may turn in 1 assignment 1 day late, and a second assignment 2 days late. Once all 3 days are used, no other **late** assignments are accepted. Please plan wisely.
  - The first late day begins immediately after the deadline posted in Canvas.
- **Abstract and revisions of the Research Proposal:** Since this is due during the final exam period, this assignment will not be accepted late. The due date in Canvas is not negotiable.
- **Extra credit:** Not accepted late.

**If you encounter any of the events listed below, please contact Dr. N immediately to arrange a modification to this late policy (if it is properly documented):**

- ✓ **military service, jury duty or other subpoenaed court appearance, inclement weather/college closing, religious observances, federally-protected medical procedures, transfer institution orientation, pregnancy-related complications and childbirth, or illness related to Covid-19 affecting you or an immediate family member.**

### Academic misconduct policy

- Add **hyperlinks**
- Any student found to have engaged in academic misconduct, as defined in UWS 14.03, on a graded assignment will be failed for that assignment (as allowed by UWS 14.04) and the disciplinary process specified in UWS 14.06 will be followed.
- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [UWS 14.04 (c)] and a written reprimand will be placed in the student’s disciplinary file [UWS 14.04(h)].
  - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another’s work, and purchasing another’s work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., UWS 14.049(f) & (g)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to UWS 14.05 and UWS 14.06 for details.

**IGNORANCE OF PLAGIARISM AND/OR PROPER APA STYLE WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL REVIEW APA STYLE & DISCUSS WAYS TO AVOID PLAGIARISM, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.**

### Final Grades

I use a point structure in assigning final grades. To determine your final grade, add up the points you’ve earned (as posted in Canvas), divide by the number of points possible, and then multiply by 100. This will be the percentage of points you’ve earned. Use this percentage to identify your letter grade.

**NOTE: DO NOT USE THE OVERALL GRADES THAT CANVAS COMPUTES – THESE WILL BE WRONG AND CAUSE US BOTH MUCH STRESS. USE THE GRADES LISTED FOR INDIVIDUAL ASSIGNMENTS AND DO THE MATH YOURSELF.**

Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 60%
		F	59 % and below

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### Course statement of respect for others:

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class. But those that serve to marginalize any person or group – intentionally or unintentionally – will be challenged.