



## COURSE SYLLABUS

**PSYC 200: Research Methods in Psychology, Section 1 (Hybrid – 30% Online)**  
 Spring 2018: Mondays and Wednesdays, 1:00 – 1:50 pm, D216 Science

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<b>Office Hours</b>	MoWe, 10:00-12:00; Mo, 2:00-3:30; Th, 1:00-2:30; & BY APPOINTMENT!	MoTuWeThFr, 7:45-12:00 MoTuWeThFr, 12:45-4:30

## Course Objectives and Teaching Philosophy

### Course Description and Objectives

This course is an introduction to research methods in psychology. This course will emphasize the advantages and disadvantages of both experimental and nonexperimental (observational, correlational, and quasi-experimental) research designs. This course also includes information on doing library research, designing and conducting empirical studies, ethical issues in psychological research, and the use of American Psychological Association (APA) style in writing about psychology.

In addition to serving as a requirement for the Psychology Major and Minor, this course meets a Communication in the Major requirement in the UWSP General Education Program. Therefore, while completing this course, you will:

- Describe fundamental principles of research designs used by psychologists including their respective advantages and disadvantages.
- Find, read, and describe scholarly works (e.g., peer reviewed journal articles, book chapters, etc.) to identify relevant information and assess the quality of research evidence for a topic.
- Write an original empirical study proposal in APA-style that demonstrates the appropriate application of research design principles to address a psychological issue.
- Use peer review and revision for some aspect of the above paper in order to improve its quality and clarity.

Prior to taking this course, it is expected that you have already acquired a basic overview of psychology. As such, it requires that you have completed PSYC 110 (Introduction to Psychology) or its equivalent.

### My Teaching Philosophy and Strategy

My job is to facilitate your achievement of these objectives. *Thus, I am going to do what my professional training and experience suggest helps your long-term learning of important and relevant content and skills.* To that end, I emphasize timely reading of course materials, weekly in-class discussions and out-of-class activities, and thorough examinations. Overall, you should not think of your professors as lecturers or information deliverers, but rather as discussants, consultants, and guides in your education.

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Additional descriptions of these learning outcomes and the course structure I use to meet them are available on the course D2L site.

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## Course Materials and Resources

### Required Readings

There one required textbook for this class and it is available at text rental. If you decide to purchase or borrow the book through another source, please be sure to get the correct edition.

Cozby, P. C. & Bates, S. C. (2015). *Methods in behavioral research* (12th ed.). McGraw Hill: New York, NY.

At various points throughout the course, I will supplement the text with chapters and articles from other sources. Because the textbook is an introduction to research methods, it does not contain examples of the research designs in actual journal articles. Similarly, it does not cover all of the concepts important to a college course in research methods.

### Online Materials

This course is a hybrid course, meaning that it will be delivered partially online through the course management system D2L. In D2L, you will access course readings, participate in discussions, complete online activities, watch videos, and view your grades. First and foremost, you should be comfortable using online resources to learn.

If you need technical assistance at any time during the course or to report a problem with D2L, you can visit with a Student Technology Tutor (Albertson Hall 018, 715-346-3568, [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)) or seek assistance from the HELP Desk (Albertson Hall 027, 715-346-HELP or 1-877-832-8977, [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)). Failure to report a problem in obtaining the course materials will be treated as a failure to complete the requirement.

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Optional readings, videos, and links providing useful advice for performing well  
in hybrid Psychology courses are posted on the course D2L site.

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## Course Assessments and Grading

### Evaluation of Performance

Evaluation of student performance will be based on online activities, papers, and in-class exams. An overview of the point values for each of the course assessments is given below.

Assessments of Objectives:	Points Earned:
<u>Online Activities:</u>	
Activities 1-5: Foundations of Research	____ / 20 points
Activities 6-10: Research Designs	____ / 20 points
<u>Research Proposal Papers:</u>	
Proposal Part 1: Annotated References	____ / 15 points
Proposal Part 2: Introduction Section	____ / 15 points
Proposal Part 3: Method Section	____ / 15 points
Proposal Part 4: Abstract and Revisions	____ / 15 points
<u>In-Class Examinations:</u>	
Exam 1: Foundations of Research	____ / 40 points
Exam 2: Research Designs	____ / 40 points
<b>TOTAL:</b>	<b>____ / 180 points</b>

*NOTE: Extra credit will NOT be available in this course.*

The online course activities are designed to provide you with opportunities to explore the main concepts, to apply the material, and to describe the research underlying the concepts. *You may confer with other students and the instructor if you have questions, but you must submit work that is your own.* These materials must be submitted via the D2L dropbox and will be automatically checked by Turnitin.com for their originality. Feedback will be given online as well.

The in-class exams are a combination of multiple choice questions and short essay questions. *Though you will be expected to take these exams individually, you will be able to participate in online discussions of the essay questions before the exams and you will be permitted to use a single sheet of notes during the exam.*

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The grading rubric, graded examples, note sheet rules, and discussion forums with questions for the exams are available on the course D2L site.

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### Late Assignments and Make-Up Exams

*Each online activity dropbox will be clearly marked with a due date.* If you know ahead of time that you will miss a due date for an assignment, you should submit the assignment before the due date.

*Similarly, each exam will start promptly at the beginning of class on the scheduled exam day.* Students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the make-up policy below.

*For all unexpected absences (e.g., illnesses, etc.), I require notice no later than the morning of the due date or exam.* Only students with instructor-validated documentation for the absence will be given an extension or a make-up exam; failure to follow this policy will result in an automatic zero for the assessment in question.

*Unless you are taking an exam through the Disability and Assistive Technology Center, all make-up exams will be proctored through the Department of Psychology during one of the official times.* I will notify you of available times, and you will be expected to schedule during one of these times. Under most conditions, make-up exams should be completed within one week of the original exam date.

### Determination of Final Course Grades

Final course grades are determined by the percentage of possible points that you earn.

Grade:	Points Earned:	% of Total:	Grade:	Points Earned:	% of Total:
A	166 – 180	93% - 100%	C+	137 – 142	77% - 79%
A-	161 – 165	90% - 92%	C	130 – 136	73% - 76%
B+	155 – 160	87% - 89%	C-	125 – 129	70% - 72%
B	148 – 154	83% - 86%	D+	119 – 124	67% - 69%
B-	143 – 147	80% - 82%	D	107 – 118	60% - 66%

*NOTE: Scores below 60% equate to a grade of F.*

*Final grades of “Incomplete” will be given only under extreme circumstances.* An Incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities. Typically, an Incomplete must be completed within one semester otherwise an “F” will result.

## Conduct and Accommodations

UWSP values a safe, honest, respectful, and inviting learning environment and has developed guidelines to ensure that each student has the opportunity to succeed. *All students are expected to be familiar with and to abide by the university's Community Rights and Responsibilities document* (see <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>).

### Attendance and Class Conduct

*By university policy, regular attendance is required* (see <http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). Thus, I will not give points for attendance; you are simply expected to be in class, both in body and mind. If this expectation poses a problem for you, please consider taking the course in a different semester.

*Under federal and state laws, and university guidelines, I am required to report acts of a criminal or offensive nature that occur both within and outside of class.* This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

### Academic Misconduct

*Academic misconduct (i.e., cheating) will result in an automatic zero on that exam or assignment for all people involved.* I will follow up on all cases in the manner described in Community Rights and Responsibilities document.

*Representation of another person's work as your own (i.e., plagiarism) will result in an immediate rejection of the work.* Any student who engages in plagiarism will be given the opportunity to repeat the work and have it graded appropriately. Consistent with university policy, a written reprimand will be placed in the student's disciplinary file. "Accidental plagiarism" – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse.

*To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus.* This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams.

### Accommodations and Disabilities

If there are factors creating difficulties for you in this course that are recognized disabilities under the Americans with Disabilities Act, please provide me with appropriate notification from the Disability and Assistive Technology Center (103 Student Services Center, 715-346-3365, or at <http://www.uwsp.edu/disability/>). *I will follow all recommendations made by the Disability and Assistive Technology Center.*

If you are having difficulties of a personal (not academic) nature, I will refer you to the UWSP Counseling Center (Third Floor Delzell Hall, 715-346-3553, or at [counsel@uwsp.edu](mailto:counsel@uwsp.edu)). *Appropriate accommodations may be made for due dates, testing procedures, etc. at the instructor's discretion.*

### Extra Assistance and Tutoring

*If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment.* This should always be your first step in getting assistance, as most questions and concerns can be best addressed this way.

However, if you would prefer help from a student beyond your instructor or colleagues in this class, you should contact the UWSP Tutoring-Learning Center (<http://www.uwsp.edu/tlc/>, 018 LRC, 715-346-3568).

## Tentative Course Schedule

This section offers a tentative schedule for the semester. Any changes in reading assignments, course schedule, or other aspects of the class will be announced in class and posted on D2L. *You are responsible for all announcements of changes whether or not you are present in class.*

Additionally, please pay attention to the university calendar and associated policies. Specifically, I will strictly adhere to the university calendar, including drop/add dates and the final exam schedule. See <http://www.uwsp.edu/regrec/Pages/calendars.aspx> for more details.

Date	Preparatory Reading	Topic for the Day	Homework (Due Date)
<b>Part I: Foundations of Research</b>			
<b>Topic 1</b>	<b>Intro to Research Methods: How Does an Empirical Science Function?</b>		
1-22-18		Overview of the Course	
1-24-18	Cozby & Bates (2015, Ch. 1)	Goals of Empirical Science	
Online		Identifying a Researchable Idea	Activity 1 (1-31-18)
<b>Topic 2</b>	<b>Research Reports: How Do You Find and Understand Relevant Studies on a Topic?</b>		
1-29-18	Cozby & Bates (2015, Ch. 2)	Scientific Publications	
1-31-18		Library Resources	
Online		Finding Useful Articles	Activity 2 (2-7-18)
<b>Topic 3</b>	<b>Research Ethics: What Ethical Policies Pertain to Psychological Research?</b>		
2-5-18	Cozby & Bates (2015, Ch. 3)	Working with Humans	
2-7-18		Working with Animals	
Online		Making Ethical Decisions	Activity 3 (2-14-18)
<b>Topic 4</b>	<b>Summarizing Research: How Should You Summarize Existing Research?</b>		
2-12-18	Cozby & Bates (2015, App. A)	Scientific Writing	
2-14-18		APA Style	
Online	Cozby & Bates (2015, App. B)	Annotating References	Proposal Part 1 (2-21-18)
<b>Topic 5</b>	<b>Basic Research Methodology: What are the Basic Principles of Research Design?</b>		
2-19-18	Cozby & Bates (2015, Ch. 4)	Fundamental Principles	
2-21-18		Understanding Validity	
Online		Identifying Methods	Activity 4 (2-28-18)
<b>Topic 6</b>	<b>Measurement: How Do Psychologists Operationalize Their Topics for Study?</b>		
2-26-18	Cozby & Bates (2015, Ch. 5)	Measuring Variables	
2-28-18		Reliability and Validity	
Online		Focusing on a Main Article	Activity 5 (3-7-18)
<b>Topic 7</b>	<b>Generalization and Replication: How Can We Extend Our Studies to Other Situations?</b>		
3-5-18	Cozby & Bates (2015, Ch. 14)	Generalization	
3-7-18		Replication	
Online		Writing Introductions	Note Sheet (3-14-18)
<b>Topic 8</b>	<b>Midterm Exam Week: How Will You Demonstrate What You Know?</b>		
3-12-18	Exam Preview	Section Integration	
3-14-18		<b>Midterm Exam</b>	
Online		Writing Introductions	Proposal Part 2 (3-21-18)

Date	Preparatory Readings	Topic for the Day	Homework (Due Date)
<b>Part II: Research Designs</b>			
<b>Topic 9</b>	<b>Observational Research: How Do Psychologists Use Observation to Study Their Topics?</b>		
3-19-18	Cozby & Bates (2015, Ch. 6)	Observational Methods	
3-21-18		Sampling Behaviors	
Online		Applying Observational Methods	Activity 6 (4-4-18)
<b>Topic 10</b>	<b>Survey Research: How Do Psychologists Use Surveys to Study Their Topics?</b>		
4-2-18	Cozby & Bates (2015, Ch. 7)	Creating Good Surveys	
4-4-18		Implementing Surveys	
Online		Describing a Research Design	Activity 7 (4-11-18)
<b>Topic 11</b>	<b>Experimental Designs: How Do Psychologists Use Experiments to Study Their Topics?</b>		
4-9-18	Cozby & Bates (2015, Ch. 8)	Between-Subjects Designs	
4-11-18		Within-Subjects Designs	
Online		Applying Experimental Methods	Activity 8 (4-18-18)
<b>Topic 12</b>	<b>Conducting Experiments: What Other Concerns are Relevant to Experiments?</b>		
4-16-18	Cozby & Bates (2015, Ch. 9)	Manipulation and Control	
4-18-18		Multiple Level Designs	
Online		Writing Methods Sections	Proposal Part 3 (4-25-18)
<b>Topic 13</b>	<b>Factorial Designs: How Do Psychologists Study Multiple Factors in One Design?</b>		
4-23-18	Cozby & Bates (2015, Ch. 10)	Basic Factorial Designs	
4-25-18		Extending Factorial Designs	
Online		Applying Factorial Methods	Activity 9 (5-2-18)
<b>Topic 14</b>	<b>Quasi-Experimental Designs: What Other Designs are Used by Psychologists?</b>		
4-30-18	Cozby & Bates (2015, Ch. 11)	Quasi-Experiments	
5-2-18		Developmental Designs	
Online		Peer Review	Activity 10 (5-9-18)
<b>Topic 15</b>	<b>Mixed Designs: How Do Psychologists Combine Between and Within Subjects Designs?</b>		
5-7-18		Mixed Designs	
5-9-18		Beyond Research Methods	
Online		Revising Documents	Note Sheet (5-16-18)
<b>Topic 16</b>	<b>Final Exam Week: How Will You Demonstrate What You Know?</b>		
5-16-18	Exam Preview	<b>Final Exam (2:45-4:45)</b>	
Online		Revising Documents	Proposal Part 4 (5-17-18)