

**PSYC 400: ADVANCED RESEARCH METHODS IN PSYCHOLOGY**  
Spring Semester 2017

**PROFESSOR**

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Hours: M 1-3pm, W 1-2pm,  
or by appointment

**COURSE**

Section: 1  
Meetings: F 9-11:30am  
Location: SCI D214 & CPS 107  
Prereqs: 110, 200, 300, 27 PSYC crs  
GDR/GEP: WE, CM, & Capstone  
Credits: 3

**TEXTBOOK**

Kline, R. B. (2009). *Becoming a behavioral researcher: A guide to producing research that matters*. New York: Guilford.

**DESCRIPTION**

This course serves as a follow-up to research methods and statistics in psychology. It is intended for advanced students who want deeper, more integrated understanding of the research process. If you are interested in learning more about how to conduct research or what research looks like from the inside, this course might be a good choice for you.

The course is structured to achieve three important goals. First, this course will focus on ***strengthening your scientific identity***. Whereas many courses emphasize your skills and abilities as an individual, this course emphasizes your connections and contributions to scientific communities. Second, this course will focus on ***reorienting your view of research***—from the hoarding of dead answers and to engagement with vibrant questions. Whereas many courses emphasize collecting answers to questions, this course will emphasize the value of developing and pursuing meaningful questions. Third, this course will focus on the ***efficient development of effective research***. Whereas many courses emphasize effectiveness of research, few courses focus on efficiency. These goals will help you to develop a deeper appreciation of empirical research and your place in scientific communities.

To accomplish these goals, the course sessions will involve a mix of in-class discussion, lecture, and hands-on activities (many of which will occur in the CPS 107 computer lab). As an advanced course, I strongly encourage you to keep up the readings, be an active participant in sessions, and contact me for clarifications and assistance with difficulties that arise. These steps will help you to perform better and get more out of this course.

## REQUIREMENTS

The final grade in this course will be made up of four elements. The first is a **research project**. You will choose one of the following options: 1) a literature review paper, 2) a research proposal, or 3) an empirical report. The project grade will consist of a rough draft, final draft, and brief presentation. Details will be provided in a separate handout. The research project will be worth a total of 400 points or 40% of your final grade.

The second element is **exams**. There will be two take-home exams in this course over four units of material. Each exam will be made up of essay questions based on readings and class material. These exams will be worth a total of 300 points or 30% of your final grade.

The third element is **lab activities**. There will be six activities in this course. These will involve using research skills to solve practical problems. They will be handed out in class and due the next week. Only your five best activities will be retained. The lab activities will be worth 200 points or 20% of your final grade.

The final element will be a **research-oriented interview** of a psychology professor. You will sign-up to interview a professor and conduct a 30-minute in-person interview. This interview will focus on past experiences with research, current research and interests, and related questions that you choose. Details will be provided in a separate handout. The interview will be worth 100 points or 10% of your final grade.

In sum, your final course grade will be made up of four elements worth a total of 1,000 points. Please use the scale below to determine your final grade.

A = 930-1,000 points  
 A- = 900-929 points  
 B+ = 870-899 points  
 B = 830-869 points

B- = 800-829 points  
 C+ = 770-799 points  
 C = 730-769 points  
 C- = 700-729 points

D+ = 670-699 points  
 D = 600-669 points  
 F = 0-599 points

**CALENDAR**

<b>Topic</b>	<b>Dates</b>	<b>Readings</b>
Orientation	F 1/27	None
1. Introduction	F 2/3	R: Kline, Chapters 1 and 3 O: Fiske (2004)
2. Idea	F 2/10 & F 2/17	R: Kline, Chapter 2 O: Crandall (2002)
3. Design	F 2/24 & F 3/3	R: Kline, Chapter 4 O: Wilson (2010)
4. Measurement	F 3/10 & F 3/17	R: Kline, Chapter 7 O: Baumeister (2007)
5. Analysis	F 3/31 & F 4/7	R: Kline, Chapters 5 and 8 O: Cumming (2014)
6. Communication	F 4/14 & F 4/21	R: Kline, Chapters 9 and 10 O: Tesser (2005)
7. Ethics	F 4/28 & F 5/5	R: Stroebe (2012) O: Funder (2013)
8. Conclusion	F 5/12	R: Sternberg (2014) O: Lilienfeld (2012)
Presentations	M 5/15 (8-10am)	None

R = required; O = optional (particularly for students interested in graduate school and/or research-oriented careers); readings not in the Kline book can be downloaded from our D2L course website (<https://www.uwsp.edu/d2l>).

## POLICIES

**Attendance.** The professor will not take formal attendance in this course. Nonetheless, regular attendance is important for earning a respectable grade. There are participation activities that will be completed in class and count toward your final grade. In addition, lectures and readings will only partly overlap, but material from both will be needed for exams. Students with poorer attendance typically receive lower grades in this course.

**Communication.** Please contact the professor with your questions or concerns related to this course, as well as other academic and career-related issues. Office hours are the most reliable means of contact. Three office hours will be held per week. If you cannot attend office hours, schedule an appointment. Keep in mind that office hours are not times for lecture recaps after unexcused absences. You will need to obtain the missed material from other students. Email is the next most reliable means of contact. Emails are typically responded to within two business days (this does not include evenings or weekends). To avoid email filters, type PSYC 400 in the subject line. Emails requiring considerable discussion will be referred to office hours. Other means of contact (such as calling on the phone or stopping by outside of office hours) are typically unreliable.

**Disabilities.** UWSP is committed to providing reasonable accommodations to students with disabilities. If you have a disability and need classroom, exam, or other assistance, please register with Disability Services (LRC 609, 715-346-3365) and then contact the professor as soon as possible (early in the semester is best). If you are concerned that you might have a disability, contact Disability Services. They can discuss your concerns and offer suggestions on what to do next. To learn more about Disability Services, go to: <http://www.uwsp.edu/disability/Pages/default.aspx>. To learn more about the university's policies/procedures, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>.

**Emergencies.** In the event of a medical emergency, please call 911 or use the Red Emergency Phone (located outside of SCI D230). Offer assistance if trained and willing to do so. Guide all emergency responders to the individual in need. In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans of severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of SCI (by the HEC). Notify the professor or emergency personnel of any missing individuals. In the event of an active shooter, Run/EscapE, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of Emergency Responders. See the Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency response procedures.

**Incompletes.** Incompletes are only available to students in exceptional situations, such as medical emergencies or similar circumstances. They are not available for those who feel overwhelmed by routine academic or personal activities. Requests for incompletes

must be accompanied by documentation. Except in extraordinary cases, incompletes must be finished within one semester or a grade of F will be entered for the course.

**Illegalities.** Under several federal and state laws, and according to several university guidelines, professors are required to report acts of an offensive or criminal nature that occur 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—past and current—may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or local authorities.

**Makeups.** Makeups are only available to students who cannot complete an assessment on time due to academic, athletic, or religious obligations, major illnesses, or other valid reasons. Requests for makeups must be accompanied by documentation, such as letters from coaches, doctors, or spiritual leaders. Except in extraordinary cases, makeups must be completed within a week of the deadline to receive credit for the assessment.

**Misconduct.** The professor takes academic misconduct (cheating, plagiarism, etcetera) seriously. The minimum penalty for any instance of misconduct in this course will be an automatic zero on the assessment. Stronger penalties will be considered based on the university policy. To learn more about this policy, go to: <http://www.uwsp.edu/stuaffairs/documents/rightsrespons/SRR-2010/rightsChap14.pdf>.

**Professionalism.** Respectful behavior in the classroom is necessary for creating an environment conducive to learning and intellectual exchange. Although the professor minimizes the formality of class sessions, there are limits that he asks you to respect. Students who—answer cell phones, text message, use their laptop or handheld devices inappropriately (for email, games, internet surfing, listening to music, instant messaging, completing homework for another class, and so on), carry on conversations with others, habitually arrive late and disturb others as they take their seats, pack belongings before the end of class, habitually leave early and disturb others as they exit doors, sleep or snore, and read newspapers, magazines, or other materials during class—distract the professor and other students in the classroom (even when students think that they are being subtle or polite). Such disruptions are disrespectful and hinder the experience of everyone in the class. Students who are unable to respect these limits will be asked to leave the room until they can demonstrate that they are able to give the class their full attention. If you find that one or more students in the class are hindering your learning, please contact the professor privately as soon as possible.