PSY 300 - Research Methods in Psychology – Winter 2021
Grand Valley State University, Department of Psychology

Sections 04 & 15

Fully Online Course - Asynchronous
Administered via Blackboard

Instructor: Naomi J. Aldrich, PhD

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Office Hours:
10:00-12:00 pm (T/TR) via Blackboard
click on "Online Office Hours" tab
(additional hours available per request)

To Make Appointment Go To:
https://aldrichn.youcanbook.me/

Prerequisite:
PSY 101 *and* STA 215 or STA 312
(minimum grades of D)

Required Course Materials:

Textbook:
Research Methods for the Behavioral Sciences,
(5th ed; Stangor, 2015) - ISBN:9781285077024

GVSU Price: $125.00, Link to Purchase:
https://gvsu.verbacompare.com/comparison?id=W21__PSY__300__04%2CW21__PSY__300__15

Access to a Computer & High-Speed Internet
Must meet Blackboard browser requirements &
have a microphone, speakers, and camera

Useful Website - APA Formatting (7th ed):
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Description

Overview: Examination of basic research methods in psychology. Emphasis on the logic of psychological research, the formulation and testing of hypotheses, research design, sampling procedures, data collection and analysis, and the ethics of conducting research. The material for this course will be presented in a mixed-methods format meaning that I will use online activities to supplement the lectures and course readings. In doing so, I expect you to become engaged with the material in a manner that deviates from strictly memorizing facts.

Course Learning Objectives: Upon successful completion of this course, students will be able to:

1) describe the details of and summarize the essence of research articles
2) write clearly and cogently in a scientific way
3) design an empirical study consistent with the standards of psychological science

Important GVSU Resources

Resources due to COVID-19: This is an unprecedented time for all of us and as we adjust to our "new normal" it may be helpful to know what GVSU is offering to help students through the pandemic. Here is a link to some of the resources currently available to students: **https://www.gvsu.edu/care/covid-resources-20.htm** Also, please do not hesitate to reach out to me if you have any questions or if you are in need. If I do not know the answer, I will find someone who does. We are in this together.

A GVSU Virus Action Team (VAT), made up of faculty, staff members, and health experts are working daily to monitor the health and safety of the Grand Valley community. Visit: **https://www.gvsu.edu/lakerstogether/data-dashboard-37.htm** to review the most critical data related to the virus in the state, region and GVSU community.

Disability Support Resources: If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490 to develop a plan of assistance that you can provide to me.

University Counseling Center: The University Counseling Center (UCC) provides personal, career, and group counseling to GVSU students free of charge. Furthermore, the UCC offers many self-help resources to students, including personal development assistance in dealing with issues of depression, loneliness, and how to manage stress, as well as study skill assistance such as test taking strategies, tips on how to successfully speak in front of a classroom, as well as guidance in writing research papers. For more information please visit: **http://www.gvsu.edu/counsel/** The UCC is located at 204 Student Services, Phone: 331-3266, Email: gvcounsl@gvsu.edu

Course Website

This is a fully online course; all course materials are available through our Blackboard course site:

To access Blackboard, go to **https://mybb.gvsu.edu/** and enter your log in and password.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with me and other students about course content.

Blackboard will contain pertinent course information, grades, lecture materials, announcements, readings, assignments, and exams. Students are responsible for all information provided via Blackboard. The full, detailed description of all assignments, exams, and due dates will be found in Blackboard.

If you are new to Blackboard:

Link to check if your browser is compatible:
https://help.blackboard.com/Learn/Instructor/Getting_Started/Browser_Support/Browser_Checker

Technical difficulties with Blackboard:

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513.

Link to help website:
https://www.gvsu.edu/elearn/help/blackboard-student-help-2.htm

The expectation at Grand Valley State University is that a three-credit course constitutes approximately 9-12 hours of work per week, including time viewing lectures, completing readings and other assignments, and otherwise engaging with the course. You are most likely to be successful in this course if you set aside regular time each week, just as you would for a traditional face-to-face course.

Course Expectations

To ensure a good learning environment for all students and facilitate high levels of responsiveness and support, I expect that you will:

- **Be officially registered for the course.** Please remember that participation in the class is limited to students who are officially registered for the course. This will ensure that we will not have any unauthorized remote visitors to our online class. Visitors to classes are allowed only with specific faculty permission.

- **Communicate early and often.** If you are having difficulty with the course material, or if there is an out-of-class issue that is affecting your performance, the earlier I know about it the sooner I can help. Although the class is fully online, I am not a robot; **I am a real human being and I am here to help you.** Please feel free to ask questions at any time; if you have questions about class material, the **Course Q & A** discussion board (see below) is a great place to post them so that the rest of the class can learn from the answers.

- **Be proactive and persevere.** Everyone enters this class with different levels of preparation and interest. Some information may seem to come easily to some and with difficulty to others. There is nothing wrong with finding this material challenging, especially if it is new to you or given the pace of this course. This course is designed to give you many opportunities to succeed, but it is up to you to take advantage of them.

- **Use the resources available to you**. I fully expect that most of you will have many questions throughout the course, and I want to be able to answer them as fully as possible. I have tried to anticipate many possible questions and answer them in course documentation – this syllabus, assignments, and within the **Course Q & A** tab in Blackboard. When you have a question about course policies, assignment requirements, etc., please check these resources first, *before* emailing me with your question. When you are working on assignments, please read and re-read the instructions, *then* email me. If your question has already been addressed in the documentation, you will get your answer faster this way, and if not, I will be able to give it more attention.

- **Practice good email habits.** Please put "PSY 300 section #" in the subject line of your emails for the fastest attention (if you send messages through Blackboard, it will do this for you). Please use complete sentences and check for spelling errors. Also, please sign your full name so I know who you are and what class you attend. Please be as **specific** as you can about your question.

- **Show courtesy and respect to all class members.** Be professional and use good manners in your interactions with me and with your classmates. Think about your tone in discussion posts, etc.

COVID-Related Course Requirements

Daily Self-Assessment: Everyone is required to complete a daily COVID-19 self-assessment **regardless of whether you are coming to campus or not.** The self-assessment app can be completed using a smart phone, computer, or tablet and it is located on GVSU's home page:
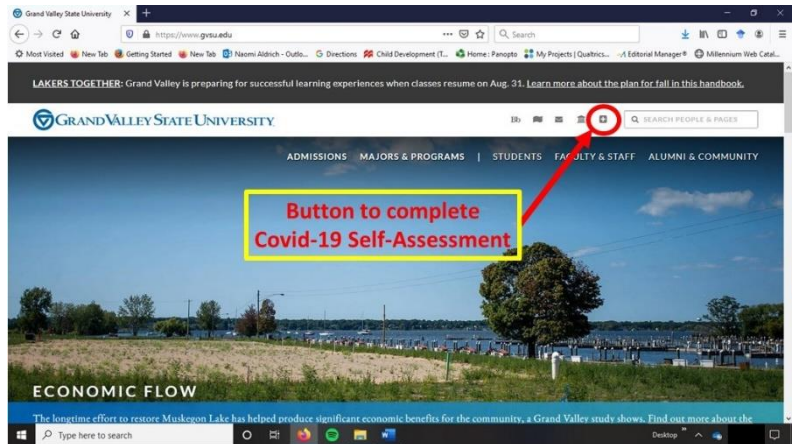
There is also a direct link to the self-assessment on our Blackboard course site ("Link to Self-Assessment" tab on left). If you have not yet done so, you should also review GVSU's Winter 2021 plan for current students here:

https://www.gvsu.edu/lakerstogether/current-students-29.htm

Please remember:

To *show courtesy and respect to all Lakers,* we need to work together to maintain social distancing and help each other remember these new requirements even when we are not on the GVSU campus. This is a new situation for everyone, but we can get through this together!

Additional Course Requirements

Due Dates: Please note that, although there are no scheduled meeting times for the course, there are frequent, regular due dates spread throughout the semester – you should not expect to complete all of the course work in a short period. **Please pay attention to the Course Schedule (last page of this syllabus) for due date information. All due dates are firm.** Except for students with extenuating circumstances, I do not allow students to make-up module quizzes/exams or turn in work late. Please email me or see me during office hours if you know ahead of time that you have a conflict.

Academic Integrity: Academic integrity often feels ambiguous, as the specific behaviors that are considered misconduct vary somewhat across disciplines and courses. My guiding principle is that **I want to know what YOU have learned in this course.** Behaviors that facilitate your learning the material are acceptable; behaviors that make it *appear* as if you have learned the material when you have not are unacceptable. Behaviors that create the appearance of an unfair advantage or allow others to question whether you have really learned the material, such as having access to unapproved materials during a quiz/exam, are also unacceptable.

Students are expected to work within GVSU's Code of Student Conduct. Please see **http://www.gvsu.edu/studentcode/** for more information and familiarize yourself with these policies regarding dishonorable conduct. **No matter how mild or severe the cheating, it is entirely unacceptable, and I will enforce the current policies fully.**

> ***Plagiarism:*** As described by the GVSU Student Code, "Offering the work of someone else as one's own is plagiarism…." "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged." **"Depending on the instructor's judgment of the particular case, he/she may…give a failing grade for the … entire course."** Simply rearranging the words or substituting synonyms in the original source is still plagiarism. Details about the APA method for citing research will be provided during the course.

It is always OK to:

- Ask questions.
- Study with classmates.
- Work together with classmates on homework or projects, so long as each of you performs your own work and, in the end, can explain it in your own unique words.
- Use sources to support your ideas and arguments, so long as you (1) restate the material in your own words, showing me what you think it means rather than copying and pasting or narrowly paraphrasing, and (2) you give credit to the original source with a citation. The words should be yours, but you still need to give credit to the source of the ideas.

It is never OK to:

- Have any materials (e.g., textbooks, notes in any form) accessible during module quizzes unless I have explicitly given you permission. This includes access to electronic devices (e.g., smart watches) that could conceivably be used to store notes; I want you to avoid even the appearance of improper behavior.
- Present anyone else's words or work as if they are your own. If you are defining terms, you should state them in your own words and cite the source. In this course, there is no reason to use direct quotations.
- Allow anyone else to present your words or work as their own. Enabling someone else's academic misconduct is also academic misconduct, even if you are not benefiting from it.
- Share module quiz questions or details with anyone who has not yet taken the exam (e.g., for "test files" maintained by some student organizations). I rewrite tests substantially each semester, so this is not likely to benefit you anyway.

These lists are not exhaustive – if you have any questions at all, please ask.

This course is subject to the GVSU policies listed at:
http://www.gvsu.edu/coursepolicies/

Course Requirements – Evaluation Criteria

Pre-Class Assignments: You are required to complete these before beginning any modules. Together the pre-class assignments are worth 2.5% of your final grade.
- Reading this Syllabus
- Becoming familiar with our Blackboard site
- Introduction on **Think & Share** Discussion Board with Picture = 10 points
- Pre-Test Assessment = 5 points (for completing)
- *My Research Interests* = 10 points

Lab Reports: There will be 5 lab reports due over the course of the semester. Some of these reports will be based on online activities, whereas others will be based on readings and/or lectures. The lab reports will range from approximately 50 to 800 words in length, depending on the assignment. Each of the 5 lab reports is worth 3% of your final grade, with lab reports counting for a total of 15% of your final grade.

Quizzes: There will be a multiple-choice quiz at the end of each module. The number of questions per quiz will vary with how many chapters and material is covered in a module. Dates for these quizzes are indicated on the class schedule. Although you will be taking these at home, the quizzes are closed book and closed notes. Designed to enhance your learning of the material, you will have multiple attempts to take a quiz. Please note, however, that due dates are firm and attempts at quizzes will not be allowed after the deadline. Each quiz is worth 2% of your final grade, with quizzes counting for a total of 10% of your final grade.

Exams: Each student will take two 50 multiple-choice examinations (a midterm and a cumulative final). Dates for these exams are indicated on the class schedule (last page of the syllabus). Although you will be taking these at home, the exams are closed book and closed notes and are designed to be an assessment of YOUR learning. They will evaluate what you have learned in the readings and through lectures, activities, and videos. All material in the assigned textbook chapters is testable. You will have one attempt to take an exam and must complete it in one sitting. Each exam will be timed, allowing students 1 minute 30 seconds per question (this is the same amount of time students in my traditional face-to-face classes are given to complete exam questions). You will be given 1 hour 15 minutes to complete each exam. There will be no make-up exams without extenuating circumstances. Each exam will count towards 20% of your final grade.

Research Teams: The class will be divided into 5 research groups based on students' interests. Together, each group will design an experiment based on an assigned empirical study. Students will design their study as a group, with each student responsible for individually completing a section of an APA-style research proposal. The proposal will be formatted according to APA 7th edition standards. In addition to writing instruction regarding the specific content and formatting of the proposal, the course will include instruction for best practices in preparation for writing a research report (i.e., reading, note-taking for empirical articles and review articles, how to outline an introduction for an APA-style manuscript); as well as formatting and writing other components of a research manuscript, and how to become a better writer (i.e., avoiding common errors, parsimony of technical writing, importance of proofreading, etc.). Together, the instructor-led writing instruction will account for approximately 12 hours of class time during the semester. More information about the research teams and related assignments will be provided on Blackboard. Evaluation of student performance will be based on the following:

> **Writing Activities:** There will be 4 writing activities (approximately 250 – 1000 words in length each) assigned over the semester. These activities will guide students towards completing a mini literature review which will be incorporated into their research team's proposal at the end of the semester. For the activities that will be included in the proposal, students will receive instructor feedback. After making revisions, students will turn in their final versions as part of their mini literature review (see due dates for each activity on class schedule). Each activity will count towards 2.5% of your final grade, with writing activities accounting for a total of 10% of your final grade.

> **Mini Literature Review:** Each student will individually complete a mini literature review on a topic corresponding to their team's assigned study. The review will include _at minimum_ 4 research articles and will be approximately 1000 – 1500 words in length (~ 4 – 6 pages double-spaced, 1" margins, 12 pt. font without references). The mini literature review will count towards 10% of your final grade.

> **Research Proposal:** Together, each research team will complete an APA-style research proposal. Proposals will include the following components: title page, abstract, introduction, and references. Research teams will also have the opportunity to write an "Analysis Plan" section outlining proposed statistical analyses for extra credit (20 points possible). The final research proposal will be approximately 5000 – 7000 words in length (~ 20 – 30 pages double-spaced, 1" margins, 12 pt. font without title page, abstract, and references). Group members will grade each other's contribution to the group's final proposal. The averaged group members' evaluation of your contribution is worth 25 points, with the research proposal accounting for 12.5% of your final grade.

Supplemental Writing Skills: This course is designated SWS. Completion of WRT 150 with a grade of C or better (not C-) is a prerequisite. SWS credit will not be given to a student who completes this course before completing the prerequisite. SWS courses adhere to certain guidelines. Students turn in a total of at least 3000 words of writing. Part of that total may be essay exams, but a substantial amount of it is made up of essays, reports, or research papers. The instructor works with the students on revising drafts of papers, rather than simply grading the finished piece of writing. At least four hours of class time will be devoted to writing instruction. At least one third of the final grade in the course is based on the writing assignments. Students must complete the course with a grade of "C" or better in order to receive SWS credit. Students may receive SWS credit for taking the course as Credit/No Credit provided the student passes the course with a "Credit" grade.

Important Information from the Writing Center: The Fred Meijer Center for Writing provides writing assistance to all GVSU students, on any type of project and at any stage of the process. The Writing Center employs both undergraduate and graduate writing consultants from across majors and disciplines. Consultants are trained to help writers brainstorm, organize, or develop their ideas; and they can help writers edit their own work and document sources correctly. The Center's services are free and students can work with an idea, assignment prompt, or draft of their paper. Students can virtually drop in or schedule an appointment; both appointments and drop-ins are available during all service hours: (Mon-Thurs 9am-11pm, Friday 9am-3pm, Sunday 2pm-11pm). Due to COVID-19, all writing center services are available online. Limited in-person consulting may be available; please check the Writing Center's **website** for up-to-date information. All service options (drop-ins, appointments, email support) can be accessed via the Writing Center's online scheduling system - **Book It**. We look forward to working with you!

Grade Evaluation

As indicated above, credit for this course will be based on student performance in these areas. You can track your grades here:

Student Assignments:	Points Earned:	Points Possible:
Pre-class		
Discussion board post (w/ pic)		10
Pre-test (for completion)		5
My Research Interests		10
Lab Reports		
#1		30
#2		30
#3		30
#4		30
#5		30
Quizzes		
#1		20
#2		20
#3		20
#4		20
#5		20
Writing Activities		
#1		25
#2		25
#3		25
#4		25
Final Mini Lit Review		100
Research Proposal		125
Midterm Exam		200
Final Exam		200
Extra Credit (Analysis Plan)		[20]
Total Points Earned		**1,000**

Grading scale to determine your final grade for the course:

Grade:	Percentage:	Points Needed:
A	93% and above	at least 925
A-	90% - 92%	at least 895
B+	87% - 89%	at least 865
B	83% - 86%	at least 825
B-	80% - 82%	at least 795
C+	77% - 79%	at least 765
C	73% - 76%	at least 725
C-	70% - 72%	at least 695
D+	67% - 69%	at least 665
D	63% - 66%	at least 625
F	62% or lower	624 or fewer

Notes about the Course Schedule:

Our class consists of 6 modules that each represent approximately 2-3 weeks of traditional face-to-face instruction.

On the next page you will find the **Course Schedule**, which provides a complete list of the topics, readings, assignments, and quizzes for each module. This is where you will also find dates for our exams. Please become familiar with this document and refer to it often.

The schedule is subject to change somewhat if needed. Due dates are unlikely to change, but any major changes will be announced via a Blackboard announcement, with an updated version of the document posted on the Syllabus page.

Please complete assigned readings **prior to viewing the lecture** (if applicable) for which they are listed (e.g., you should read Chapter 2 **before** you watch the lecture covering the material). Note that I do not always discuss topics in the order in which they are presented in the text, may not discuss everything you read in a chapter, and we will sometimes cover material that is not included in the text.

Additional Blackboard activities and assignments will be presented as you complete tasks within each module.

Modules will always open at 8:00am Tuesday morning.

Unless otherwise noted in the schedule, **each module's activities and assignments are always due by 11:00pm** (Eastern time) on the **Monday** after the second/third week within the module; you may always turn in assignments before the day they are due.

There are a few exceptions, so please make sure to check the course schedule and read the module's instructions on Blackboard carefully.

Course Schedule

Module	Opens	Topics	Assignments	Deadline
1	8:00 am Tues (1/19)	Class Overview How To: Read an Empirical Article	Review Syllabus Get to know our BB site Discussion Board (post w/ pic) Pre-test assessment *My Research Interests*	11:00 pm Mon (1/25)
2	8:00 am Tues (1/26)	Scientific Study of Behavior Hypothesis Development & Literature Search Intro to APA Style	Read: Ch. 1 & 2 Lab #1 Writing #1 Quiz #1	11:00 pm Mon (2/8)
3	8:00 am Tues (2/9)	Research Ethics Measures How To: Lit Review, Notes, & Summaries	Read: Ch. 3 & 4 Lab #2 Writing #2 Quiz #2	11:00 pm Mon (3/1)
Midterm Exam	**8:00 am Tues (3/2)**		Midterm Exam (Ch. 1 - 4)	**11:00 pm Thurs (3/4)**
4	8:00 am Tues (3/9)	Reliability & Validity Sampling How To: Critique & Evaluate	Read: Ch. 5 & 6 Lab #3 Writing #3 Quiz #3	11:00 pm Mon (3/22)
5	8:00 am Tues (3/23)	Association Claims How To: Become a Better Writer & More APA	Read: Ch. 9 Lab #4 Writing #4 Quiz #4 **Mini Lit Review Due (final draft)!**	11:00 pm Mon (4/12)
	4/9	**LAST DAY TO WITHDRAWAL!**		
6	8:00 am Tues (4/13)	Causal Claims (One-Way & Factorial Designs)	Read: Ch. 10 & 11 Lab #5 Quiz #5 **Research Proposal Due!**	11:00 pm **Sat (4/24)**
Final Exam	8:00 am Tues (4/27)	**Study for Exam**	**Final Exam (cumulative)** **Post-test assessment**	11:00 pm Thurs (4/29)