

Research Methods in Psychology – PSY 300 – Winter 2018
Grand Valley State University, Department of Psychology

Section 5	Section 13
11:30 – 12:45 pm Tuesdays & Thursdays 1117 AuSable Hall Labs: Henry Hall 113	1:00 – 2:15 pm Tuesdays & Thursdays 1320 AuSable Hall Labs: Niemeyer Honors Hall 114

Instructor: Naomi J. Aldrich, PhD

Office: 2137 Au Sable Hall

Email: aldrichn@gvsu.edu

Office Hours: 2:30-4:30pm (Tue./Thurs.) & by appointment

Go to: <https://aldrichn.youcanbook.me/>

Required Textbook:

Stangor, C. (2015). *Research Methods for the Behavioral Sciences*, 5th ed. Houghton Mifflin

ISBN: 9781285077024

GVSU bookstore: New \$110.00, Used \$80.00

Online sites: ~ \$50.00

Prerequisites:

PSY 101 *and* STA 215 or STA 312

(minimum grades of D)

Useful Website - APA Formatting (6th ed):

<https://owl.english.purdue.edu/owl/resource/560/01/>

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, the ethics of conducting research, and learning how to write APA-style (technical) reports of research findings. The material for this course will be presented in a mixed-methods format meaning that I will use in-class 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 Objectives: By the end of the semester, students should be able to:

- ✓ Explain that knowledge is generated in Psychology through the scientific method and the **interpretation and evaluation of empirical data**
- ✓ **Think critically** about scientific claims and understand ethical considerations in conducting research
- ✓ **Apply knowledge** regarding research concepts **by acting as a behavioral scientist** through:
 - Locating, evaluating, and effectively using scholarly resources
 - Formulating hypotheses, developing measures, and selecting appropriate research designs
 - Collecting, analyzing, and interpreting data
 - Working collaboratively with others in conducting research and editing scholarly writing
 - Dissemination of findings through learning to write an APA-style manuscript and conference presentation

Important GVSU Resources

Disability Support Resources: If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources at 331-2490. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

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

Class Etiquette

Email: If you do not include in the subject line “PSY 300”, I may not read or respond to your email. Please use complete sentences and check for spelling errors. Also, please sign your full name and include your section number so I know who you are and what class you attend. **Please make sure to read your syllabus, as I will not reply to emails asking about course information that is listed on these pages.**

Classroom behavior: Students are expected to behave appropriately during class. You may use the following principle to guide your classroom behavior: **Your behavior should not be disruptive or distracting to the instructor or your classmates.** The following will help you determine appropriate classroom behaviors. The following list is not exhaustive.

- 1) **Come to class on time.** Your late entrance is distracting to everyone.
- 2) **Stay for the entire class period.** If you must leave early, sit near the exit and leave quietly.
- 3) **Turn off cellular phones prior to coming to class.**
- 4) You may eat or drink quietly during class, but **please clean up after yourself.** Also, no food or drinks during exams or at the computer labs.
- 5) **Talk only when you have been given the floor.** Talking with the people next to you is distracting to everyone. If you are asking your neighbor a question about the course, it is likely that everyone will benefit if you raise your hand & ask your question of the instructor.
- 6) **Be attentive.** You may not realize it but it is distracting to your instructor if you read a magazine in the back of the classroom or doze off during class. I cannot focus on the information I am trying to convey if I am worried that I am boring you.

Course Requirements

Attendance Policy: It is your responsibility to be in class during the scheduled times. Be on time. Coming in late is rude to the other students. Failure to attend class regularly will negatively affect your grade. **The dates on the class schedule for turning in assignments, lab activities, exams, and conference presentations are firm.** There will be no make-ups for any missed lab activities or exams. Except for students with extenuating circumstances, I do not allow students to make-up exams or turn in work late. Please email me or see me during office hours if you know ahead of time that you will miss a class.

Academic Integrity: 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 to the fullest extent.**

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.

Lab Reports: There will be 7 lab reports due over the course of the semester. Some of these reports will be based on in-class activities, whereas others will be based on readings and activities outside of the classroom. **Each lab report should be typed (unless specified otherwise) and stapled if more than one page.** Each lab assignment will be available on Blackboard prior to the class meeting. Because some in-class activities will be based on your completion of the report before class, there will be no make-ups; failure to turn in a lab report in class on the due date (emailed reports will not be accepted) will result in a zero for that assignment. The lab reports will range from approximately 50 to 800 words in length, depending on the assignment. Each of the 7 lab reports is worth 2% of your final grade, with lab reports counting for a total of 14% of your final grade.

Exams: Each student will take two examinations (a midterm and a cumulative final). Dates for these exams are indicated on the class schedule (last page of the syllabus). All exams are 50 multiple-choice questions and are closed book; they will evaluate what you have learned in the readings and through lectures and class activities. All material in the assigned textbook chapters is testable. There will be no make-up exams without extenuating circumstances. Each exam will count towards 20% of your final grade.

Research Project: The class will be divided into 5 research groups on the 3rd day of class based on students' interests. Together, each group will design and conduct a research project over the course of the semester. Evaluation of student performance will be based on the following:

Research Paper: Students will collect and analyze their data as a group, and each student is responsible for individually completing different aspects of an APA-style manuscript. The manuscript will be formatted according to APA 6th edition standards, and will include four major components: Introduction, Methods, Results, and Discussion sections. In addition to writing instruction regarding the specific content and formatting of each of the major components of the manuscript, the course will include instruction for best practices in preparation for writing a research report (i.e., 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 focused on the APA-style research manuscript will account for approximately 5 ½ hours of class time during the semester. For each major section of the paper, students will first bring a rough draft to class (see due dates for each section on class schedule) to be peer-reviewed. After making revisions, students will then turn in their new draft to the instructor, along with the original draft and the peer rubrics. This version will then be reviewed by the instructor who will provide feedback to the students. This process will be completed for each section of the paper, with the students making revisions and handing in a final APA manuscript on the last day of class. The drafts of each section turned into the instructor will each count towards 2.5% of your final grade. The final manuscript will be approximately 4000 – 5000 words in length and will count towards 20% of your final grade.

Peer-Review: Each student will act as a peer-reviewer and provide feedback regarding other students' papers, using a rubric as well as through face-to-face discussion on “workshop” days. As the quality of feedback is relevant to improving writing skills, students will also be graded according to the feedback that they give others. The quality of feedback you give others for each section of the paper will each count towards 1.5% of your final grade.

Conference Presentation: At the end of the semester, each group will prepare a presentation for our class research conference. The purpose of the presentation is to give students hands-on experience in preparing a research presentation using PowerPoint as well as developing oral presentation skills. Your grade for the conference presentation will be based on: the grade assigned to you by me (50%), the average grade assigned to you by your fellow group members regarding your contribution to the group (25%), and the average grade assigned to your group by your classmates (25%). The conference presentation grade will be 11.5% 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.

The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids, is available to help you with writing in any of your classes. Also, through your Gmail account, you have access to online consultations through GoogleDocs. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. The Center's services are free and appointments are available. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns about the writing to any of the Center's locations:

ALLENDALE:

- Lake Ontario Hall 120; Monday – Thurs. 9:00am - 6:00pm & Friday 9:00am- 3:00pm & Sunday 2pm – 6pm
- Knowledge Market: Mary Idema Pew Library (1st floor) - Sunday - Thursday 6:00pm - 11:00pm
- Online via Google Docs - Monday - Wednesday 8:00pm - 12:00am

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 Assessment:	Points Earned:	Points Possible:
<i>Lab Reports</i>		
Lab Report #1: Let's Make a Deal		20
Lab Report #2: Notes on Source Article		20
Lab Report #3: Measures		20
Lab Report #4: Reliability		20
Lab Report #5: Introduction Outline		20
Lab Report #6: Correlational		20
Lab Report #7: ANOVAs		20
<i>Midterm Exam</i>		200
<i>Final Exam</i>		200
<i>Research Project</i>		
Feedback Quality – Others' Methods		15
Feedback Quality – Others' Introductions		15
Feedback Quality – Others' Results/Discussions		15
Methods Draft		25
Introduction Draft		25
Results & Discussion Draft		50
Final Research Paper		200
Conference Presentation		115
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

Class Schedule

Class #	Dates	Readings & Lecture Topics (to be done before class)	In-Class Activities & Assignments Due Activity	Assignments Due
1	1/9	Class Overview How To: Read an Empirical Article		
2	1/11	Chapter 1	“What’s Your Sign?”	My Research Interests & Horoscopes
3	1/16	Chapter 2	Research Teams Assigned	Lab Report #1: Let’s Make a Deal
4	1/18	Chapter 3	Teams: Discuss Notes & Plan Literature Review	Lab Report #2: Notes on Source Article
5	1/23	Chapter 4		Lab Report #3: Measures
6	1/25	Chapter 4 continued	Teams: Notes Exchange & Measures	Notes for 3 Articles
7	1/30	Chapter 5	“Look into My Eyes!”	
8	2/1	Chapter 5 continued	“Candy and IQ?”	Lab Report #4: Reliability
9	2/6	Chapter 6 & How To: Methods	Teams: Project Design	
10	2/8	Chapter 6 continued	“Sampling with M&Ms”	
11	2/13	Study for Exam	Midterm Exam (Chapters 1 - 6)	
12	2/15	Peer Review: Methods	Workshop Methods	Methods Draft for Peer Review
13	2/20	Chapter. 8 & How To: Introduction	Teams: Introduction Outline	
14	2/22	Chapter 8 continued	“An Elephant at GVSU”	Lab Report #5: Intro Outline
15	2/27	Chapter 9		
16*	3/1	Peer Review: Introduction	Workshop Introduction	Intro Draft for Peer Review
	3/6-8	No Class! Spring Break		
	3/9	Deadline for Withdrawal		
17*	3/13	Chapter 9 continued	*Lab: Correlation Continued & Data Entry	

Class Schedule continued

Class #	Dates	Readings & Lecture Topics (to be done before class)	In-Class Activities & Assignments Due	
			Activity	Assignments Due
18*	3/15	Chapter 10	*Lab: One-Way ANOVA	Lab Report #6: Correlational Revised Intro & Methods + Rubrics
19*	3/20	How To: Results	*Lab: Analysis Plan	
20*	3/22	Chapter 11	*Lab: Factorial ANOVA	
21*	3/27	Team Data Analysis	*Lab: Analyze Data	Lab Report #7: ANOVAs
22*	3/29	How To: Discussion & Data Analysis	*Lab: Analyze Data & Discussion	
23*	4/3	How To: Become a Better Writer	*Lab: Results & Discussion	
24	4/5	Peer Review: Results & Discussion	Workshop Results & Discussion	Results & Discussion Draft - Peer Review
25	4/10	How To: Research Presentations	Teams: Conference Preparation	Revised Results & Discussion + Rubrics
26	4/12	How To: Other Manuscript Sections	Teams: Finalize Research Talk & Other Manuscript Sections	
27	4/17	Workday	Teams: Workday	
28	4/19	Conference Preparation...	Our Research Conference!	
29	Finals Week	Study for Exam	Final Exam (cumulative) ↘ meets in same classroom, see below ✓	Final Papers Due!

***Section 5 Meets in Henry Hall 113, and Section 13 Meets in Niemeyer Honors Hall 114**

Section 5	Section 13
Wednesday, April 25 th 12:00 – 1:50 pm	Monday, April 23 rd 12:00 – 1:50 pm