

SWS Research Methods in Psychology – PSY 300 – Winter 2022
Grand Valley State University, Department of Psychology

Section 15	Section 09
10:00 – 11:15 am Tuesday & Thursday A2165 Mackinac Hall	11:30 – 12:45 pm Tuesday & Thursday A2165 Mackinac Hall

Instructor: Naomi J. Aldrich, PhD

Office: 2137 Au Sable Hall
Email: aldrichn@gvsu.edu

Office Hours:
1:00 - 2:00 pm (T/TR)
(Additional hours available per request)

In person or online via Zoom:
<https://gvsu-edu.zoom.us/j/91044145982?pwd=TUpEeWlYcmo5UGtGM1hUNUozcnJvdz09>

Meeting ID: 910 4414 5982
Passcode: 230954

To Make Appointment Go To:
<https://aldrichn.youcanbook.me/>
or scan QR code:



Required Course Materials:

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

GVSU Price: \$205.00, Link to Purchase:
<https://gvsu.verbacompare.com/comparison?id=3660732%2C3660738%2C3660727>

Access to a Computer & High-Speed Internet
Must meet Blackboard browser requirements

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

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

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 in-class activities and discussions 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

Student Resources: 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/campus-resources-15.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: gvcounsel@gvsu.edu

Fred Meijer Center for Writing:

Program information: [gvsu.edu/wc](https://www.gvsu.edu/wc)

Appointment scheduling: <https://www.gvsu.edu/bookit/>

Contact: virtualwc@mail.gvsu.edu - (616) 331-2922

Main Location: Lake Ontario Hall, Room 120 (Allendale)

Satellite Locations: Mary Idema Pew Knowledge Market (1st floor) and Steelcase Knowledge Market (Devos Building A)

Online: Virtual writing support is available during all hours of operation for both drop-ins and scheduled appointments. Email support is also available (provided within 72 hours of submission).

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.

Writing Center services are available in-person and online for both drop-ins and scheduled appointments. In-person support is available at our physical locations, however hours vary by location so please check [Book It](#) and our program website for up-to-date information - [gvsu.edu/wc](https://www.gvsu.edu/wc). Online support and appointment scheduling can be accessed via Book It (<https://www.gvsu.edu/bookit/>) where students can virtually drop-in and/or schedule an online or in-person appointment. Both appointments and drop-ins are available during all service hours: (Mon-Thurs 9 a.m.-11 p.m., Friday 9 a.m.-3 p.m., Sunday 2 p.m.- 11 p.m.).

Due to COVID-19, in-person consulting availability may change so please check the Writing Center's [website](#) for up-to-date information. We look forward to working with you!

Class Etiquette

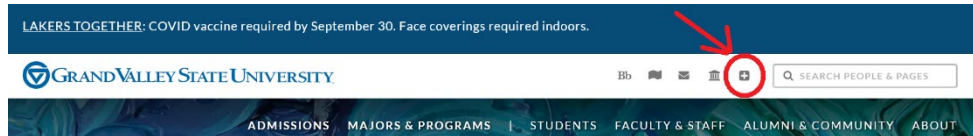
Email: If you do not include “PSY 300” in the subject line, I may not read or respond to your email. Please use complete sentences and check for spelling errors. Also, please sign your full name and include your section number so I know who you are and what class you attend. **Please make sure to read 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 principles 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) Put your cell phone on vibrate before 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.
- 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.

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 2022 plan for current students here:

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

Face Covering Policy (related to our course):

- **Face coverings are required in our classroom, as well as my office, at all times.**
- Face coverings must cover the mouth and nose and fit snugly against the sides of the face (two+ layers of washable, breathable fabric).
- There are no exceptions without a letter from Disability Support Resources.
- Students without a face covering (or wearing an inadequate face covering) will be asked to get one before returning to class (available in departmental offices).
- Students wearing an incorrectly positioned face covering will first be asked (and/or shown how to) correctly position their covering according to CDC guidelines. If requests are continually unsuccessful, the student will be asked to leave the classroom.
- Please do not hesitate to reach out to me if you have any questions regarding suitable face coverings and the positioning of face coverings.

Contact Tracing in the Classroom: You will be asked to add your name to a seating chart each day you come to class. This will allow me to help identify individuals in contact with a student who has tested positive for COVID (if need be). If you come late to class, please make sure to sign the seating chart. *Thank you for your help in advance!*

Please remember:

To ***show courtesy and respect to all Lakers***, we need to work together to support each other even when we are not on the GVSU campus. This is still a relatively new situation for everyone, but we can get through this together!

Additional 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 can negatively affect your grade as there will sometimes be opportunities for in-class points. **The dates on the class schedule for quizzes, assignments, and exams are firm.** Except for students with extenuating circumstances, I do not allow students to make-up quizzes/exams or turn in work late. Please email me if you know ahead of time that you will miss class.

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 quiz or exam questions or details with anyone who has not yet taken the quiz or exam (e.g., for "test files" maintained by some student organizations).

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 our second meeting. The pre-class assignments are worth 2.5% of your final grade.

- Reading this Syllabus
- Becoming familiar with our Blackboard site
- Pre-Test Assessment = 10 points (for completing)

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, lectures, and in-class activities. 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 5 multiple-choice quizzes over the course of the semester. The quizzes will be administered via BlackBoard and the number of questions per quiz will vary with the subject material. 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). 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. 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 ways to become a better writer (i.e., avoiding common errors, parsimony of technical writing, importance of proofreading, etc.). Together, my 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 in class and 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.

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-test (for completion)		10
My Research Interests		15
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

Course Schedule

The schedule is subject to change somewhat if needed. Any major changes will be announced in class and/or in Blackboard.

Week	Dates	Assignments Due	Class Topics & Activities
1	1/11	Purchase/rent textbook	Class Overview
	1/13	Review syllabus Pre-test assessment	How To: Read an Empirical Article
2	1/18	Read: Ch. 1 Review 5 articles <i>What's Your Sign?</i> <i>My Research Interests</i>	Scientific Study of Behavior
	1/20	Read: Ch. 2	Hypothesis Development & Searching the Literature Meet Your Research Team
3	1/25	Quiz #1	Introduction to APA Style
	1/27	Read: Ch. 3 Lab #1	Research Ethics Teams: Brainstorming
4	2/1	Read: Ethics Code, Section 8 Review Informed Consent & Assent Forms Writing #1	The Most Unethical Researcher Teams: Brainstorming & Literature Review Plan
	2/3		Plagiarism & APA style
5	2/8		How To: Take Good Notes
	2/10	Read: Ch. 4	Conceptual vs. Measured Variables & Scales of Measurement
6	2/15	Lab #2 Writing #2	Self-Report Measures & Participant Bias Teams: Discuss Notes
	2/17	Quiz #2	Research Proposal & How To: Methods Teams: Begin Lab #3 (Experimental Prediction)
7	2/22	Study for Exam	Midterm Exam (Ch. 1 – 4)
	2/24		How To: Evaluate Articles & Proposal Meetings Teams: Lab #3 (Experimental Prediction)
8	3/1	Read Ch. 5 Lab #3	Reliability & How To: Critique
	3/3	Writing #3	Validity & How To: Critique

Week	Dates	Assignments Due	Class Topics & Activities
	3/8 & 3/10	Spring Break!	No Class!
	3/11		Withdrawal Deadline
9	3/15	Writing #4	MRS. SMITH Threatens Internal Validity
	3/17	Read Ch. 6 Quiz #3	Sampling & Generalization
10	3/22	Methods draft	Methods Workshop
	3/24	Methods (complete)	Summarizing Sample Data
11	3/29		How To: Mini Literature Review & Introduction Teams: Begin Lab #4 (Introduction Outline)
	3/31	Lab #4 (due at end of class)	How To: Mini Literature Review & Introduction Teams: Finalize Introduction Plans
12	4/5	Mini Lit Review draft	Mini Literature Review Workshop
	4/7	Read: Ch. 9 Mini Lit Review (complete)	Evaluating Association Claims
13	4/12	Read Ch. 10 Quiz #4	Evaluating Causal Claims (One-Way Designs)
	4/14	Read Ch. 11	Evaluating Causal Claims (Factorial Designs)
14	4/19	Lab #5 Quiz #5	How To: Analysis Plan Teams: Research Proposal
	4/21		How To: Become a Better Writer & More APA Teams: Research Proposal
15	Finals Week	Research Proposal Study for final exam	Final exam (cumulative) & Post-test assessment Meets in same classroom (see schedule below)

Final Exam Schedule	
Section 15 (10:00 am section) A2165 Mackinac Hall	Section 09 (11:30 am section) A2165 Mackinac Hall
10:00 – 11:50 am Thursday April 28th	10:00 – 11:50 am Tuesday April 26th