

PSY400 – Advanced Research Methods, Winter 2018
Section 04: T/Th, 2:30-3:45pm, 2320 ASH

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Office Hours: T/Th 1:15-2:15
(and by appointment)

Required Readings:

A set of required readings will be posted on Blackboard.

Recommended Reference Book:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.) Washington, D.C.: APA.

Course Content:

This course provides a survey of advanced research methods in psychology, with an emphasis on developing, conducting, and reporting original research. Because psychology is a diverse discipline with different methodological approaches, research methods courses can be taught from a variety of perspectives, all relevant and equally important. This particular section of the course focuses on methods used in the study of social relations and on issues related to the “front end” of the research process, such as the choice of research strategies and measures, and the logic of research. Although we will also cover data management tools and statistical analyses, the primary course goals are to examine conceptual issues involved in psychological research, and to develop critical thinking and research-related skills. Some of the topics we discuss are likely to be relatively unfamiliar to you, but we will also cover a number of topics you likely encountered in PSY300. For example, we will critically examine the null hypothesis statistical testing approach, discuss the replication crisis in psychological research, and discuss arguments for and against the use of deception in experimental research.

Because the course makes demands at a variety of levels, you will likely find it challenging and time-consuming. You will be responsible for understanding and applying content discussed in readings and in classes, in addition to working with other members of a research group to plan, design, implement, and present a research project. Thus, you should be prepared to spend a significant amount of time on work related to the course.

Disability Support Resources:

If you need academic accommodations beyond those given to the entire class, please make the appropriate arrangements with Disability Support Resources (<http://www.gvsu.edu/dsr>; 331-2490) and Prof. Shupe, as soon as possible.

Academic Integrity:

All students are expected to do their own work in PSY400, and to not plagiarize or cheat in any way. This includes, but is not limited to, the following: 1) taking or receiving the work of others on quizzes or individual assignments; 2) submitting part or all of an assignment that has been previously graded or is being submitted concurrently for another course, without authorization from Prof. Shupe; 3) using ideas or words of other persons or entities in written reports or oral presentations, without appropriately acknowledging the sources; 4) completing part or all of an assignment for another student; and 5) fabricating or otherwise misrepresenting data. You are responsible for making yourself aware of and understanding relevant policies and procedures; if you are unsure if a specific action constitutes a breach of academic integrity, please contact Prof. Shupe for clarification. Cheating and plagiarism will likely result in a zero on the relevant exam, quiz or assignment, or a failing grade in the course, reported to the Dean of Students and the Dean of CLAS, and documented in your student record.

The Use of Electronic Devices during Class:

The use of cell phones will not be allowed during class. Please turn off your cell phone before class begins (and leave it off!)

For some designated class sessions, you will need to bring a laptop or tablet that can support SPSS and word processing software, to use for work related to PSY400. If you do not have an appropriate device, Prof. Shupe will work with you to ensure you have regular access to a laptop.

The use of laptops and similar electronic devices will not be allowed during other (non-designated) class sessions. If you need to use an electronic device due to a documented disability, please contact Prof. Shupe to make the appropriate arrangements.

Course Requirements:

Semester grades will be based on exams; quizzes; an APA-style report on an experimental study; and assignments related to the experimental project.

Exams

There will be two 40-point exams covering topics discussed in the readings and in class. The format of the exams will be free response (i.e., short answer and essay). Make-up exams will be allowed only in cases of documented emergencies.

Quizzes

There will also be six quizzes covering topics discussed in the readings. Each of the quizzes will be worth 8 points, and the lowest quiz grade will be dropped. The format of the quizzes will be short answer. Make-up quizzes will be allowed only in cases of documented emergencies.

Experimental project & report

Students will work in small groups to plan, design, and conduct a randomized experiment or a quasi-experiment. The project will require groups to develop a literature-based idea for an original experiment; create the stimuli, protocol, and measures; collect data; conduct data analyses; and interpret the results. Each group member will then write her/his own report describing the study. Although you will be given some leeway in the topic choice, your experiment must be ethical, include at least two manipulated independent variables, and be based on sound theoretical and empirical rationale.

Each group member will write a report describing the experiment. The reports must be written in APA-style and be based on at least five sources (at least three of which are peer-reviewed, primary sources), with a title page, abstract, introduction section, method section, results section, discussion section, and references. Although there is no minimum length, most reports are about 7-9 pages (excluding references). The reports will be worth 40-points, and they will be evaluated based on APA format, writing quality (e.g., grammar, clarity, organization, and coherence), and appropriateness and comprehensiveness of content. Although not mandatory, it is a good idea to turn in drafts of the report. If you decide to do so, please submit your draft to Prof. Shupe at least two full business days before you would like to have it returned. Late reports will be accepted up to three days after the deadline; except in the case of a documented emergency, 10% of the total possible points will be deducted for each day the proposal is late. Any detected plagiarism will result in a grade of 0 and possible failure in the course.

Assignments related to the experimental project

Each group will be required to turn in a brief proposal assignment (worth 10 points) and deliver a presentation about the experiment to the rest of the class (worth 10 points). Instructions and rubrics for the proposal and presentation will be posted on Blackboard at least one week before the due dates. Late proposals will be accepted up to three days after the deadline; except in the case of a documented emergency, 10% of the total possible points will be deducted for each day the assignment is late. Any detected plagiarism will result in a grade of 0 and possible failure in the course.

Individual contribution grade

Each student will be given a grade reflecting her/his individual contribution to the group project and presentation. It will be worth 5 points, and it will be based on a self-evaluation, evaluations provided by other group members, and an evaluation provided by Prof. Shupe.

Grade Determination:

As stated above, final grades will be based on 2 exams worth 80 points; 5 quizzes worth 40 points; an individual research report worth 40 points; a group-based brief proposal worth 10 points; a group presentation worth 10 points; and an individual contribution grade worth 5 points. Semester grades will be determined as follows:

<u>Grade</u>	<u>Percentages</u>
A	92.5-100%
A-	90-92%
B+	87.5-89.5%
B	82.5-87%
B-	80-82%
C+	77.5-79.5%
C	72.5-77%
C-	70-72%
D+	67.5-69.5%
D	60-67%
F	0-59.5%

Tentative Schedule

Week	Date	Topics	Reading	Assignments & Quizzes	Guidelines for research project
Wk1	1/9	Introduction to course			
	1/11	Ways of thinking & knowing	Maruyama & Ryan, pp. 1-17		
Wk2	1/16	Theories & rationale; Overview of methods	Maruyama & Ryan, pp. 29-41		Literature search
	1/18	Overview of methods			
Wk3	1/23	Experimental methods	Reading TBA	Quiz 1	Literature search & review
	1/25	Experimental methods; Confounds			
Wk4	1/30	Quasi-experiments	Maruyama & Ryan, pp. 264-288	Quiz 2	Literature search & review
	2/1	Group work		Brief proposal due at 5pm	
Wk5	2/6	The lab setting	Mook	Quiz 3	Plan design & develop materials
	2/8	Ethics in research; The use of deception	Hertwig & Ortmann, pp. 59-64; TBA	Quiz 4	
Wk6	2/13	EXAM 1			Plan design & develop materials
	2/15	Measures; Reliability & validity	Maruyama & Ryan, pp. 192-197 & 201-216	Quiz 5	
Wk7	2/20	R & V; Self-report	Maruyama & Ryan, pp. 169-186		Collect data; Write introduction
	2/22	Self-report; Content analysis	Reading TBA		
Wk8	2/27	Group work			Collect data; Write introduction
	3/1	APA writing; Group work	Bordons & Abbott		

	3/6-3/8	Spring break			
Wk9	3/13	Group work			Collect data; Analyze data
	3/15	Descriptives; NHST; Statistical inference	Passer, pp. 417-421		
Wk10	3/20	Generalizability & Replication	Readings TBA	Quiz 6	Analyze data; Write method
	3/22	Generalizability & Replication			
Wk11	3/27	Review of statistical procedures & results	Wilson, Chs 8-11; 13 (to use as resources)		Analyze data; Write method & results
	3/29	Review of statistical procedures & results	Wilson, Chs 8-11; 13 (to use as resources)		
Wk12	4/3	Exam 2			Write results & discussion
	4/5	Group work			
Wk13	4/10	Group work			Write discussion; Work on presentation
	4/12	Group work			
Wk14	4/17	Presenting research		Report due at 5pm	Work on presentation
	4/19	Presentations			
	Finals Week	Presentations			

Note: March 9th is the deadline for dropping the course with a grade of “W”

Readings:

Bordons, K.S. & Abbott, B.B. (2018). *Research design and methods: A process approach* (10th Ed.). New York, NY: McGraw Hill.

Hertwig, R., & Ortmann, A. (2008). Deception in experiments: Revisiting the arguments in its defense. *Ethics & Behavior*, 18, 59-92.

Marayuma, G. & Ryan, C.S. (2014). *Research methods in social relations* (8th Ed.). Malden, MA: John Wiley & Sons, Ltd.

Mook, D.G. (1984). In defense of external invalidity. *American Psychologist*, 38, 379-387.

Passer, M. (2013). *Research methods: Concepts and connections* (1st Ed.) New York, NY: Worth.

Stangor, C. (2015). *Research methods for the behavioral sciences* (5th Ed.). Belmont, CA: Wadsworth.

Wilson, J.H. (2005). *Essential statistics*. Upper Saddle River, NJ: Pearson Education.