

Advanced Research in Psychology
(PSY. 400, Sections 5 & 8)
Section 5 (8:30-9:45am, ASH 1310)
Section 8 (11:30-12:45am, ASH 2120)

Prerequisites: Psy. 101 and Research Methods (Psy. 300)

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Office hours: T 1-2pm and Th 1-2pm or by appt.

Text: APA publication manual

Readings: Readings will be on e-reserve

Overview: The purpose of this course is to introduce you to the experimental aspects of social psychology. It is expected that you already have some knowledge of psychology, research methods and statistics. Although I will review each of these areas throughout the term, the review will not be extensive. The course will be most useful for those who are interested in psychology as a career and research in general; however, it will also be useful for those who simply want to hone their critical thinking skills.

While the course is interesting, it also difficult and time consuming. You must be open to critically assessing your own work, the past research in the field of social psychology, and the work of your peers. You must also be able to think on your own, and work in an environment where there is more freedom than in most of your previous courses. **It is also *ESSENTIAL* that you are able to meet with your group members outside of class. If you cannot fulfill this expectation you should seriously consider dropping the course.**

There will be one major paper, an exam, and various optional short assignments. The final paper should range from **8-10 pages** in length and should include **no less than 15 references**. All of the assignments are expected to be **well-written and thoughtful**.

The group projects will examine some aspect of one of the following three very broad areas of study: **a) prejudice and discrimination, b) perceptions of the media (think “fake news” as an example of something that could be explored), c) factors that influence attitudes and/or perceptions of global warming (for example, think about the Trump administrations rollback of environmental policies), or d) sexual harassment/assault (for example, think about #metoo).** A project may, but does not have to, involve any two of these areas. The study must be a two-factor

experimental design.

Each group will be responsible for coming up with its' own study, conducting the research, data analysis and interpretation, and presenting the work to the class at the end of the semester. Given the fact that this is only a lab class, each project must be feasible.

The first draft, which comprises the Introduction and Method sections, will be a group paper. Each group member MUST make a SUBSTANTIAL contribution to the paper, and that contribution must be clearly seen in the group paper which will be worked on in Google Docs, and to which I will be given access. Please note that merely typing the reference section, for example, does NOT constitute a significant contribution.

The final paper which consists of the title page, abstract, a revised introduction, a revised method section, results and discussion sections can be written EITHER individually or in groups consisting of no more than three people.

Outside of Class Meetings

From Week 3 to Week 8 each group, or designated group members, will meet with me via **Google Meet** (NOTE: When necessary, this can also be used for a group meeting or two.) once every two weeks to discuss the group project as well as group dynamics.

Group Presentations

Each group will give two class presentations. The first presentation will last for 20-30 minutes and will include an 18-minute question and answer period. In the first 12 minutes of the presentation, the group will present the purpose of the study, review the relevant literature (including references), state the expected hypotheses, and a **detailed presentation** of the study's methodology.

In the second presentation, the group will once again present a 12-minute presentation followed by 8 minutes of question and answer. However here, you will present your entire study – including the results and discussion within the 12 minutes.

Students will receive a group grade and an individual grade for the presentation. The individual grade will be based on the student's ability to communicate an understanding of the project, their ability to present their portion of the presentation in a clear and coherent manner, and the person's ability to respond to questions. The group grade will be based on how well the group as a whole presents the project – which includes, the rationale for the project, the literature review, the various hypotheses etc.

Class Participation

The class participation grades will be based on attendance, participation in class discussions, group interactions, and completing group evaluations in a timely fashion.

Group Evaluations

Students will evaluate each other's performance twice during the semester. These evaluations will be based on attendance at meetings, participation in developing and conducting the research project, analyzing the data, preparing the group presentations, and collegiality. The evaluation is NOT

designed to assess liking.

Absences

Since people will be working in groups throughout much of the term, absenteeism must be kept to a minimum. In order to make all of our lives easier the following shall apply: for each class missed 2 points will be deducted from your final grade, and if class is missed on the day of a group presentation 10 points will be deducted. **No excuses are acceptable and a formal doctor's note will be required for any medical emergency.** Furthermore, I reserve the right to extract any group member who continually makes life difficult for the remaining members of the group. I will then determine what the individual will do to fulfill the course requirements (**Please note that this alternative may be considerably more difficult than the group assignment**).

Course Objectives

Upon completion of this course, students will be able to:

- 1) Explain research methods issues including ethical issues, measurement, reliability and validity of methods, experimental, quasi-experimental and survey research designs, biases in experimentation, and univariate and multivariate data analysis
- 2) demonstrate the ability to design and conduct an empirical study in psychology.
- 3) Write a research paper describing a psychology experiment.
- 4) discuss their study in critical ways by recognizing limits and problems.

University Notice

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

Grading

Graded Assignments

Exam	-- 70 points
Group Presentation 1	-- 30 points
Group Presentation 2	-- 45 points
Group Evaluation 1	-- 15 points
Group Evaluation 2	-- 20 points
Intro & Method	-- 30 points
Final Paper	-- 100 points
Class Participation	-- 20 points

Total Points	-- 330 points

Grade Distribution:

A -- 100 -94%	A- -- 93.9-90%
B+ -- 89.9-87%	B -- 86.9-83%
B- -- 82.9-80%	C+ -- 79.9-77%
C -- 76.9-73%	C- -- 72.9-70%
D+ -- 69.9-67%	D -- 66.9-63%
D- -- 62.9-60%	F -- 59.9%-->

Example of how to calculate your grade during the course of the semester:

Student: Mary Francis

Exam score: 50 out of 70

Intro & Method score: 25 out of 30

Total Midway through the term 75 out of 100 -- $75/100 = .75$, thus, Mary would be receiving a C in the course.

1/8 – 1/10 Introduction & Research Methods Review
Assignment into groups

Readings:

Crano & Brewer (2002). *Principles and Methods of Social Research* (pgs. 61-124).

Have this read by 1-25

Dillman, Smyth, & Christian (2009). *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method* (pgs. 65-181).

Have this read by 2/16

1/15 – 1/17 Experimental Design

1/22 – 1/24 Experimental Design

1/22 Meet with Groups 3, 4, and 5

1/24 Meet with Groups 1 and 2

1/29 – 1/31 Experimental Design

2/5 – 2/7 Experimental Design and Analysis of Variance

<https://www.youtube.com/watch?v=IZFmFuZGQTk>

<https://www.youtube.com/watch?v=cNIIn9bConY>

<https://www.youtube.com/watch?v=ajLdnsLPErE>

2/5	Meet with Groups 1 and 2
2/7	Meet with Groups 3, 4, and 5
2/12 – 2/14	Analysis of Variance and Survey Design
2/19	Survey Design
2/21	Preparation for presentation
2/26 – 2/28	Group presentations (1 and 2 on Tuesday and 3,4, and 5 on Thurs.)
3/2	***Introduction Due (approx. 3 pgs) and Method Section (approx. 2 pgs) via e-mail by 12 NOON
3/5 – 3/7	Spring break
3/11	Take-home exam posted on Blackboard Exam covers correlational & experimental designs (lecture, readings, and Analysis of Variance)
3/12 – 3/14	Data Analysis Techniques and Data Collection Begins
3/19 – 3/21	Data Analysis Techniques and Data collection continues
3/26 – 3/28	Data collection and Data Entry
4/2 – 4/4	Data collection continues and Data Entry
4/9 – 4/11	Data Entry and Analysis
4/16 – 4/18	Preparation for final presentation
4/23 – 4/25	Final group presentations
4/27	Final paper due, by Noon

Some elements of paper and presentations that essential:

Introduction

- 1) Clarity**
- 2) Understanding of theoretical and empirical literature**
- 3) Clear communication of the study's purpose**
- 4) Thorough review of RELEVANT literature**
- 5) Does the discussion of the literature assist in understanding the stated hypotheses?**
- 6) Are the hypotheses communicated in a clear, coherent, and correct manner?**

Method

- 1) Is the discussion of the participants thorough? Does the writer communicate the number of subjects, relevant demographic information, and whether participants were compensated (if so, how?) or not.**
- 2) Do the materials and procedure sections allow the testing of the stated hypotheses?**
- 3) Could someone replicate the study given what has been presented in the materials and procedure sections?**

Results

- 1) Were the appropriate analyses conducted?**
- 2) To what extent are the results understood by the researchers?**
- 3) Were the results discussed in relation to the stated hypotheses?**
- 4) Were the statistics reported correctly?**
- 5) Were graphs (if needed) presented in APA style?**

Discussion

- 1) Were the results discussed in relation to the stated hypotheses?**
- 2) Did the researchers go into depth in explaining findings that were unexpected or were of major import?**
- 3) Were the results discussed in relationship to previous findings and theory?**
- 4) Did they discuss the practical and theoretical implications of the findings?**
- 5) Were limitations of the research discussed?**
- 6) Was future research discussed**