

Research Methods in Psychology – PSY 300 – 13 (SWS)

Fall 2023 MW 3:00 PM - 4:15 PM, A2165 Mackinac Hall

****THIS SYLLABUS IS SUBJECT TO CHANGE. Changes will be announced via email and/or Blackboard Ultra.

Instructor: Ying. Wang, PhD

Pronouns: she/her/hers

Office: 2110 Au Sable Hall

Email: wangyin@gvsu.edu

Student Hours:

11:00 - 12:00 pm (M & W & F)

Appointments during Office Hours:

<https://wangying.youcanbook.me/>

Prerequisite:

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

Required Course Materials:

Textbook:

Research Methods in Psychology, (4th ed; Beth Morling, 2021)- ISBN: 978-0-393-89370-0

Recommended:

Publication Manual of the American Psychological Association, 7th Edition (available at the library)

Useful Website - APA Formatting (7th ed):

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

GVSU Save Program and Textbook Information

Our course is participating in the GVSU SAVE program. This means your course textbook will be delivered to you via a link on the course's Blackboard page. You should have received a "Welcome Email" from Verba/VitalSource that explains the GVSU SAVE program. You have been charged for your course material on your GV student account. The deadline to opt-out of the SAVE program is Friday, Sept 8th for normal 15-week courses. Please be aware, if you opt-out you will be responsible for purchasing the required course material on your own.

For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at: <https://lakerstore.gvsu.edu/gvsusave>

If you have any questions or are experiencing any issues, please contact lakersave@gvsu.edu

How to Access the Textbook:

GO TO BLACKBOARD

- Click on "GVSU Save" on our PSY 300 BlackBoard course (tab on left side).
- Click on link "GVSU Save Course Materials". This will take you to your GVSU Save Bookshelf.
- Select "Read Now" for our textbook. From here you will be able to navigate to specific chapters/pages.
- You DO NOT need a code and you DO NOT need to enter any payment information (this is all taken care of through the GVSU SAVE program. Contact the Laker Store at lakersave@gvsu.edu for more info, if needed).

Course Description

Overview: The world is awash in research and claims, but how can you tell which research and claims to believe? This course will teach you to look at the world like a research psychologist. You will learn basic research methods in psychology, including the ethics of conducting research, the logic of psychological research, the formulation and testing of hypotheses, different types of research designs, sampling procedures, data collection and analysis. In addition to learning to be a critical consumer of research, this course will strengthen your ability to communicate about the research with training in writing and presentation like a psychologist.

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) Design an empirical study consistent with the standards of psychological science.
- 3) Write and present clearly and cogently in a scientific way.

About Your Instructor

A. Contacting me. The best way to contact me is via e-mail. If you do not include “**PSY 300**” in the subject line, I may not read or respond to your email in time. Also, please **sign your full name and include your section number** so I know who you are and what class you attend. I typically check e-mail throughout the day, but only during normal business hours (9 am – 5 pm). If you send me an email in the evening, you may not get a response until the next business day.

Example of acceptable e-mail:

From: youremail@mail.gvsu.edu

Subject: PSY 300 Sec X

Hello Professor Wang,

(Here is where you will put what you would like to ask).

Sincerely (or however you like to end your e-mails),

Your full name

B. Student hours. You should view the instructor as a resource and make use of student hours to get answers to questions, clarify reading or lecture materials, discuss any concerns, etc. Student hours are listed above, but I am available to meet with you during other times, if you make an appointment with me by e-mail.

A. My expertise. I was trained as a developmental psychologist with a specialization in quantitative methods. I have conducted research in the areas of early literacy and cognitive development, language acquisition in children with developmental disorders, and the role of family and early childhood education in influencing all of these variables.

Course Requirements – Evaluation Criteria

1. Attendance and Participation

Learning is a social process and happens best when you are present and engaged (paying attention). I will be tracking attendance by passing around a sign-in sheet at the beginning of each class and noting your participation. It is your responsibility to be sure that you have signed in. If you are late and miss the sign-in sheet, please be sure to sign-in after class. 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. The attendance is worth 2% of your final grade.

ATTENTION: Quizzes will be in the 4th, 7th, 11th and 16th week, please take it punctually.

2. Pre-Class Assignments: You are required to complete these before our second meeting. The pre-class assignments are worth 2% of your final grade.

- Reading this Syllabus and come up with your questions
- Becoming familiar with our Blackboard Ultra site & accessing the textbook
- Pre-Test Assessment = 10 points (for completing)
- Your research interests = 10 points (for completing)

3. Information Literacy Tutorials: There will be two online tutorials regarding the fundamentals of using a library database to conduct a literature review and recognizing empirical articles. More information will be given in class and the deadline for completing the tutorials is indicated on the class schedule. Completion of the tutorials is worth 10 points (1% of your final grade).

4. Lab Reports: There will be 3 lab reports due over the course of the semester. Some of these reports will be based on readings, lectures, and in-class activities. The lab reports will range from approximately 400 to 800 words in length, depending on the assignment. Each of the 3 lab reports is worth 5% of your final grade, with lab reports counting for a total of 15% of your final grade. A late paper will be marked down by 50%.

5. Quizzes: There will be 4 quizzes consisting multiple-choice and short-answer questions over the course of the semester. Quizzes will be completed through Blackboard Ultra. Dates for these quizzes are indicated on the class schedule. The quizzes are closed book and closed notes, and are designed to enhance YOUR learning. They will evaluate what you have learned in the readings and through lectures, in-class activities, and videos. Please note that due dates are firm and attempts at quizzes will not be allowed after the deadline. Each quiz is worth 10% of your final grade, with quizzes counting for a total of 40% of your final grade.

Policy for Make-up assignments and quizzes. Make-up quizzes will not be given unless there is a family emergency, illnesses, or a university sanctioned event. Please notify me by phone or email as soon as you can. In some cases, proper documentation (e.g., a coach's letter) may need to be given to me before I can set up your make-up exam. Things such as having to go to work, attending a wedding, or going on vacation, do not count as family emergencies. Make-up exams will be given in a different format (e.g., short answer/essay

questions covering the same amount of material as the quiz that you have missed). No quizzes will be given prior to the scheduled date.

- 6. Research Teams:** The class will be divided into 4 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.). More information about the research teams and specific instruction for this project will be provided in class and on Blackboard. The due dates of literature review and research proposal are indicated on the class schedule. A late paper will be marked down by 50%. Evaluation of student performance will be based on the following:

Mini Literature Review: Each student will individually complete a mini literature review on a topic corresponding to their team's research project. The literacy review will be incorporated into their research team's proposal at the end of the semester. Students will receive instructor feedback about the literature review draft and after making revisions, students will turn in their final versions as part of their final proposal (see due dates for each activity on class schedule). 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 draft and complete totally 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, introduction, literature review, methods, expected results and references. Research teams will also have the opportunity to write an "Analysis Plan" section outlining proposed statistical analyses for extra credit (maximum of 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 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 20 points of the final version of research proposal, with the research proposal draft and complete totally accounting for 20% of your final grade.

Research Presentation: At last, each research team will be responsible for delivering a formal presentation of their research proposal by group members in the final class. The presentation should be well-structured, engaging, and effectively communicate the proposed research project. The presentation should include the following components: introduction, literature review, methods, expected results and conclusion. The research presentation will count towards 10% of your final 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:

Grading scale to determine your final grade for the course:

Student Assignments:	Points Earned:	Points Possible:
Attendance and Participation		20
Pre-test (for completion)		10
Your Research Interests		10
Information Literacy Tutorials		10
Lab Reports		
#1		50
#2		50
#3		50
Quizzes		
#1		100
#2		100
#3		100
#4		100
Research Teams		
• <i>Mini Lit Review (draft)</i>		40
• <i>Mini Lit Review (complete)</i>		60
• <i>Research Proposal (draft)</i>		80
• <i>Research Proposal (complete)</i>		120
• <i>Research Presentation</i>		100
Extra Credit (Analysis Plan)		[up to 20]
Total Points Earned		1,000

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.

	Dates	Assignments Due	Class Topics & Activities
Week 1	8/28		Class Overview
	8/30	Review syllabus <i>Pre-test assessment</i>	Introduction to Scientific Research
Week 2	9/4	Labor Day!	No Class!
	9/6	Read: Ch. 1 <i>What's Your Research Interests? Information Literacy Tutorial (Complete due by 9/10)</i>	How Scientists Work?
Week 3	9/11	Read: Ch. 2	How To: Search and Read an Empirical Article
	9/13	Review 5 articles	Hypothesis Development & Searching the Literature Meet Your Research Team
Week 4	9/18	Read: Ch. 3	Variables, Three Claims, Four Validities
	9/20	Review: Ch. 1-3	Quiz #1 (Ch. 1-3) Teams: Brainstorming & Literature Review Plan
Week 5	9/25	Read: Ch. 4	Plagiarism & Ethical Guidelines for Psychological Research
	9/27	Review: Ch. 4	APA style <i>Lab #1 (Plagiarism & APA style)</i>
Week 6	10/2	Read: Ch. 5 & 6	Types of Measures Reliability & How To: Critique
	10/4	Review: Ch. 5 & 6	Validity & How To: Critique
Week 7	10/9	Read: Ch. 7	Sampling & Generalization
	10/11	Review: Ch. 4-7	Quiz #2 (Ch. 4-7) Workshop: Mini Literature Review
Week 8	10/16	Read: Ch. 8	Bivariate Correlational Research
	10/18	Read Ch. 9	Multivariate Correlational Research <i>Lab #2 (Pick a Research Proposal Topic)</i>

	Dates	Assignments Due	Class Topics & Activities
Week 9	10/23	Fall Break!	No Class!
	10/25	Mini Literature Review (Draft)	Workshop: Research Proposal writing and examples Teams: Discuss Notes
Week 10	10/30	Read Ch. 10	Introduction to Simple Experiments
	11/1	Review Ch. 10 Mini Literature Review (Complete)	Independent-Groups Designs & Within-Groups Designs Teams: Finalize Introduction Plans
Week 11	11/6	Review: Ch. 8-10	Quiz #3 (Ch. 8-10) Teams: Methods Discussion
	11/8	Read Ch. 11	Confounding and Obscuring Variables Teams: Research Proposal Writing Plans
Week 12	11/13	Read Ch. 12	Factorial Variations (I)
	11/15	Review Ch. 12	Factorial Variations (II) Teams: Proposal Discussion
Week 13	11/20	Read Ch. 13 Lab #3 (Experiment design)	Quasi-Experiments
	11/22	Thanksgiving Holiday!	No Class!
Week 14	11/27	Read Descriptive Statistics Research Proposal (draft)	Descriptive Statistics
	11/29	Read Inferential Statistics	Inferential Statistics
Week 15	12/4		How To: Analysis Plan Teams: Proposal & Presentation Discussion
	12/6	Research Proposal (Complete)	Group Presentation
Week 16 Final Week	12/11	Review Ch. 11-13 & Statistics	Quiz #4 (Ch. 11-13 & Statistics)

Final Exam: Monday December 11, 2023, 2pm-3:50pm

Class Etiquette

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, please let me know in advance and 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.

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 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 questions or details with anyone who has not yet taken the quiz (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/>

Important GVSU Resources

Student Resources: GVSU offers a variety of support for students. These include assistance with basic needs (such as food, housing, and laptops), academic support (such as tutoring and career advice), and wellness resources (such as health/mental health and opportunities to become more engaged with other students).

Here is a link to some of the resources currently available to students:

<https://www.gvsu.edu/care/campus-resources-15.htm> Please do not hesitate to reach out to me if you have any questions or if you are looking for a certain type of support. If I do not know the answer, I will try to find someone who does ☐.

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

Psych Friends: If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, comprehension of the psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health.

Schedule an appointment here: <https://www.gvsu.edu/navigate> Questions? Email:

psychfriends@gvsu.edu



Fred Meijer Center for Writing:

Program information: <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.).

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.