

Course Syllabus
PSY 400 – Section 06
Advanced Research Methods in Psychology
Grand Valley State University, Fall 2025

Instructor Information and Course Overview

Professor: Zach Salander

Please Call Me: Mr. or Professor Salander (pronouns: he/him/his)

Phone: 616-331-8514

Email: salandez@gvsu.edu (weekdays—M-F 9am-5pm—response window: ~12-24 hours; weekend—after 5pm on F—response window: ~24-48 hours)

Office: 2112 Au Sable Hall (ASH)

Office Hours:

- Mondays (In-Person) from 3-4:30pm
- Tuesdays (Zoom) from 12-1:30pm
- By appointment (please contact me and we can discuss other possibilities)

Zoom Information: <https://gvsu-edu.zoom.us/j/6607658845?pwd=SmtRaGJIR0FsMVV5Z3RhY28xNGxhZz09>

Meeting Time and Place

Mondays, Wednesdays, and Fridays, 2:00-2:50pm, Au Sable Hall (ASH), Room 1117

Prerequisites

PSY 101, STA 215 or STA 312, PSY 300, and PSY 350

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

Course Overview

This course is designed to provide you the opportunity to apply your knowledge of research methods in psychology. Throughout the course, you will design and develop an empirical study, collect data, and write up an APA-style research paper. Additionally, you will learn to critically evaluate your own study by identifying limitations and issues.

Overall, this course should enhance your overall knowledge of research in psychology. It does not matter what your plans are after your time at GVSU; the skills you will develop in this course will be highly valuable. Working with, but also thoroughly understanding, research and data is a skill that is essential for everyone to possess.

Learning Objectives

After successful completion of this course, students will be able to:

- 1) Critically evaluate research studies and conduct efficient literature searches.
- 2) Understand the different types of research design and be able to design and conduct an empirical study in psychology.
- 3) Identify and apply a variety of descriptive and inferential statistical tests appropriate for analyzing psychological data.
- 4) Interpret data and effectively communicate the findings of psychological research.
- 5) Do good science!

Course Materials

Technology Requirements

For this course, we will use the Blackboard Ultra Learning Management System (<https://lms.gvsu.edu/>). Therefore, you are strongly encouraged to seek out regular access to a computer/tablet and a reliable, high-speed internet connection. If you plan to use Zoom (either for this class, another class, and/or if we must transition back to online learning), you'll also want a device with a video camera and microphone. Headphones are a bonus as they can help to keep conversations more private and can help filter out any unwanted noise.

If you do not have access to a computer or reliable internet, please talk with one of your professors and/or consult the "Student Resources" folder on Blackboard. These resources include information about on-campus computer labs, supplemental funding, etc.

Statistical Software (your choice!)

For this course, you will need to conduct statistical analyses, so I ***strongly recommend*** that you download either the R environment or SPSS onto your computer.

It cannot be stressed enough how convenient it is for you to be able to continue your work outside of the classroom. Being able to save your work onto your computer's hard drive is a big benefit to having either software on your computer.

If you ***do not already have a software package downloaded***, please come see me ASAP so that we can get it for you sooner rather than later (both are free!).

Required Text

Cozby, P.C. & Bates, S.C. (2024). *Methods in Behavioral Research*. (15th ed.).
McGraw Hill ISBN-13: 9780073531816

Recommended Text:

- 1) Publication Manual of the APA (7th edition; should be available at the library)

****Useful Website:**

Course Evaluation

1) Class Attendance (80 points)

You are required to attend class and actively participate. You may, over the course of the semester, miss two classes without penalty. Each class will be worth two points.

NOTE: Class sessions will **NOT** be recorded, nor may you record any part of class without my consent. You may also not share online materials with anyone outside of this class without my consent. If you miss class, you should reach out to your classmates for notes. It is your responsibility to find out about any information presented during class, which could include changes to this syllabus, announcements, assignments, etc. Please, help each other!

*** NOTE: You **must** use your “freebie” absences FIRST. Any absences after that must be excused or you will lose course points. ***

2) Quizzes (80 points)

Periodically throughout the semester, you will take five quizzes. These will be unannounced and will be administered during class. The purpose of each quiz is to help you check your understanding of course material and make sure you are keeping up with the readings and material. **Your top four scores will count towards your final grade.**

Make-Up Quiz Policy: Make-up quizzes will not be honored except under validated circumstances. You **must** use your “freebie” quiz FIRST. Any missed quiz after that must be excused or it will remain a zero. Please refer to the “Course Policies and Resources” section later in this syllabus for more information. **You are responsible for knowing it!**

3) Research Project (270 points)

Throughout the semester, you will do a group research project with other students in the class (~3-4 people per group). Completing a research project as a group gives you an opportunity to get to know some of your peers and work as a team toward a common goal. Assignments for this project will include:

- Topic/Idea List (10 points)
- Research Proposal (40 points)
- Draft of Introduction, Method, and Analysis Plan (50 points)
- Final Revised Research Paper (100 points)
- Group Presentation (50 points)
- Peer Evaluations (20 points; these will be a composition of feedback that you provide throughout the semester on your group members; we don’t want any social loafers!)

4) Additional Assignments

The course instructor reserves the right to require individual students to complete additional assignments based on their performance, progress, and needs related to course materials. Contingencies related to these assignments will be described on an as-needed basis.

Grading Policy

Final Grading Criteria

A ≥ 93%	B 86.99-83%	C 76.99-73%	D 66.99-60%
A- 92.99-90%	B- 82.99-80%	C- 72.99-70%	F < 60%
B+ 89.99-87%	C+ 79.99-77%	D+ 69.99-67%	

Course Policies and Resources

Withdrawing from a Course

100% Tuition Refund Deadline: before 5:00pm on August 29th

75% Tuition Refund Deadline: before 5:00pm on September 19th

Withdraw with a “W” Grade Deadline: before 5:00pm on November 7th

Mask Policy

Face coverings, such as masks, must be worn in the classroom at all times under all Alert Levels except 0. When GVSU is under Alert Level 0, students and professors can choose to wear masks in classrooms if they wish and are required to wear masks if exposed to COVID-19 or showing symptoms. Masks are available at campus offices. [GVSU's policy on face coverings](#) is posted on the [Lakers Together website](#). Students unable to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their situation.

Accommodations for Late Work/Make-Ups

Although attendance at class sessions is not required, your professor is required to monitor missed deadlines and determine standards and a process by which students can make-up missed work. Importantly, if a student misses the deadline for an assessment and they are seeking an accommodation (i.e., permission to turn it in late), they must **contact the professor via email within 48 hours of the deadline with an explanation**. From there, **the professor will grant accommodations based upon 1) the cause for the missed deadline, and 2) the extent to which the student’s ability to complete the assignment was impaired**.

Specifically, the reason for the missed deadline is key. The University makes a distinction between “excused” and “unexcused” absences, and although we aren’t keeping track of absences, this language is useful for characterizing the types of missed deadlines – we can miss deadlines for “excused” reasons (due to something unexpected or beyond our control, despite our

best efforts) or “unexcused” reasons. Consistent with University policy, missed deadlines are excused and eligible for accommodations for the following reasons:

- 1) active participation in an intercollegiate event;
- 2) observance of religious holidays,
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) student medical conditions that limit time or ability to engage with the course material;
- 6) birth or adoption of child;
- 7) attendance at an academic and/or professional conference;
- 8) medical or professional appointments (e.g., job interviews);
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) funerals or memorial services; and
- 11) previously scheduled family celebrations (e.g., weddings, etc.).

As you might guess, unexcused reasons are things like forgetting or mixing up deadlines, failure to properly upload the assignment on Blackboard, leaving campus early for the weekend, etc. Ideally, documentation should be provided and is easily available for most of the reasons listed above, but if documentation is not available, we can discuss that. In general, if you are unsure whether you are eligible for an accommodation or need to provide documentation, just ask! Academic life continues to be strange and challenging, and we all know that the pandemic can have both physical AND psychological impacts on a person. Please reach out if you are struggling.

Blackboard Access

The course Blackboard website is essential to your success. It is the student’s responsibility to visit Blackboard regularly and stay up to date with the material posted in this forum. Blackboard will be used in the following ways:

- 1) Grades:** All grades will be posted in the Blackboard Gradebook in a timely manner. For security reasons, I only discuss grades over email if the student initiates that conversation and uses their GVSU email account.
- 2) Assignments/Assessments:** Assignments will be posted in corresponding folders in the Assignments section of BB. These folders will also have a place to upload completed assignments (as Word or PDF documents).
- 3) Announcements:** All major announcements and reminders will be posted on Blackboard. Announcements posted on Blackboard are also sent to students via email.

Classroom Conduct

Please be kind, compassionate, and understanding. We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). Similarly, please be mindful of how your behavior may impact others, and limit distracting behavior (e.g., side conversations in class, eating, using your computer for things other than taking notes). Cell phones should be silenced in some way during class unless the class session activities require cell phone use or there is an urgent matter that requires you to be available via phone (in which case, let your professor know!). Meals should be

eaten before or after class, not during. Let's maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues can result in grade deductions.

Diversity Statement

In recognition and affirmation of the worth and dignity of all persons, the instructor of this course is dedicated to upholding the values of diversity and inclusion and to minimizing disparities in access to learning. All students who are willing to learn are equally welcome without regard to age, race, ethnicity, birthplace, sex, gender identity, disability, sexual orientation or identity, socioeconomic status, political party or beliefs, or other group affiliation or personal characteristics. All students are likewise expected to accord each other the same level of respect, bearing in mind that becoming more respectful and inclusive is a journey rather than a destination. We will all have stumbling points along the way, including the instructor, and these are often valuable learning opportunities. If I ever say or do anything insensitive in this course, I sincerely welcome students to call me out or communicate their discomfort to me in person after class, during office hours, by email, or anonymously.

Accommodations for Students with Disabilities

If you have special needs because of a learning, physical, or other disability, please contact your professor as well as Disability Support Resources (DSR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please connect with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your professor aware so that the university can develop a plan to assist you. You may also access resources at <http://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

Statement on Academic Dishonesty

The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range

from isolated formulas, sentences, or paragraphs to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking phone during an exam, completing exams together) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course. The University is implementing a new oversight process for cases of academic dishonesty – this process requires all professors to report all cases to the Office of Student Conduct and Conflict Resolution, which then investigates each case and makes a determination. Doesn't this sound like an anxiety-provoking time suck? Just don't cheat.

Artificial Intelligence (AI) Statement

AI-based assistance, such as ChatGPT and Copilot, is treated the same way collaboration with other people is treated; you are welcome to talk about your ideas and work with other people, as well as with AI-based assistants.

However, all work you (your group) submit(s) **must be your own**. You should never include in your assignment(s) anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, the following is recommended:

1. Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment(s). Instead, use your interaction with the AI assistant as a learning experience, then let your assignment(s) reflect your improved understanding.
2. Do not have your assignment(s) and the AI agent open at the same time. Similar to above, use your conversation with the AI assistant as a learning experience, then close the interaction down, open your assignment(s), and let your assignment(s) reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission(s), so also avoid using tools that directly add content to your submission(s).

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 Pwe 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 – 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: (M-Th 9am-11pm, F 9am-3pm, Sun 2-11pm).

Psych Friends Resource

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, 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

Course Schedule

*** This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced in class or on Blackboard. ***

WEEK 1 (08/25 – 08/29):

- a. [Introductions and Course Overview](#)

- b. Review of Key Concepts
- c. Discussion of Research Project
- d. Research Interests

**** Read Cozby and Bates (2024) Chapter 1 for Week 2**

WEEK 2 (09/01 – 09/05; NO CLASS MONDAY, 09/01):

- a. Research Interests (cont., if necessary)
- b. Scientific Understanding of Behavior
- c. Work on Finalizing Areas of Research Interests

**** Read Cozby and Bates (2024) Chapter 2 for Week 3**

WEEK 3 (09/08 – 09/12):

**** Topic/Idea List due by 11:00am (start of class) on Monday (09/08)**

- a. Scientific Understanding of Behavior (cont., if necessary)
- b. Research...Where to Start?

**** Read (or at least start to read) Cozby and Bates (2024) Chapters 8, 9, and 10 for Weeks 4 and 5**

WEEK 4 (09/15 – 09/19):

- a. Designing and Conducting Experiments

**** Finish Reading Cozby and Bates (2024) Chapters 8, 9, and 10 for Week 5**

**** Read Cozby and Bates (2024) Chapter 7 for Week 5**

WEEK 5 (09/22 – 09/26):

- a. Designing and Conducting Experiments (cont., if necessary)
- b. Survey Research

**** Read Cozby and Bates (2024) Appendix A: Reporting Research for Week 6**

WEEK 6 (09/29 – 10/03):

- a. Survey Research (cont., if necessary)
- b. Reporting Research

**** Read Cozby and Bates (2024) Chapter 3 for Week 7**

WEEK 7 (10/06 – 10/10):

**** *Research Proposal due by 11:00am (start of class) on Monday (10/06)***

- a. Reporting Research (cont., if necessary)
- b. Research Ethics

**** *Read (or at least start to read) Cozby and Bates (2024) Chapter 12 for Week 9***

WEEK 8 (10/13 – 10/17):

- a. Research Ethics (cont., if necessary)
 - b. Catch Up? (if necessary)
 - c. Start Data Collection
-

WEEK 9 (10/20 – 10/24; NO CLASS MONDAY, 10/20):

- a. Description and Correlation
- b. Continue Data Collection

**** *Read Cozby and Bates (2024) Chapter 13 for Week 10***

WEEK 10 (10/27 – 10/31):

**** *Draft of Introduction, Method, and Analysis Plan due by 11:00am (start of class) on Monday (10/27)***

- a. Statistical Inference
 - b. Continue Data Collection (if necessary)
-

WEEK 11 (11/03 – 11/07):

- a. Statistical Inference (cont., if necessary)
-

WEEK 12 (11/10 – 11/14; NO CLASS FRIDAY, 11/14):

- a. Analyzing Data
-

WEEK 13 (11/17 – 11/21):

- a. Analyzing Data (cont., if necessary)
-

WEEK 14 (11/24; THANKSGIVING RECESS 11/26 – 11/30):

- a. Work on Group Presentations

***** Work on Finalizing Group Presentations for Week 15!!!***

WEEK 15 (12/01 – 12/05):

- a. Group Presentations
-

Group's Final Revised Research Paper (need just one submission per group)

***** DUE BY 11:59PM ON THURSDAY, DECEMBER 11TH *****