

Research Methods in Psychology (PSY300-03)

Summer 2020

Dr. Ellen Shupe

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Introduction to PSY300

Welcome to Research Methods in Psychology! This is a fast-paced intensive, six-week online course providing an introduction to research in psychology, in terms of planning and conducting research and in terms of understanding and writing about the research of others.

Because PSY300 requires a great deal of work, and because you are taking it during a condensed summer term, you should **plan to spend a significant amount of time (20-25 hours per week) on course-related work**. Although the course is challenging and time-consuming, most students who are willing to commit the necessary time and effort not only “get through” the course but earn good grades and learn a great deal. I truly want you to have a good experience and be successful in the course, and I will provide you with support and guidance throughout our time together. **Please don’t hesitate to contact me with questions, updates, and concerns!**

Instructor Information & Availability

Although my background is in Social and Organizational Psychology, I’ve taught a number of courses since coming to GVSU, including Advanced Research Methods in Psychology, Industrial/Organizational Psychology, Psychology Capstone, and study abroad courses in Nicaragua and Ireland. Research Methods is one of my favorite courses to teach, and I’m looking forward to our time together.

The best ways to contact me are via email (shupee@gvsu.edu) and by posting a message on our Blackboard discussion board. Please **use the discussion board to post general questions**, so others in the class will be able to read the questions, and **use email for questions and concerns that are more specific to you**.

I typically check my email and the discussion board daily and respond to messages and posts within 24 hours. If for some reason you do not receive a response from me within 48 hours, feel free to email a follow-up message to verify that I received your previous message. I’ll hold virtual office hours several times a week (see below), via Collaborate Ultra, and I’ll also be available to meet virtually by appointment.

Instructor Information

Dr. Ellen Shupe (Instructor)
 Email: shupee@gvsu.edu
 Phone: (616) 331-2905

Virtual Office Hours

Monday	10-11am
Wednesday	4-5pm

Course Content and Objectives

PSY300 provides an introduction to research methods in psychology **from the perspective of a researcher and from the perspective of a “consumer”** of research-related reports. We’ll cover a broad range of topics related to each stage of the research process, with a particular emphasis on the logic of research, study design and implementation, and a theory-guided interpretation of results. Among other things, you’ll be required to develop a detailed understanding of methodology, write reports using APA-style, and demonstrate critical thinking skills.

An important step in the scientific method is transforming data into results, a process that generally requires the use of statistical analyses. It’s important to have a good understanding of basic statistics, so if you have not successfully completed **STA215** you should not be enrolled in this course. After researchers complete data analysis, they typically discuss the results and their interpretation of the results in formal scientific reports. To do this successfully they must have strong writing skills and understand formatting and structural

issues related to the reports. PSY300 is designed to foster this learning and writing skill acquisition, and as such is designated as an **SWS course**. You will be required to do a significant amount of writing, in the form of in-class exercises, research-related writing assignments, and essay exams and quizzes. For more information about SWS courses, visit [GVSU's SWS website](#) or see the final page of this syllabus.

Course Objectives

Topics covered in the course and methods of evaluation are designed to help you develop a good understanding of research methods and a set of related skills. These include the following:

Knowledge/Understanding	Skills and Abilities
<ul style="list-style-type: none"> • The 4 types validity & their implications • Importance of theory in the development of hypotheses and interpretation of results • Common methods used in psychological research, and the types of hypotheses & questions they're best suited to address • Confounds and how to prevent them or minimize their effects • The NHST approach to hypothesis testing, its limitations, & alternatives • The importance of replication in psychological research • Effect sizes and statistical power, and their roles in research • The purposes, uses, limitations, and logic of common parametric and non-parametric tests 	<ul style="list-style-type: none"> • Identify confounds and other common biases in the research process • Conduct a thorough literature search and describe the details of and summarize the essence of research articles • Design an empirical study consistent with the standards of psychological science • Write a well-developed, articulate APA-style report and to identify strengths and weaknesses in one's own scientific writing and in the writing of others • Think critically in reading about and interpreting research reported by others • Think critically in the development of psychological research reports

Class Policies

Above all, I want students in my classes to learn in an environment free of inequity, and bias, and I try hard to treat all students fairly and with respect and dignity. In my experience, the vast majority of students behave in a similarly highly respectful manner and treat their education as an important opportunity to expand their perspective, skills, and knowledge. However, occasionally a student will say or do something that is dishonest or disrespectful. Because this may hurt others and jeopardize their learning process, it's important for all students to follow class and university policies.

Fair and respectful treatment

Consistent with GVSU's commitment to inclusion and equity I work hard to establish and maintain a climate that welcomes and affirms the contributions of all students. Although you obviously don't have to agree with everyone in the class or with me, you are required to treat others with dignity and respect. This includes communicating in a way that validates others. Misunderstanding in interpersonal communication is common, particularly in online contexts and in written communications, due to the perception of anonymity, and a lack of body language, intonation, and gestures that communicate meaning and context. Keep this in mind as you offer comments and examples in the virtual classroom and when you post written comments that are made available to others.

Academic integrity

At GVSU we believe that “academic honesty and integrity are fundamental to a community of scholars” and that academic dishonesty “compromises the integrity of university grades, and scholarship and research” ([GVSU Policy, STU 4.0](#)). Thus, in PSY300 you are expected to do your own work and to not engage in any form of academic dishonesty. This includes 1) taking or receiving help from others during exams or quizzes; 2) attempting to pass off someone else’s work as your own; 3) using ideas, sentences, or phrases from a source without proper citation; 4) copying part or all of another student’s answers on assignments; 5) completing part or all of an assignment for another student; and 6) submitting part or all of an assignment that has been previously graded or is being submitted concurrently for another course. Cheating and plagiarism are likely to result in a zero on the relevant exam, quiz or assignment, reported to the Chair of the Psychology Department, and documented in your student record. If you are unsure if a specific action in this course constitutes a breach of academic integrity, please discuss it with me. If you want more information about what is considered academic dishonesty at GVSU, see [GVSU's guidelines](#).

Disability support

Your success in this course is important, and I want to ensure that students with a diverse range of abilities are provided with a positive learning environment that provides them with the same opportunity to learn. If you require formal accommodations, please contact me early in the term so we can work together to make appropriate arrangements. If you encounter difficulties in this course that interfere with your learning, please let me know, and if you think you may benefit from formal accommodations, contact GVSU’s Office of Disability Support Resources (gvsu.edu/dsr/) at (616)331-2490 or dsrgvsu@gvsu.edu.

Other university policies

In addition to the policies described above, you’ll be expected to comply with other course-related policies at GVSU (<http://www.gvsu.edu/coursepolicies/>).

Class Structure and Requirements

Although there may be some adjustments, we will generally follow the same basic schedule each week, to minimize the number of details you need to remember.

The course material is divided into 13 topic modules, most of which consist of one or more readings, an in-class or taped presentation, review questions, one or more exercises, and a quiz or mini-exam.

We will meet for virtual (synchronous) classes once or twice each week, and you’ll be responsible for learning other material on your own through, for example, assigned readings, Powerpoint video presentations, and exercises. You will be assigned to groups of 4 or 5 for in-class exercises and weekly check-in meetings, but you will not have graded group-based assignments.

Monday	10-11am:	Office hours
	5pm:	Writing assignment due*
Tuesday	12pm:	Quiz or mini-exam
	1pm:	Virtual class*
	3pm:	Small group check-ins
Wednesday	4-5pm:	Office hours
Thursday	12pm:	Quiz or mini-exam
		Virtual class*
Friday	5pm:	Writing assignment due*

* Not every week

Final grades will be based on 7 quizzes, 4 writing assignments, and participation, as described below.

Quizzes*

You will have [seven quizzes](#) over material covered in class and in the readings and videos. They will be [worth 10-25 points](#), to be determined by the amount of material covered; generally they will consist of free response and multiple choice questions. Make-up exams quizzes will be allowed in cases of documented emergencies.

Writing Assignments*

Literature review and related assignments. Your most substantial writing assignment will be a [Literature Review](#), a comprehensive, cohesive summary of the formal literature on theory and research related to a specific topic. During the first week of class you will choose a topic, and in subsequent weeks you will work under the guidance of Prof. Shupe to organize and write the literature review. The paper will be worth 35 points, and it will be due during the last week of classes. Your literature review must be written in APA style and incorporate at least 8 primary sources, including six or more peer-reviewed articles. In addition to the literature review itself, you will be required to write and submit a [Detailed Outline](#) of the Literature Review, which will be worth 20 points. Grades for both assignments will be based on writing quality (e.g., grammar, clarity, organization, and coherence), appropriateness and comprehensiveness of content, and APA style. Although not mandatory, it is a good idea to turn in drafts of the papers for feedback. Please submit drafts at least two days before you would like to have them returned. Instructions and rubrics for the assignments will be posted on Blackboard and discussed in class. Late papers 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 a paper is late.

Critical evaluation assignments. There will also be [two assignments](#) requiring you to critically evaluate descriptions of psychological theory and/or research found in the popular media. The assignments will be worth 5 and 10 points; instructions and rubrics for the assignments will be posted and discussed in class.

Participation

Each student will be asked to schedule one or more virtual meetings with me to discuss their work on the writing assignments. In addition, students will be asked to meet with me as part of a small group several times during the term. These check-in meetings will help us stay in touch, and they will allow me to address questions and concerns and ensure everyone is on track. [For each week of class you will be given a grade of 0 to 5 points](#) representing your participation in virtual classes and these out-of-class meetings.

* Adjustments to requirements. Note that the number of assignments, quizzes, and/or mini-exams may be reduced at my discretion. If adjustments are made, they will likely result in a loss of 25 or fewer points.

Grade Determination

As stated above, semester grades will be based on 7 quizzes (worth 145 points), a Literature Review paper (worth 35 points), a Detailed Outline of the Literature Review (worth 20 points), two critical evaluation assignments (worth 15 points), and participation (worth 30 points), for a total of 245 points. Grades will be determined using the grading scale below.

Grade	Percentages
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 1: June 22 – June 26

Monday, 6/22

Independent work

- Read Ch. 1 in the textbook for Tuesday's class

Tuesday, 6/23

Class together, 1-3pm (via Collaborate Ultra)

Module 1 The science of psychology (Reading: Textbook, Ch. 1)

Wednesday, 6/24

Independent work

- Study for Thursday's quiz
- Read Ch. 2 in the textbook for Module 2

Thursday, 6/25

Quiz, 12pm (over Module 1; 10pts)

Class/discussion together (optional), 1-3pm

Independent work – **Module 2** Doing good research: The role of theory

- Read Ch. 2 in the textbook
- Watch Powerpoint presentation video
- Watch John Oliver clip and answer questions (you will not need to turn them in)

Friday, 6/26

Independent work

- Work on Critical Evaluation Assignment 1 (due Monday)

WEEK 2: June 29 – July 3

Monday, 6/29

Turn in Critical Evaluation Assignment 1 (worth 5 pts; due at 5pm)

Independent work

- Read Stangor, pp. 90-101 for Tuesday's class

Tuesday, 6/30

Class together, 1-3pm

Module 3 Doing good research: reliable & valid measures (Reading: Stangor, pp. 90-101)

Wednesday, 7/1

Independent work

- Read Passer, p. 72 & pp. 76-89 over Ethics, for Thursday's quiz
- Study for Thursday's quiz

Thursday, 7/2

Quiz, 12pm (over Modules 2 & 3 and Ethics; 25pts)

Class/discussion together (optional), 1-3pm

Independent work – **Module 4** Common measures

- Read pp. 158-171; pp. 93-97; & 107-114 in the textbook
- Watch Powerpoint video for Module 4

Friday, 7/3

Independent work

- Work on Detailed Outline of Lit Review

WEEK 3: July 6 – July 10

Monday, 7/6

Independent work

- Read pp. 135-157 & 97-106 in the textbook for Tuesday's class
- Work on Detailed Outline of Lit. Review

Tuesday, 7/7

Class together, 1-3pm

Module 5 Descriptive methods (Reading: Textbook, pp. 135-157 & 97-106)

Wednesday, 7/8

Independent work

- Study for Thursday's quiz
- Read Morling (2017) chapter on APA Style for Thursday's quiz
- Work on Detailed Outline of Lit. Review (due next Monday)

Thursday, 7/9

Quiz, 12pm (over Modules 4 & 5 and APA Style; 25 pts)

Class discussion/questions (optional), 1-3pm

Independent work – Module 6 Experimental methods

- Read Chapter 6, pp. 220-224, in the textbook
- Watch Powerpoint video for Module 6

Friday, 7/10

Independent work

- Work on Detailed Outline of Lit. Review (due Monday)

WEEK 4: July 13 – July 17

Monday, 7/13

Turn in Detailed Outline for Literature Review (worth 20pts; due at 5pm)

Independent work

- Read textbook pp. 235-236 & 243-253, for Tuesday's class

Tuesday, 7/14

Class together, 1-3pm

Module 7 Repeated measures designs (Reading: Textbook, pp. 235-236)

Module 8 Complex designs (Reading: Textbook, pp. 243-253)

Wednesday, 7/15

Independent work

- Study for Thursday's quiz
- Work on Literature Review

Thursday, 7/16

Quiz, 12pm (over Modules 6, 7, & 8; 25pts)

Independent work - Module 9 Quasi-experimental methods & program evaluation

- Read Textbook, Ch. 10
- Watch Powerpoint presentation video

Friday, 7/17

Independent work

- Work on Literature Review

WEEK 5: July 20 – July 24

Monday, 7/20

Independent work

- Work on Literature Review

Tuesday, 7/21

Independent work - Module 10 Descriptive Statistics

- Read Price et al. (2015), Ch. 12 (pp. 231-239) on “describing single variables”
- Read Price et al. (2015), Ch. 12 (pp. 240-246) on “describing statistical relationships”
- Watch Powerpoint videos on Descriptive Statistics, Part 1 & Part 2

Wednesday, 7/22

Independent work

- Study for Thursday’s quiz
- Work on Literature Review

Thursday, 7/23

Quiz, 12pm (Over Modules 9 & 10; 20pts)

Independent work - Module 11 NHST Approach and Alternatives

- Read Ch. 12 (pp. 379-386 only) in the textbook
- Watch the Powerpoint video on NHST & alternatives

Friday, 7/24

Independent work

- Work on Literature Review (due Monday)

WEEK 6: July 27 – July 30

Monday, 7/27

Turn in Literature Review (worth 35pts; due at 5pm)

Independent work

- Read Wilson (2005) and pp. 392-406 in the textbook, for Tuesday’s class

Tuesday, 7/28

Class together, 1-3pm

Module 12 t -tests (Reading: Wilson, 2005)

Module 13 1-way ANOVAs (Reading: Textbook, pp. 392-406)

Wednesday, 7/29

Independent work

- Study for Thursday’s quiz

Thursday, 7/30

Quiz, 12pm (over Modules 11 & 12; 20pts)

Independent work - Module 13 (continued; 2-way ANOVAs)

- Read pp. 407-413 in the textbook
- Watch the Powerpoint video on 2-way ANOVAs

Friday, 8/1

Independent work

- Study for final quiz
- Work on Critical Evaluation Assignment 2 (due Monday)

WEEK 7

Monday, 8/3

Turn in Critical Evaluation Assignment 2 (worth 10 pts; due at 5pm)

Tuesday, 8/4

Quiz, 12pm (over Module 13 & applying analyses; 20pts)

Required Readings

Textbook

Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2015). *Research methods in psychology* (10th ed.). Boston, MA: McGraw-Hill.

Other sources

Morling (2017):

Morling, B. (2017). *Research methods in psychology: Evaluating a world of information* (3rd Ed.) New York: Norton.

Passer (2013):

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

Price et al. (2015):

Price, P.C., Jhangiani, R., & Chiang, I.A. (2015). *Research methods in psychology: Second Canadian edition*. <https://opentextbc.ca/researchmethods/>

PJCLC (2017):

Price, P.C., Jhangiani, R., Chiang, I.A., Leighton, D.C., & Cuttler, C. (2017). *Research methods in psychology: Third American edition*. <https://opentext.wsu.edu/carriecuttler/>

Wilson (2005):

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

Useful Resources & Contacts

Condensed, online courses pose unique challenges, but there are a number of sources that are available to help you navigate those challenges. **Please don't hesitate to use them**, as soon as you need (or think you may need) help.

Dr. Ellen Shupe (Instructor)

Email: shupee@gvsu.edu

Phone: (616) 331-2905

IT Helpdesk (for help with Blackboard, Collaborate, and other software)

Web: <http://www.gvsu.edu/it>

Email: helpdesk@gvsu.edu

Phone: (616) 331-2101 and (855) 435-7488 (Toll-free)

Tips for Successful Learning in Online Classes

<https://www.gvsu.edu/library/km/tips-for-online-learning-43.htm>

Disability Support Resources

Web: <http://www.gvsu.edu/dsr>

Email: dsrgvsu@gvsu.edu

Phone: (616) 331-2490

Writing Center (for online help with writing)

Web: <http://www.gvsu.edu/wc>

Phone: (616) 331-2922

Email: dsrgvsu@gvsu.edu

Library & Knowledge Market Help

Samantha Minnis, Library Liason for Psychology

Email: minniss@gvsu.edu

Online help with research and library resources

Web: <http://www.gvsu.edu/library;>

<https://www.gvsu.edu/library/library-online-services-88.htm#help>

Additional Information Related to SWS Courses

Requirements

As with other SWS courses, completion of WRT 150 with a grade of C or better (not C-) is a prerequisite for PSY300. 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.

Resources available at GVSU

The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids campuses, is a peer service available to assist you with writing for any of your classes. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. Simply bring an idea, prompt, or draft of your paper along with the assignment sheet to any of the Center's locations. The Center's services are free and you can drop in and work with a consultant or make an appointment, either through their website or by calling the Center (331-2922). Peer support is available for research and speech/presentation through the Knowledge Market, where the Writing Center partners with the Speech Lab and the Peer Research Center. Additional information about the Knowledge Market (<https://www.gvsu.edu/library/km/>) and information about Writing Center services and locations can be found at <http://www.gvsu.edu/wc/>