

Research Methods – Psychology 303, Spring 2006, CRN 37235

Tuesday & Thursday 4:00-5:20 p.m. Straub 142

Chuck Tate, Instructor

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Office Hours: Mondays 3-4pm, Wednesdays 1-3pm,
(also Tuesdays & Thursdays 2:30-3:30pm) and by appt.

Teaching Assistants

Lab Section(s) (Straub 180)

Office Hours

Contact Info

Sonia Venkatraman

Thurs. 8:30-9:50am and 2:00-3:20pm

Mondays 5-6pm & Wednesdays 3-4pm

Straub 309, 346-4937

sven@uoregon.edu

Megan McDade

Wed. 4:00-5:20pm

Wednesdays 2:30-3:30pm

Straub 351, 346-4930

mmcdade@uoregon.edu

COURSE OBJECTIVES By the end of the term you will have:

- More effectively evaluated scientific (empirical) research
- Learned essential research concepts
- Participated as part of a research team on a collaborative study
- Understood the challenges and rewards of conducting psychological research
- Become a more knowledgeable consumer of information
- Prepared for more complex research projects in the future

COURSE DESCRIPTION (And you had no idea this was a Stress Reduction Plan...)

This course will be taught using the collaborative learning model developed by graduate student (and soon-to-be Westminster College assistant professor) Jennifer Simonds. This model has been used with great success since Summer 2003. In fact, variants of this course that you (or your friends) might have taken since 2003 were based on this model.

The strength of the collaborative learning model is that rather than struggle through the harrowing process of an entire research project on your own, each of the lab sections will work as a team on **one** research study. Also, rather than being extraordinarily busy with countless deadlines and trying to manage a variety of tasks, you will join one sub-team (e.g., Introduction, Data Analysis) in which you will only have to work like crazy for about a week and a half. Thus, you get all the benefits of seeing an entire research project through with a manageable amount of stress. :)

TEXTBOOK (required)

Cozby, Paul C. (2006). *Methods in Behavioral Research* (9th ed.). Boston: McGraw-Hill.

MANUAL (optional, but highly recommended, especially for students considering graduate school in Psychology):

American Psychological Association (2001). *Publication manual of the American Psychological Association*, 5th Ed. Washington, D.C.: American Psychological Association.

*** (Note: 4th Edition is not acceptable due to changes in reference citation format).

PsychINFO Sessions (One Session REQUIRED: Sign-ups distributed in-class)

All sessions held in Knight Library Edmiston Classroom (room 144).

Week 1: Thurs. Apr. 6 6:00-6:50pm or Fri. Apr. 7 2:00 - 2:50pm

Week 2: Mon. Apr. 10 2:00 - 2:50pm or Fri. Apr. 14 12:00 - 12:50pm

Data Collection Night (*Required for EVERYONE*), Location Details to Follow

WEDNESDAY, MAY 17: 6:00-9:00 p.m.

COURSE EVALUATION SUMMARY

Course grades will be based on:

In-lecture attendance/participation (5%)

Research participation (10%)

Lab Grade: participation, assignments, experiment credit (20%)

Paper section drafts (15%)

Blackboard learning checks (10%)

In-class quizzes (20%)

Final research paper (20%)

REQUIRED ELEMENTS FOR COURSE EVALUATION

In-lecture Attendance/Participation (5%)

You are expected to participate in activities and discussions in lecture. Because we know that each of you is not comfortable speaking in front of the large group, the participation grade will be based not only on participation in whole-group discussions, but also on small group and individual activities during the class session. ***Class attendance will be taken during the announced small group discussions. In order to receive credit you must be present in class. Short story: Come to lecture every session to ensure you get credit.***

Research Participation (10%)

Within your assigned lab section, you will be a member of one research team for the term (Team: Intro, Theory, Methods Development, Methods Implementation, or Data Analysis). You are expected to participate and contribute fully to the work of the team. Evaluation of your participation will be based on your own self-evaluation and peer evaluations (by your team members). Teams experiencing difficulties of any type are strongly encouraged to first try to discuss the problem as a group and then to discuss the problem with the lab or course instructor if a solution cannot be achieved within the group.

Lab Grade (20%)

◆ 1 hour of experiment credit – Required

This requirement is done in the same way as Psych 201 and 202. Detailed instructions will be given in lab. Researchers will report credits to your T.A. so that you can receive credit for your participation. The one-hour requirement is necessary for you to receive a grade for the lab portion of the course.

Optional (i.e., Extra Credit): Two additional hours of research participation are optional and will be worth extra credit points toward your overall grade.

◆ Attendance of PsychINFO Session - Required

You must attend 1 PsychINFO Session; you will sign up in class during the first week.

◆ Lab Assignments (*Assignment Details Given in Lab*)

You will have a variety of assignments that are to be completed in lab (e.g., statistics review, APA style write-ups), as well as several assignments that are to be submitted to each research team throughout the term. These assignments are all listed in the lab syllabus and will be discussed in greater detail in your lab section. These assignments will be graded for the team that has submitted them, so be sure to include concepts learned in class.

◆ Lab Attendance and Participation

Because so much information is discussed in lab section that is not discussed in lecture, it is essential that you attend labs, and accordingly, part of your total grade is based on lab attendance and participation. **Lab attendance is required.** ***You may only attend the lab in which you are enrolled--any switching of lab sections must be completed through DuckWeb.*** The weekly labs are 80 minutes each, and are designed to assist and support you in your research project.

Drafts of each section of your final paper (Intro., Methods, Results, Discussion) (15%)

You will be turning in a draft of each section of your final paper at different times during the term. These assignments are always due **in class on Tuesdays**, and are listed in the course schedule. Pay careful attention to due dates and to information about guidelines for what to include in each section of the paper.

5 Blackboard learning checks (10%)

In-class quizzes will be given every two weeks (Thursdays of every even-numbered week) and will cover 2 to 4 chapters each. To assist you in studying for the quizzes, you will complete a Learning Check on Blackboard. The Learning Checks are graded on a “completed/not-completed” basis so take them as many times as you like. The deadline for each Learning Check is one-hour before the quiz (e.g. Learning Check 1 is due one hour before Quiz 1). Because they are open book, they may be more challenging than the quizzes, and likewise, because of the limited format of Learning Checks, they may be less challenging than actual quizzes given later in the term. In any case, the Learning Checks will be a value resource to aid your learning.

5 Quizzes (20%)

Five in-class quizzes (30 pts. each) will cover material from 1) the textbook, 2) lab Section, and 3) lectures. The focus of the quizzes will be material referenced in the syllabus for that quiz, however, essential basic concepts will be tested throughout the term. Your lowest quiz grade will be dropped, and there will be no make-up quizzes.

Final Research Paper (20%)

You will be given suggestions on the drafts of your research paper and are expected to incorporate them into your final product, which is a full research paper using APA style for text and references. Guidelines for the paper will be given in lecture and in lab throughout the term.

GRADING SCHEDULE

A+ = 97%	B+ = 87%	C+ = 77%	D+ = 67%
A = 93%	B = 83%	C = 73%	D = 63%
A- = 90%	B- = 80%	C- = 70%	D- = 60%

CLASS POLICIES

1. I am very strict about deadlines and due dates. However, I am not without sympathy for real things that happen in the course of life. If you have a major life catastrophe that keeps you from performing well in this course, please let me know when it occurs, not at the end of the term when it will be too late.
2. Tardiness disrupts everyone’s learning experience, and me having sympathy also means being considerate of everyone. For that reason, all assignments are due at the **beginning of lecture or lab on the date noted in the lecture and lab schedules**. Assignments turned in after lecture or lab begins will be counted as late, and late assignments (with the exception of the final paper) will lose 10% for each 24-hour period they are late. Because immediate feedback is needed for most of the assignments, late assignments make grading a nightmare for your TAs. Accordingly, no assignments will be accepted if they are more than 2 days (48 hours) late.
 - a. Final papers are due to the Psych Office on the date of the final exam (Wednesday, June 14) at 3:00 p.m. sharp. Because I will be grading all final papers, I need plenty of time to read them so that I can submit your grades in a timely manner. For that reason, late penalties for the paper are very strict. Papers may only be turned in to the Psychology Office Straub 131, and must be time stamped and initialed by the department secretary and placed in Chuck Tate’s mailbox. The main office is open from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. Final research papers turned in between 3:01 p.m. and 5:00 p.m. on June 14 will lose 30%. Papers turned in on Thursday, June 15 will lose 40%. No papers will be accepted after 5 p.m., June 15.

3. If you miss lecture or lab (for any reason) it is your responsibility to contact one of us – Chuck for lecture, Sonia or Megan for lab – to obtain copies of any handouts or assignments you missed. Please keep in mind that although we will be happy to answer any questions you may have, we cannot provide individual lectures on material missed due to absences, and all assignments will be posted on Blackboard. *You will be penalized severely for missing in-lecture discussions and lab presentations for your team as they affect the performance of other students who are relying on you.*
4. Failure to complete the research project or missing more than two quizzes will lead to automatic failure in the course.
5. Finally, a note about cheating and plagiarism: **Don't do it.** If you cheat or plagiarize, you will fail the course. This outcome will make me very sad and disappointed, and it will make you angry and embarrassed.

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

To avoid plagiarism acknowledge indebtedness. Indebtedness must be acknowledged whenever:

1. You quote another person's actual words or replicates all or part of another's product
2. You use another person's ideas, opinions, work, data, or theories (even if they are completely paraphrased in your own words)
3. You borrow facts, statistics, or other illustrative materials, unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of [Academic Learning Services](#) (68 PLC, 346-3226).

How to Prevent Computer Problems

Computer problems are not allowed as an excuse for late submissions of assignments in this course. Because of the availability of computers in campus labs (library, EMU, SSIL, etc.), you are expected to submit assignments printed clearly and on time. *Your greatest insurance policy against computer problems is to avoid completing your work at the last minute.* If you finish a paper with only moments to spare, you are out of backup options if something goes wrong. If, for some reason, you have tried *everything* and you are still stuck, contact the instructor or T.A. **BEFORE** the deadline. Below are common problems and remedies you can enact to eliminate the possibility of a computer mishap resulting in a late assignment: (this is not an exhaustive list)

1. **“I lost my file.”** Save your work every 5 minutes. Find the autosave function in your word processing program and set it to automatically save your document every 3 minutes or so. This way, your recovered document will not be more than 3 minutes of re-doing away. Always back your work up (frequently) on a disk or electronically by: a) storing on a remote server (go to Computing Help Center to learn how to do this), b) using a jumpdrive or USB thumbdrive, or c) sending files to yourself as an email attachment.
2. **“My printer jammed” or “I ran out of toner.”** First, allow at least a half-day in advance to print your paper (while a computer lab is open) and have a backup plan for printing your document. By sending your file to yourself by email, you can pick it up on a school computer and print in a computer lab. While expensive, Kinko's is a late night option for printing documents. Furthermore, we encourage you to make arrangements with a friend, family member, or neighbor for help with printing. Ask them in advance: “If I were to have computer problems would it be okay if I came over and used your printer?”

Is 2:30 in the morning okay with you? You could do the same at my house.” Barter if necessary. Have a second toner cartridge on hand if you haven’t changed yours recently.

3. **“Something happened to my computer and I don’t know how to fix it” or “My computer crashed.”**
Allow at least a half-day while computer labs are open to finish your work. Computer lab staff can help you if something breaks down. If you work at home, go to the computer help desk when you’re on campus to ask questions about functions on your computer you don’t understand. *If you are unfamiliar with computers, make arrangements to work in a lab until you understand your home system better.* (And, see #1 & #2). Also, potential computer breakdowns underscore the necessity of backing up work on the web (e.g., e-mail) or on an external data storage drive (e.g., jumpdrives).

ADDITIONAL NOTES

- **Concerns**: If you find yourself doing more poorly in the class than anticipated, please see the Instructor or your TA *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.
- **Accommodations**: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments:
 - Documented learning or medical disability;
 - Non-documented need for adjustments to help you learn;
 - On a sports team that travels this quarter;
 - English is not your first language.

You are strongly encouraged to contact Disability Services (346-1155) if you have a non-documented condition that prevents you from learning given typical teaching methods. With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible.

ACCESSING BLACKBOARD

Blackboard is an integral resource for this course. **You are required to have access to it.**

Logging On: You **MUST** have an email address and be registered for the class in order to log on to *Blackboard*. If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <http://libweb.uoregon.edu/kitc/faq/faq.html>.

- Go to <http://blackboard.uoregon.edu>
 - Username: your email address (e.g., mr.t@uoregon.edu)
 - Password: your email password

Spring 2006 – Tentative Lecture Schedule

Week	Dates	Lecture Topic (Ch. readings due before class)	Assignments Due (<i>Paper assignments in italics</i>)
1	Tu 4/4	Course Intro, Syllabus, Ch. 1: Scientific Method	
	Th 4/6	Ch. 2: The Research Process	
2	Tu 4/11	Ch. 3: Ethical Issues	
	Th 4/13	Ch. 3: Ethics Continued (special guest) <i>Quiz 1: Chs. 1-2</i>	BB Learning ✓#1
3	Tu 4/18	Ch. 4: Variables & Research Designs	
	Th 4/20	Ch. 5: Measurement	
4	Tu 4/25	Ch. 6: Observational Research	
	Th 4/27	Ch. 7: Survey Research <i>Quiz 2: Chs. 3-4</i>	BB Learning ✓#2
5	Tu 5/2	Ch. 7: More with Surveys	
	Th 5/4	Ch. 8: Experimental Design	
6	Tu 5/9	Ch. 9: Conducting Experiments	<i>Introduction Drafts</i>
	Th 5/11	Ch. 10: Complex Designs <i>Quiz 3: Chs. 5-7</i>	BB Learning ✓#3
7	Tu 5/16	Ch. 11: Quasi-Experimental Research	
	Th 5/18	Ch. 12: Stats Returns!	
8	Tu 5/23	Ch. 13: Statistics Continued	<i>Methods Drafts</i>
	Th 5/25	<i>Quiz 4: Chs. 8-11</i>	BB Learning ✓#4
9	Tu 5/30	Ch. 14: Bringing it all together	<i>Results Drafts</i>
	Th 6/1	Ch. 14: Bringing it all together (2)	
10	Tu 6/6	Group Presentations	<i>Abstract and Discussion Drafts</i>
	Th 6/8	Finale <i>Quiz 5: Chs. 12-13</i>	BB Learning ✓#5
Finals	Wednesday 6/14, 1pm	N/A	<i>Final Research Paper</i> due to Psych Office by 3 p.m.

