

Research Methods in Psychology

Summer 2008

MTWR 11:00-11:50

307 Volcanology

Instructors

Kimberly Angelo

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Andrew Monroe

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Office Hours: Tuesday & Wednesday 2-4 and by appointment

Lab Instructor:

Karyn Lewis

Lab Sections: F 11:00 – 11:50 & 12:00 – 12:50, Straub 180

Office: 408 Straub Hall

Office Hours: T 11:30-12:30, F 1:30-2:30, and by appointment

Phone: 346-4852

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Required Text:

Cozby, P.C. (2004). *Methods in Behavioral Research*, 9th edition. McGraw Hill

Course Description and Goals

Welcome to Research Methods! This course provides you with a unique opportunity to learn new skills in conducting and evaluating scientific research in psychology that will sharpen your ability to think critically and logically about important topics. The research skills you learn in this course are essential for becoming a wise consumer of the often overwhelming and confusing mass of information provided by the media, corporations, sales people, the government, and other various sources. In addition, these skills will provide a basic foundation in scientific methodology if you choose to go on to graduate study in psychology. Successful completion of Psychology 302 (Statistics) is a pre-requisite for this course. We are assuming you have a working knowledge of basic statistics. We will review important statistical concepts as they apply to conducting, analyzing, interpreting, and reporting research results, but this should not be new material for you.

Course Philosophy and Expectations

The course includes traditional lecture meetings and a weekly lab meeting. Attendance in lectures will be an essential part of your success in this course, as topics will be covered in class that are not in the textbook. Small group discussions will be a component of class lectures, along with several non-graded (pass/fail) exercises which make up part of your grade. In addition, lecture will often cover material from outside of the readings. You are responsible for all material, (e.g., bi-weekly quizzes will cover all material from readings, lecture, group discussions, etc).

Doing well in this class requires an active involvement with the course content; merely reading the material and showing up for class is not enough. It is important to *think* about what you are reading, watching, and discussing, and *relate* it to experiences in your own life, rather than just remembering facts.

It is also expected that you will come prepared to class. This means having done the readings for the day *prior* to coming to class, as well as having spent some time reflecting on them. You will not do well on quizzes and writing exercises if you do not keep up with the reading. We also recommend that you check your email and the blackboard website often, as we may post important class information.

This course has been designed to comply with the psychology department's guidelines for teaching and learning. Please review these guidelines at <http://psychweb.uoregon.edu/guidelines/index.htm>

Course Components

Lecture

The lecture sessions will include review of selected textbook material, information relevant to the research project and paper, elaboration of some topics with information not provided in the text book, and in-class small group exercises. In-class exercises are designed to help you master important concepts and prepare for quizzes. Attendance will not be taken, so you are expected to take responsibility for what is covered in class. The most important way to do this is to show up and be an active participant in lecture.

Quizzes

Quizzes will be used to assess your mastery of the lecture and reading material. Quizzes are bi-weekly, every second Thursday of the term, and will comprise the entire lecture period. There will be 4 quizzes in the course, which will contribute to 60% of your grade overall, and will be made up of a combination of multiple choice and short-answer questions. You are expected to take these quizzes the day they are scheduled – make-up quizzes will only be scheduled in extreme circumstances (e.g., severe illness).

Research Paper

Each student will complete a research project during the course from projects developed by the instructors. The culminating product will be an APA style manuscript describing the study you have chosen to complete. The research project is a major component of the course. It demonstrates your ability to integrate and apply the knowledge and skills you have gained in reading, lectures, and lab sessions. **The research paper is due during the last lab.** Late papers will be penalized at Karyn's discretion.

Lab Sessions

The lab sections and lab assignments are exclusively aimed at helping you complete your research paper. You cannot make-up missed labs for credit for any reason, and you must attend the lab session you are registered for each week. The lab assignments and lab schedule will be passed out during your first lab section. Late lab assignments will be penalized 10% for every 24 hour past the deadline. Be sure to bring your textbook, paper, writing utensils, and a flashdrive to each lab as you will often need these to complete the activities and/or save your work.

Extra Credit

You may earn up to 2% extra credit for participating in studies run through the Human Participant Pool (1% per credit completed). This is meant to be educational, so you must also write a very short (about a page) description for each study you participate in. This description should identify the hypothesis of the study, the basic design (experimental, correlational, etc.), the independent and dependent variables (if any), and should also address what the real-world implications of the research are (if any). If you are interested in doing this, you will need to set up an account through the SONA system. Please talk to the instructor if you need help doing this.

Grading

Your grade will be based on the following criteria:

60%	Lecture 50%- 4 quizzes 10%- participation, homework, attitude
40%	Lab (attendance, homework, drafts, final paper; see lab syllabus)

Letter grades will be assigned as follows

A = *excellent* work, complete mastery of the material
B = *good* work, grasps most of the important concepts
C = *average* work, grasps many but not all aspects of material
D = *poor* work, insufficient understanding of material
F = failing

Rough Timetable of Events and Accompanying Readings

Approximate date Topics Text Readings *

<u>Week and Topic</u>	<u>Readings*</u>	<u>Lecture Assignments</u>
<u>Week 1:</u> Intro, Scientific Methods & Studying Behavior	Chs. 1,2 & 4	
<u>Week 2:</u> Variables & Experimental Design	Chs. 4 & 9	Quiz Thursday
<u>Week 3:</u> Ethics in Research & Conducting Experiments	Chs. 3 & 8	
<u>Week 4:</u> How to write in APA style	Appendix A	Quiz Thursday
<u>Week 5:</u> Understanding Results & Statistical Inference	Chs. 12 & 13	
<u>Week 6:</u> Generalizing Results & Measurement Concepts	Chs 14 & 5	Quiz Thursday
<u>Week 7:</u> Observing & Surveying Behavior	Chs 6 & 7	
<u>Week 8:</u> Complex & Other Designs Course & Wrap-Up	Chs 10 & 11	Final Friday

* additional short readings may be required throughout the term

Additional Notes

General Advice

Procrastination is not your friend. This is especially true in the context of a summer course, when an entire quarter of material is crammed into 8 weeks. Therefore, it is the official advice of your instructors that you keep up with your reading and not wait until the last minute to write papers or start studying for exams. Cramming is not only a poor strategy for doing well on exams; it also doesn't advance learning very well. A better idea

is to keep up with reading, *think* about the material you are taking in and try to link it to experiences and feelings in your own life, and write papers early, leaving time for peer review, revision, etc. In this way, you can integrate the facts you learn into your life, creating a lifetime of knowledge.

Additional Resources

The publisher of your text maintains an on-line learning center for students with quizzes, flashcards, chapter outlines, exercises, and additional links for relevant content. We encourage you to use the site when note-taking, studying, and preparing for quizzes. The address is www.mhhe.com/cozby9

The APA style publishing manual is the final source for APA-style formatting and protocol. If you plan on continuing in psychology, it might be worth purchasing a copy. Otherwise, your instructors have copies that you can use during office hours. We also strongly encourage everyone to utilize resources at Knight Library for help conducting library searches using PsycINFO. This is an essential skill in conducting research and writing an APA research paper.

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course.

Using Blackboard

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), on-line discussions, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities, Molly Sirois, send a letter verifying your disability. The phone number for disability services is 346-1155, and the email address is disabsrv@uoregon.edu