

Summer 2009

**PSY 303 – Research Methods**University of Oregon

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**Instructor:** Jocelyn Barton, M.S.**E-mail:** jbarton@uoregon.edu**Office:** Straub Hall, Room 435**Office Hours:** W 12:00 – 1:00 p.m., and by appointment**Class Schedule:** MTWR 11:00 – 11:50 in 204 Chapman Hall***Graduate Teaching Assistant and Lab Sections:*****GTF:** Daniel Jaster**Email:** jaster@uoregon.edu**Office Hours:** F 1:00 – 3:00 p.m. in 253 Straub Hall**Lab Sections:**

F 11:00 – 11:50 a.m. in Straub 180

F 12:00 – 12:50 p.m. in Straub 180

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**Course Description:**

Welcome to Research Methods! This class is a foundation course for the scientific study of psychology and provides you with a unique opportunity to learn new skills in conducting and evaluating scientific research. 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. Throughout the term, you will learn how to test scientific hypotheses, design experiments, evaluate research conclusions, and conduct your own research study. In many psychology courses, you learn *what* human behavior is or *why* it occurs. This class teaches *how* to examine human behavior and arrive at those conclusions, and how to think like a psychologist. The material we will cover in this course will not only provide you with the ability to conduct research experiments and reach valid, scientific conclusions, but it also will enable you to evaluate the validity of others' research, which if not properly understood, can often be misleading. Science is often concerned with the pursuit of truth, and in the study of psychology, it is this course that teaches you the correct way to pursue it.

**Course Pre-Requisite**

Successful completion of Psychology 302 (Statistics) is a pre-requisite for this course. We will review important statistical concepts as they apply to conducting, analyzing, interpreting, and reporting research results, but this should not be new material to 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 that make up part of your grade. In addition, lecture will often cover material from outside of the readings. You are responsible for all material presented, meaning that all exams will cover material from readings, lectures, group discussions, etc. Although attendance in lectures is not mandatory, it is strongly recommended. Lab attendance is **mandatory** and will be an essential part of your success in the course.

NOTE: Syllabus is considered a guideline and is subject to change.



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. Research has shown that thinking about what you are reading, watching, or discussing, and *relating* it to experiences in your own life will help you retain that knowledge. This leads to better grades and is a more sound strategy than just trying to cram for tests. If you find yourself not doing as well as you would like in this class, contact me or your TA *earlier* rather than later. We can help you solve many problems. If you wait until the end of term, it is usually too late for us to be of much help.

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>

## Required and Recommended Books

### **Required Books (1):**

Cozby, P. (2007). *Methods in Behavioral Research* (9<sup>th</sup> ed.). New York: McGraw-Hill.

The textbook, *Methods of Behavioral Research*, is an excellent book that is very user-friendly. We shall refer to it often in class and the readings will make a thorough supplement to what we discuss in class. We shall set a very steady pace throughout the term, covering multiple chapters a week, so please keep up with the readings as they will make our discussions in class much more lively and informed. In addition, the publisher of the text maintains an on-line learning center for students. This online resource has quizzes, flashcards, chapter outlines, exercises, and additional links for relevant concepts. The website can be found at:

[www.mhhe.com/cozby9](http://www.mhhe.com/cozby9)

### **Strongly Recommended Texts (2):**

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*

(5<sup>th</sup> ed.). Washington, DC: Author.

### **OR**

American Psychological Association. (2005). *Concise Rules of APA Style. The Official Pocket Style Guide from the APA* (5<sup>th</sup> ed.). Washington, DC: Author.

The APA 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. If you do not want to purchase the complete style manual, the *Concise Rules* is a small, ring-bound book that contains much of the information you will need to complete an APA-style paper.

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4<sup>th</sup> ed.). New York: Longman.

A general handbook of good writing. Refer to this when you are unsure of the best way to express yourself in writing, or for questions about grammar, punctuation, and word choice.



<b>Course Components</b>
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**Course Points and Components:**

3 Exams (60 points each): 180 points  
 Final Exam (Cumulative): 100 points  
 Lecture Sessions: 5 points  
 Learning Checks: 10 points  
 Lab Sessions: 5 points  
 Lab Homework: 50 points  
 APA paper: 150 points

**Total Possible Points: 500****Exams (36%):**

There will be 3 exams throughout the semester, based on both lecture and textbook material. These exams may combine multiple-choice, fill-in-the-blanks, true/false, and short answers. Cheating on exams will not be tolerated. If you are caught cheating, your test will be taken, you will receive a zero for that exam, and there will be other academic consequences. You will feel angry and ashamed and we will feel upset and disappointed. Don't do it. Each exam will be handed back the following week. Due to the short summer term, and in fairness to all students, **exams cannot be made up.** Exams will be graded and returned to you no later than the following week. Be sure to keep your exams for later study materials, as some of the questions may appear on the final exam. You will not need to bring scantron forms.

**Final Exam (20%):**

The final exam will primarily include material from the last quarter of the course (approximately 2 weeks). In addition, the final will be cumulative, and therefore will include material covered during the entirety of the term. A study guide *may* be provided one week prior to the exam date. However, the best way to study for the final, and for all your exams, is to use the resources already available to you (e.g., lecture notes, online resources, etc.), and attempt to apply the material you learn to everyday life. If you can teach the course material to someone else without using your notes, you are likely to do well on the final exam.

**Lecture Sessions (2.5%):**

Attendance at lecture is not mandatory. However, we will be completing many in-class exercises and activities. These cannot be made up, and will comprise part of your grade for this portion of the course. Additionally, active class participation is highly encouraged. As such, this component is designed to reflect your ability to prepare for class *beforehand*, including completing all assigned readings, and your ability to discuss the material presented in class. Additionally, attendance at Data Collection Day (date to be announced) is **mandatory**. Because our class is so small during the Summer term, every participant is critical to collecting enough data to conduct analyses. Attendance will be taken on Data Collection Day, and your absence will be reflected in this component of the course.



**Learning Checks (5%):**

Throughout the course, you will need to complete *at least* 8 of the 14 *multiple choice* (not true/false) chapter quizzes at [www.mhhe.com/cozby9](http://www.mhhe.com/cozby9). Under “online learning” click “student edition,” choose a chapter (a *different* one each time), choose the multiple choice option under “quizzes,” and complete the quiz. You need to score 100% on these quizzes for them to count. If, after submitting your answers, you missed any questions, you can go back and change any wrong answers. After getting a 100, e-mail the results to me along with your name. These quizzes can serve as a study guide for exams, and you can certainly do all 14 if you like. This is a pass/fail requirement. If you complete all 8, you will get credit. If you complete less than 8, you will not get credit. We will only accept 3 of these chapter quizzes in any week, so you should complete them throughout the term rather than in one session.

**Lab Sessions (2.5%):**

The lab sections and lab assignments are primarily aimed at helping you successfully conduct and write about the results of your research project. A lab schedule will be passed out during your first lab section. Lab attendance is **mandatory**. In-class lab assignments can not be made up for credit for any reason, and you must attend the lab session you are registered for each week. Attendance, in-class activities, and *active group participation* are used to assess this component. (See “Staying in Touch,” below). Be sure to bring your textbook, paper, writing utensils, and some method of saving electronic work to each lab. You will often need these to complete the activities and/or save your work.

**Lab Homework and APA Term Paper (40%):**

The lab component of the course will give you hands-on experience in conducting your own research study. There will be several in-class lab activities and assignments for you to complete throughout the term, but the largest portion of your work in lab (and your lab grade) will consist of working on your research study and APA paper. Early in the term in lab, we will form small groups of 3-4 people and a research topic will be agreed upon. You must find at least 7 peer-reviewed journal articles on your topic and formulate a research hypothesis or question. You will then create or obtain measures of your construct, administer them to your classmates, and analyze the results. You must then type an APA style paper about your study (further instructions and guidelines will be provided in class).

The final paper must be 14-16 pages, double-spaced with one-inch margins and 12-point font. It must be formatted correctly in APA style (See the APA Publication manual). Please note that any plagiarism will result in an automatic ‘F’ for the course. The term paper must be completed and turned in to the Psychology Department office (131 Straub Hall) by **4 p.m., Friday, August 14<sup>th</sup>, 2009**, along with copies of all previous drafts with your GTF’s comments on them. Electronic copies of your papers will not be accepted. **NO LATE PAPERS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**

**Extra Credit:**

You may earn up to 4% extra credit for participating in studies run through the Human Participant Pool (1% per hour study). This is meant to be educational, so you also must write a very short (1/2 - 1 page) description for each study you participate in. If you do not turn in a description, you will not get credit. This description should identify the hypothesis of the study, the basic design (experimental, correlational, etc.), the independent and dependant 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.



**Blackboard:**

Blackboard will be used in this course as an online resource for the syllabus, lecture notes, handouts, quizzes, assignments, and APA formatting guidelines. I will make my lectures slides available on Blackboard each day **after** class. Note that these slides serve to outline the lecture and are by no means comprehensive. You should not rely on these slides for your course notes; rather, you should use them to organize the notes that you take during class. The blackboard site for this course can be found at: <http://blackboard.uoregon.edu>.

You also will have group pages on Blackboard for use by your research project groups. Here, you can post articles relevant to your group's topic, have group discussions about what measure(s) to use for your research, share raw data files, etc. We strongly encourage this method of group communication, as it allows us to be aware of the contributions of each group member.

**Grading**

All written work in this class will be graded based on the following two criteria:

- 1) **Form** (40%): Proper APA formatting in terms of titles, citations, references, etc. in addition to spelling, grammar, sentence structure, length, and margins.
- 2) **Critical Thinking** (60%): This criterion will be based on how well you display knowledge of the material, how well you have analyzed and evaluated the material as opposed to merely expressing an opinion, and how well you creatively apply the information.

**Grading & Point System**

<b>A+ = 99-100%</b>	<b>A = 93-98%</b>	<b>A- = 90-92%</b>	<b>B+ = 87-89%</b>	<b>B = 83-86%</b>	<b>B- = 80-82%</b>
<b>C+ = 77-79%</b>	<b>C = 73-76%</b>	<b>C- = 70-72%</b>	<b>D+ = 67-69%</b>	<b>D = 63-66%</b>	<b>D- = 60-62%</b>
<b>F &lt; 60%</b>					

**Course Expectations****Academic Honesty:**

Group discussion outside of class is encouraged. However, all work submitted in this course must be your own and produced exclusively for this course. Copying or paraphrasing information from any source, print or electronic, without citation, is plagiarism. The use of sources must therefore be properly acknowledged and documented. The consequences of academic dishonesty will be taken seriously and are noted on student disciplinary records.

Suspected plagiarism will be investigated, and a determination of plagiarism will result in a zero for the assignment and other academic consequences. Don't do it! If you have questions about what constitutes plagiarism, contact me or your GTF.

To ensure that all written work is original, you may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. The instructor or GTF may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant us permission to do so.



**Academic Responsibility:**

Attendance is critical to earning a good grade for the course. I do not take attendance during the lecture; however, it is very important that you show up to class to participate. Attendance for your lab sections is **mandatory**. This class will be guided by University Policies that entails a standard of responsibility, honesty, and integrity for me, your classmates, and the work that you do. This also means that you should do your absolute best to attend every class meeting, and to come to class prepared and ready to participate in our discussions. There will be topics in lecture that may not be in the textbook, and there will be exam questions based on lecture material. In addition, there will be certain things we shall do in class (demonstrations, videos, etc.) to which exam questions will apply, and therefore, you must show up if you wish to do well on the exams. This is a psychology course – a class in which the subject we study will be *ourselves* – and therefore we should all do our very best to put forth the greatest effort in this course. 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>

**Stay in Touch:**

You should expect to be in frequent communication with your group-mates from lab, your GTF, and me to make sure that you are on top of responsibilities. If you are not already in the habit of checking e-mail every day, start now! To maintain productivity and communication:

1. Save your work frequently; computer problems will not be considered a valid excuse for late work. Saving your work will also allow you to avoid that horrible feeling of loss and despair when your computer freezes, depriving you of hours worth of writing.
2. Save copies of sent e-mails, and be on the lookout for notices of “failed delivery.”
3. Use blackboard as a means to communicate to avoid typos in e-mail addresses. On the left hand side of the class site, you will see an option for “communication.” Clicking on this will allow you to select an “e-mail” option, and you will be able to select single recipients from the class list.
4. Be respectful of your fellow classmates. When you arrange meeting times out of class, make your best effort to be on time or to contact your groupmates as soon as possible if a conflict arises. Avoid “social loafing”!
5. Speak up if you think a group member is not contributing his/her fair share. If you see a problem developing, respectfully bring your concerns to the awareness of your groupmates. Dialogue with your groupmates should be the first option for a solution, but if this fails, do not hesitate to bring your concerns to your GTF and to me.



## Additional Notes

### **General Advice:**

This is a fast-paced and work-intensive course. As such, procrastination is not your friend. Your success in this course will rely in large part on your ability to stay organized and on top of due dates. Keep up with your reading and not wait until the last minute to write papers or study for exams. Cramming does not advance learning very well and is a poor strategy for doing well on exams. 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. Write paper sections early, leaving time for peer review, revision, etc. In this way, you can integrate the facts you learn into your life, create a lifetime of knowledge, and increase the probability of getting a better grade!

### **Additional Resources:**

We strongly encourage everyone to use the resources at Knight Library for help conducting library searches using PsycINFO. Barbara Jenkins ([jenkins@uoregon.edu](mailto:jenkins@uoregon.edu)) is the Psychology Librarian Specialist, and can provide you with much assistance conducting searches and obtaining articles.

### **Students with Disabilities:**

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

### **Students for Whom English is Not Their Native Language:**

Foreign language dictionaries are permitted during exams. Exams will be designed to take approximately one hour to complete within 50-minute period; therefore, it is unlikely that you will need additional time. However, if you find that you do need additional time to complete the exam, please make arrangements with me ahead of time to stay after class so you can finish.

*"The purpose of psychology is to give us a completely different idea of the things we know best."*

-- Paul Valery



## Course Calendar for Lecture

<b>Week</b>	<b>Lecture Topics</b>	<b>Chapter Readings*</b>
<b>1</b>	Introduction; Course Overview; Scientific Understanding of Behavior	<b>1, 2, 4</b>
<b>2</b>	Variables & Experimental Design ACTIVITY: Designing an Experiment <b>**EXAM 1: Thursday, 7/02**</b>	<b>4, 9</b>
<b>3</b>	Ethics in Research; Conducting Experiments ACTIVITY: Ethics Debate	<b>3, 8</b>
<b>4</b>	How to write in APA style <b>**EXAM 2: Thursday, 7/16**</b>	<b>Appendix A</b>
<b>5</b>	Understanding Results & Statistical Inference ACTIVITY: Explain Yourself!	<b>12, 13</b>
<b>6</b>	Generalizing Results & Measurement Concepts ACTIVITY: Cult of Personality <b>**EXAM 3: Thursday, 7/30**</b>	<b>14, 5</b>
<b>7</b>	Observing & Surveying Behavior ACTIVITY: Observing Behavior	<b>6, 7</b>
<b>8</b>	Complex & Quasi-Experimental Designs ACTIVITY: Jeopardy! Review	<b>10, 11</b>
<b>FINAL EXAM</b>	<b>Final Exam on Thursday, August 13th at 10:15 a.m., Chapman Hall</b>	

\*Additional short readings may be required throughout the term

**EXAMS CANNOT BE MADE UP.  
NO LATE WORK WILL BE ACCEPTED THROUGHOUT THE TERM.  
THERE ARE NO EXCEPTIONS TO THESE RULES.**

*“If I have seen further than others, it is because I have stood on the shoulders of giants.”*

*--- Sir Isaac Newton*

NOTE: Syllabus is considered a guideline and is subject to change.