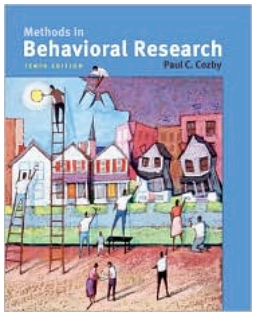
Summer 2011 University of Oregon

Research Methods

Psychology 303



Instructor: Scott A. Reed, M.A.
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Phone: 346-1585
Office Hours: TW 12:30-1:30 PM in 37 Straub, or by appt.
Lecture: MTWR 11:00-11:50 AM in 104 CON

Labs: F 11:00-11:50 AM in 180 Straub
F 12:00-12:50 PM in 180 Straub

Graduate Teaching Assistant:

Devdeep Aikath
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Office Hours: TBA
Email: daikath@uoregon.edu

Course Description:

This class is a foundation course for the scientific study of psychology. 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, but this class is much more important, for it teaches *how* to study 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 design and conduct research experiments and reach valid, scientific conclusions, but it will also 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

In addition to WR 121, 122, 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.

Required and Recommended Books

Required Books (1):

Cozby, P. (2008). *Methods in Behavioral Research* (10th 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, often 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 with quizzes, flashcards, chapter outlines, exercises, and additional links for relevant concepts. You are encouraged to use the site for supplemental material, studying, and exam preparation. The website can be found at: www.mhhe.com/cozby10e

Recommended books (1):

American Psychological Association. (2009*). Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Components

Course Points and Components:

5 Quizzes (10 points each): 50 points
5 Activity Assignments (8 points each): 40 points
Article Summary Assignment: 10 points
Midterm Exam: 100 points
Final Exam: 100 points
Lab Homework: 20 points
APA paper drafts: 80 points
Final APA paper: 100 points

Total Possible Points: 500

Quizzes:

There will be 5 quizzes throughout the term. They will consist of 10 multiple-choice questions (worth 1 point each) and will be based on both lecture and textbook material. Each quiz will be handed back the following week and please note that if you are absent, quizzes cannot be made up. Be sure to keep the quizzes for later study materials, as some of the quiz questions may appear on exams.

Activity Assignments:

Five times throughout the term, an in-class activity will be assigned for you to complete. No preparation is required, and each Activity Assignment is due at the end of class that day and will be worth 8 points each. As with quizzes, Activity Assignments cannot be made up.

Exams:

There will be two exams throughout the term, 1 midterm and 1 final (see Course Calendar for specific dates). Each exam will cover the textbook chapters listed in the course calendar in addition to the lecture material we covered in class. The exams will consist of multiple-choice and short answer questions. Each exam will be worth 100 points and the final exam will be comprehensive. Study guides will be handed out one week prior to the exam date, and exams will be graded and returned to you no later than the following week. You will not need to bring scantron forms.

Lab Homework and APA Term Paper:

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 4-5 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 and administer them to the other students in the class on Data Collection Day, **Thursday, July 14th** (attendance will be taken during lecture on data collection day, which will be worth 5 points of your final APA paper). You must then analyze the data and write an APA style paper of your study (further instructions and guidelines will be provided in class. Also, refer to the lab syllabus for further details). The term paper must be completed and turned in to your GTF by **Tuesday, August 9th,** by **5:00PM**. Please note that any plagiarism will result in an automatic 'F' for the course.

Blackboard:

Blackboard will be used in this course as an online resource for the syllabus, powerpoint lectures, handouts, quizzes, assignments, and APA formatting guidelines. Please note that while you may have access to the lecture slides ahead of time, attending both lecture and lab will be crucial to doing well in the course. The blackboard site for this course can be found at: http://blackboard.uoregon.edu.

Grading

All written work in this class will be graded based on form (i.e., proper APA formatting, spelling, grammar, sentence structure, length), use of feedback (i.e., revising APA drafts based on GTF comments and corrections), and critical thinking (i.e., how well you display knowledge of the material, how well you have analyzed and evaluated the material, and how well you effectively communicate the information).

Grades will be assigned based on your total percentage points in the course:

A+ = 100%	**C+ = 78-79%**
A = 92-99%	**C = 72-77%**
A- = 90-91%	**C- = 70-71%**
B+ = 88-89%	**D+ = 68-69%**
B = 82-87%	**D = 60-67%**
B- = 80-81%	**F = 59% and Below**

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 dishonestly will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues, please come and speak with me.

Academic Responsibility:

Attendance is critical to earning a good grade for the course. I do not take roll, however, it is very important that you show up to class to participate. 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. Finally, the quizzes will also be an indirect measure of your attendance and participation, and once again, these cannot be made up. 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

Student Accommodations

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, send me a letter verifying your disability. The phone number for disability services is 346-1155 and the email address is **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 an hour and twenty 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.

"*If I have seen further than others, it is because I have stood on the shoulders of giants.*" --- Sir Isaac Newton

Learning Objectives, Activities, and Assessment

Learning Objectives	Activities	Assessment
To gain an understanding of how to study psychology.	Lectures, readings, in-class activities, group discussions, student research projects.	Exams, quizzes, APA term paper.
To learn how to formulate and test scientific hypotheses.	Lectures, readings, group discussions, in-class exercises, student research projects.	Exams, short answer essays, quizzes, APA term paper.
To learn the basic principles of research design and the observation of behavior, and what conclusions can be drawn from them.	Lectures, group discussions, readings, in-class activities, student research projects.	Exams, short answer essays, quizzes, activity assignments, APA term paper.
To understand the concepts of reliability and validity and why they are essential to psychological measures and scientific conclusions.	Lectures, readings, group discussions, in-class exercises.	Exams, short answer essays, quizzes.
To understand some basic principles of statistical analyses, statistical results, and how to code data.	Lectures, readings, in-class activities, group discussions, lab activities.	Exams, quizzes, APA term paper.
To learn the ethical responsibilities of conducting psychological research.	Lectures, readings, in-class activities, group discussions.	Exams, short answer essays, quizzes.
To understand the limitations and implications in generalizing research results to larger populations	Lectures, readings, group discussions	Exams, quizzes, APA term paper

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

--Paul Valery

Course Calendar for Lecture

Week	Date	Lecture Topic	Chapter Readings
1	**M ~ June 20** **T ~ June 21** **W~ June 22** **R ~ June 23**	Introduction; Course Overview A Scientific Understanding of Behavior Formation of Research Groups Introduction to psycINFO; Article Summary Handout	**CH. 1**
2	**M ~ June 27** **T ~ June 28** **W~ June 29** **R ~ June 30**	Hypotheses Theories Ethical Research **ACTIVITY 1**: What is Ethical?	**CH. 2** **CH. 2** **CH. 3**
3	**M ~ July 4** **T ~ July 5** **W~ July 6** **R ~ July 7**	**NO CLASS** **QUIZ 1: Chapters 1, 2, & 3** Studying Behavior; Experiments Reliability and Validity	**CH. 4** **CH. 5**
4	**M ~ July 11** **T ~ July 12** **W~ July 13** **R ~ July 14**	**ACTIVITY 2:** Facilitated Communication **QUIZ 2: Chapters 4 & 5; ACTIVITY 3:** Internal Validity Conducting Surveys; Midterm Review **Data Collection Day**	**CH. 7**
5	**M ~ July 18** **T ~ July 19** **W~ July 20** **R ~ July 21**	**Midterm Exam Part I**: Short Essay **Midterm Exam Part II**: Multiple-Choice Observing Behavior; Case Studies **ACTIVITY 4:** Observing Behavior	**CH. 6**
6	**M ~ July 25** **T ~ July 26** **W~ July 27** **R ~ July 28**	Experimental Design; Internal Validity Conducting Experiments; **QUIZ 3: Chapters 6, 8, & 9** Complex Experimental Designs **ACTIVITY 5**: In-class Experiment	**CH. 8** **CH. 9** **CH. 10**
7	**M ~ Aug. 1** **T ~ Aug. 2** **W~ Aug. 3** **R ~ Aug. 4**	Group work day Quasi-Experimental Designs Description and Correlation **QUIZ 4: Chapters 10, 11, & 12**; Statistical Inference	**CH. 11** **CH. 12** **CH. 13**
8	**M ~ Aug. 8** **T ~ Aug. 9** **W~ Aug. 10**	**CLASS CANCELLED (CSAIL conference)** Generalizing Results; External Validity **QUIZ 5: Chapters 13 & 14**; Review	**CH. 14**
FINALS	**F ~ Aug. 12**	**FINAL EXAM ON FRIDAY,** **AUGUST 12th at 10:15 AM in 104 CON**	

NO WORK OF ANY KIND WILL BE ACCEPTED AFTER FRIDAY, AUGUST 12th