

Syllabus Fall 2013

Research Methods (Psychology 303) CRN 16082, 101 JAQ

Instructor: Theodore Bell, Ph.D.

tbell1@uoregon.edu,

Office hours: Tuesdays 11-12:15, Franklin 202, 12:30-1:30 LISB 123

Lab Instructors:

Devin	Jason	Arielle	Marina
Howington	Wallin	Morganstern	Rosenthal
deh@uoregon.edu	jwallin@uoregon.edu	Ariellem@uoregon.edu	mnr@uoregon.edu
CRN: 16084	CRN: 16090	CRN: 16085	CRN:16089
Thurs:10-11:20	Thurs:16-17:20	Thurs: 12-13:20	Thurs: 14-15:20
271 FRNK	271 FRNK	271 FRNK	271 FRNK

Course Objectives: The text and this course have been developed around the twofold notion of becoming a wise consumer of science, and a more proficient producer of science. We will cover scientific thinking, evaluating claims, research design, research ethics, and scientific writing.

Prerequisites: Writing 122 or 123, Psychology 302.

Grading & Evaluation

Lecture: 348 pts

5 in-class activities (7 pts each, drop one) : 28 pts.

Out-of-class activities (short exercises) : 20 pts.

3 exams (100 pts each)* : 300pts

*Optional cumulative final can replace lowest exam

Lab: 232 pts

Lab Homework :52 pts

Literature review paper :30 pts

Correlational paper :60pts

Experimental paper :90pts

Total points: 580

Grading scheme:

In general, written work in this course will be graded based on form (i.e., proper APA formatting, spelling, grammar, sentence structure, length), 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), and the assignment criteria that are outlined in each assignment (i.e., completing all aspects of the

work assigned based on the instructions and guidelines of the assignment). The final grade assigned for the course should reflect the student's overall performance in the course, as described by the following guidelines: A *excellent* work, complete mastery of course material B *good* work, grasps most of the important concepts C *average* work, grasps many but not all aspects of course material D *poor* work, insufficient understanding of material F failing

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

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A+	99-100%	C	72-77%
A	92-98%	C-	70-71%
A-	90-91%	D+	68-69%
B+	88-89%	D	62-67%
B	82-87%	D-	60-61%
B-	80-81%	F	59% and Below
C+	78-79%		

Reading:

Required Textbook: Morling, B. (2012). *Research Methods in Psychology: Evaluating a World of Information*. (1st ed.) New York: Norton & Company.

Link to supplemental material and online learning center from publisher:
<http://www.norton.com/college/psych/research-methods-in-psychology/>

Recommended books:

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

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

Additional Readings: occasional readings to be distributed in class and/or on Blackboard

Structure of the Course

Lecture: One of the main goals of the lecture sessions is to develop your skills as a consumer of psychology research. Lectures will also provide you with tools to be a skilled producer of research, a skillset that you will build upon concretely in the lab component of the course. The lecture sessions will include review and explanation of selected textbook material, active learning that will teach you how to critically evaluate others' research and produce high quality original research, elaboration of some topics with information not provided in the textbook, and in-class exercises. 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. I will use a combination of PowerPoint presentations, writing on the white board, discussion, illustrative examples, and in-class exercises to teach the main concepts. Whenever appropriate lectures slides and outlines will be posted on Blackboard. Note that these documents serve to outline the lecture and are by no means comprehensive. *You should not rely on these posted documents for your course notes; rather, you should use them to organize the notes that you take during class.*

In-Class Activity Assignments: Five times throughout the term, a graded 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 7 points each. Activity assignments cannot be made up. Four of these activity assignments will count toward your final grade. This means you may miss one activity assignment without penalty.

Out-of-Class Exercises: You will be asked to complete a few out-of-class exercises at various periods throughout the term. These exercises will be relatively short (e.g., an online questionnaire). You will be notified via Blackboard about these exercises. Announcements will also be made in class.

Exams: There will be three mandatory exams throughout the term as well as an optional cumulative final exam during finals week (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. All exams will consist of 40 multiple-choice questions (2 points each) and a few short answer/essay questions (20 points total). If you take the optional comprehensive final exam, your lowest grade of all four exams will be dropped. There will be no makeup exams in case of illness or travel. If you are sick or out of town and miss one of the exams, you must take the final exam to make up for the missed exam. If you traveling on a university- sanctioned trip (e.g., for athletics), documentation will be required for alternative arrangements.

Lab Work: The lab component of the course will focus on skills required to produce original research in psychology. It will give you hands-on experience designing, conducting, analyzing, and writing up your own research studies. The majority of lab points will be based on successful completion of three papers. The first is a literature review in which you will review the past research on a topic in psychology and make predictions about the relevant variables. The second paper will be based on a correlational study that each lab will conduct using measures of the relevant variables from the first paper. The results will be analyzed and written up in an APA style paper. The third paper will be based on an experiment. Again, the results of the experimental data will be analyzed and written up in an APA style paper. In addition to these three papers, points in lab will also be based on attendance and homework assignments. Please see the lab syllabus for further details.

Teaching Philosophy: A teacher is part coach, part actor, part thief (lifting from anywhere that will help), and part student (still always learning). A student is open to new ideas, diligent in effort to master new things, eager to surpass him/herself, is an

active partner in the process, and part cowboy (always willing to get back up on the horse that bucked him or her off).

Classroom interactions: We are all adults, and I would like to emphasize that all communications should be respectful of the participants. Also, if you find yourself distracted by, or become a distraction with your cell-phone, please put it in airplane mode. Likewise for your laptops.

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 Accessible Education Center (164 Oregon Hall, <http://aec.uoregon.edu/contact.html>) send me a letter verifying your disability. The phone number for AEC is 346-1155 and the email address is uoaec@uoregon.edu

Students for Whom English is Not Their Native Language: Foreign language dictionaries are permitted during exams. If you find that you do need additional time to complete the first exam, please let me know, and we will make arrangements ahead of time for all future exams.

Course Calendar

	Week/Date	Topic	Readings
1	Tues: Oct 1 Thurs: Oct 3	Introduction/Overview Theories & Hypotheses	Ch. 1 Ch. 2
2	Tues: Oct 8 Thurs: Oct 10	3 Claims, 4 Validities framework Good Measurement	Ch. 3 Ch. 5
3	Tues: Oct 15 Thurs: Oct 17	Measurement Continued Exam 1	Ch. 5
4	Tues: Oct 22 Thurs: Oct 24	Ethical Research Surveys and Observations	Ch. 4 Ch. 6 App. A (opt)
5	Tues: Oct 29 Thurs: Oct 31	Sampling/External Validity, Correlation Multivariate Correlation	Ch. 7 App. B (opt) Ch. 8
6	Tues: Nov 5 Thurs: Nov 7	Evaluating Association Claims Exam 2	Ch. 8
7	Tues: Nov 12 Thurs: Nov 14	Experiments; Threats to Internal Validity Experimental Design	Ch. 9 Ch. 10
8	Tues: Nov 19 Thurs: Nov 21	Complex Experimental Designs Complex Experimental Designs	Ch. 11 Ch. 12
9	Tues: Nov 26 Thurs: Nov 28-- vac.	Quasi-Experimental Designs/Generalizing results <i>U.S. Thanksgiving No Class</i>	Ch. 13
10	Tues: Dec 3 Thurs: Dec 5	Exam 3 Review for Final Exam.	
Finals	Friday Dec 13th	Final exam 8:00	