

Psychology 303: Research Methods in Psychology

Winter 2014

Lecture

Instructor: Brianna Hailey, M.S.
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Office Hours: T 1:00-3:00, 426 Lewis Integrative Science Building (LISB)
Class Time/Location: MW, 4:00-5:20 p.m., 176 Lokey Education Building

Lab

<i>Instructor</i>	Devin Howington, M.S.	Arielle Morganstern, M.S.	Melissa Yockelson, M.S.
<i>Office Hrs.</i>	T 10-12, 232 FRNK	F 11-1, 226 FRNK	W 1-3, 416 LISB
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<i>Lab Section</i>	R 1000-1120, 271A FRNK	R 1200-1320, 271A FRNK	R 0830-0950, 271A FRNK

Course Description

This class is a foundation course for the scientific study of psychology. Psychology majors must learn the content of psychology (e.g. cognitive psychology, psychology of gender), but they also must learn *how* psychologists know what they know. Research Methods is a critical thinking skills class in which the main goal is to help you learn how to systematically evaluate the validity of different claims that you may encounter in psychology research, the media, a job, or any context where someone claims to know something about human behavior. In addition, this class will teach you how to ask and answer your own questions about human behavior by designing psychological research that can test different claims.

The course includes lecture meetings and a weekly lab (see separate lab syllabus). Attendance and participation in lectures and labs will be an essential part of your success in this course. All assignments and in-class exercises are designed to maximize your learning of the following goals. By the end of the course, we anticipate you will be able to:

- See psychology as a way of thinking and understand what it means to reason empirically.
- Identify research claims in both popular and scientific sources and classify them as frequency, association, or causal claims.
- Use a framework of the “four big validities” to ask systematic questions about the evidence behind different research claims.
- Apply empirical reasoning skills to evaluate whether psychologists have measured human behavior reliably and with validity.
- Discriminate between experimental and correlational studies and explain which claims (association or causal) each kind of study can support.
- Design experiments that study how different factors interact to cause human behavior.
- Explain how researchers can improve the ability of correlational studies to support causal claims.

- Describe when we can generalize from the results of a study and when generalization doesn't matter.
- Critically reflect on potential biases, values, and assumptions about human behavior implicit in the scientific study of psychology.
- Practice ethical decision-making in the design of psychology research.
- Learn how to find and interpret scientific writing about psychology (e.g. peer-reviewed journal articles).
- Write about psychology research following the APA style and formatting guidelines.
- Assume increasing responsibility for learning, by engaging in self-reflection about what, how, and why we are learning in this class.

Course Pre-Requisites

□ *PSY 201 and 202*: Familiarity with basic psychological concepts is essential.

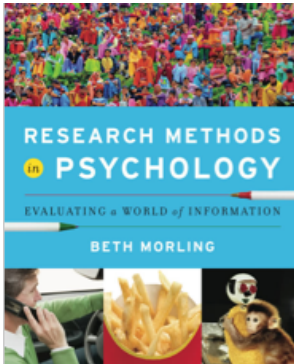
□ *WR 122 or 123*: A strong foundation in written reasoning is critical for success in the lab component of this course.

□ *PSY 302*: A working knowledge of hypothesis testing and basic statistical tests such as *t*-tests, chi-square, and ANOVA is important for success in lab.

Course Books

Required Book:

Morling, B. (2012). *Research methods in psychology: Evaluating a world of information* (1st ed.). New York: Norton & Company.



You can purchase the textbook at the Duck Store or check it out from course reserves in the lobby of Knight Library. The publisher of the text maintains an online learning center for students with quizzes, flashcards, chapter outlines, exercises, and additional links for relevant concepts. You are encouraged to use the site for exam preparation.

<http://www.norton.com/college/psych/research-methods-in-psychology/>

Recommended Books:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C: Author.

Recommended for psych majors, especially those interested in graduate school, and for students who want to get ALL the info on APA formatting in one book. This book is also available for in-library use in the reference section of Knight Library.

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman. This book, less than 100 pages long, is a snappily written, “clear, brief, and bold” guide to writing.

Course Components

Readings: Each class day, there will be **required** reading to be completed prior to lecture. Reading will be assigned from the Morling (2012) textbook (labeled Chapter 1, Chapter 2, etc., on the schedule) and from peer-reviewed “primary sources” such as psychology journal articles, commentary, and theory. Primary sources will be posted in PDF format on our Blackboard page.

Reading Responses: On 8 occasions of your choice throughout the term (four during Weeks 1-5 and four during Weeks 6-10), you will submit a ~250-word reading response to Blackboard. Instructions for what to include in your responses are on Blackboard. I hope that these responses will help you practice being a thoughtful consumer of research, and arrive at class ready to contribute actively to discussion. You can choose any 8 days on which reading is assigned to submit a response, as long as you choose four during Weeks 1-5 and four during Weeks 6-10. Reading response submission links will be available on Blackboard prior to each class for which reading is assigned, but not after. In selecting days, I recommend that where possible you choose days when journal articles are assigned. I will select a random subset of your responses to grade.

Team Learning Projects (TLP): This class will include two graded, team-based learning projects, completed during weeks 2-3 and 7. The TLP is a fun, active, engaging way to learn complex material, apply critical thinking skills, and collaborate meaningfully with your classmates. Students will be assigned to TLP teams of 5-7 students. As a team, you will complete graded in-class group activities during weeks 2-3 and 7. To help you prepare for these activities, you will complete an individual Blackboard quiz (prior to class) that covers the assigned readings. The TLP process will be explained further in class.

Learning Journals: On 2 occasions throughout the term, there will be a reflective writing assignment that asks you to self-reflect on your learning experiences in this course (Connor-Greene, 2000; Fink, 2003). These journal entries should each take about 20 minutes to complete, be approximately 250 words, and be submitted via Blackboard. These journal entries are designed to help you self-assess what you are learning well on your own, and what resources might help you improve your learning (American Psychological Association, 2011).

Exams: There will be **2 mandatory exams** (approximately 1 hour each, non-cumulative) throughout the term as well as an **optional cumulative final exam** on Tuesday, March, 18 at 3:15 p.m. Exams will be used to assess your mastery of material covered in class and in all assigned readings. Exam formats may include multiple-choice and short-answer questions.

NOTE: ***Your final exam grade may replace your lowest grade on the first 2 exams.*** There will be no makeup exams. If you are sick or out of town and miss an exam, the final exam will replace the zero earned for the missed exam. The final exam cannot be made up. Please check the dates and times of all exams and TLP days before preparing any travel plans.

Course Policies

This is a 4-credit course, meaning that up to 8-12 hours per week of work on lab and lecture material *outside* class may be required. Please note that I have tried to be respectful of your time by being selective about the amount and extent of assigned reading, and by scheduling lab/lecture assignment deadlines so that they do not overlap directly. Students who anticipate challenges balancing this academic commitment with other obligations may find these Teaching & Learning Center resources useful:

http://tlc.uoregon.edu/learningservices/studyskills/time_management.html#studytime

Attendance and Teaching/Learning Style: To achieve our primary learning objective—critical thinking—we will be applying concepts from the readings in class each day, through small-group activities and discussion. Attendance, participation, and note-taking in both lecture and lab classes will be crucial for you to achieve course learning objectives and earn a good grade. If you are absent for a class, please acquire notes from a classmate. I do not lecture from PowerPoint slides or provide lecture notes.

On 4-5 class days, there will be opportunities to earn **participation points** by completing activities. You may drop your lowest score, which will be zero if you miss a class when we do a participation activity. These opportunities will be discussed further as they arise.

Instructor Availability: I like helping students. Please visit my office hours if you have any questions or concerns about the class, or would like extra assistance learning course material. It is easiest for me to help meet your needs if you communicate questions or concerns as soon as they arise, or earlier in the term rather than later.

Academic Honesty: As part of the UO learning community, you make a commitment to engaging with your classmates, instructors, and coursework with respect, honesty, and integrity. Cheating and plagiarism will not be tolerated in this course. All suspected instances of cheating, plagiarism, or other academic misconduct will result in a **zero** on that assignment and a report to the Office of Student Conduct as mandated by the university. Further information on policies regarding academic conduct can be found in your lab syllabus.

Late Assignment Policy: Late work will not be accepted.

Blackboard and E-Mail: Blackboard will be used in this course as an online resource for the syllabus, readings (except the textbook), lab materials, handouts, assignments, and APA formatting resources. All written assignments for lecture and lab will be submitted via Blackboard. *Please note that there are separate Blackboard pages for the lecture and lab components of the course.* The Blackboard site for this course can be found at: <https://blackboard.uoregon.edu/> In addition, all e-mails and Blackboard announcements from your lecture and lab instructors will be sent to your @uoregon.edu webmail account. Please make sure to check this e-mail account at least once per day.

Accessibility: It is my hope to create an inclusive learning environment in lab and lecture. Although it is not possible to anticipate all individual needs, it is important to me and your lab instructors to eliminate barriers to students' full participation where possible. Please help us accomplish this goal by communicating directly with your instructors if you anticipate (or encounter later in the term) barriers to full participation. If you do not have a notification letter from the Accessible Education Center and want to utilize the support and services offered by the AEC, please schedule an appointment with an AEC adviser by phone (541) 346-1155, e-mail uoaec@uoregon.edu, or visit the AEC offices. <http://aec.uoregon.edu/>

English Language Learners: Bilingual dictionaries are permitted during exams. Please contact your lecture instructor as soon as possible if you have any questions or concerns.

Grading

<i>Lecture (55%)</i>	
Reading Responses	10%
TLP #1	5%
TLP #2	5%
Learning Journals	5%
Participation Points	5%
Exams 1 and 2	25%
<i>Lab (45%)</i>	

See lab syllabus for a breakdown of lab points

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

Letter grades will be assigned based on your total percentage points in the course

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A+	100%	C	74-76.9%
A	94-99.9%	C-	70-73.9%
A-	90-93.9%	D+	67-69.9%
B+	87-89.9%	D	64-66.9%
B	84-86.9%	D-	60-63.9%
B-	80-83.9%	F	59.9% and Below
C+	77-79.9%		

Course Schedule (subject to minor changes)

Note. All readings and assignments should be completed *prior* to the corresponding class day.

Date	Class Topic	Readings and Assignments Due
WEEK 1		
M ~ Jan 6	Psychology as a way of thinking	<ul style="list-style-type: none">Chapter 1Chapter 2, pp. 23-37
W ~ Jan 8	Three claims, four validities	<ul style="list-style-type: none">Chapter 3American Psychological Association (2011), pp. 850-854 onlyLearning Journal 1 due on Blackboard For Th~Jan 9 (Lab): Chapter 2, pp. 38-49
WEEK 2		
M ~ Jan 13	Good measurement TLP #1- Part 1	<ul style="list-style-type: none">Chapter 5TLP Individual Quiz due on Blackboard
W ~ Jan 15	Good measurement TLP #1- Part 2	<ul style="list-style-type: none">TLP Individual Research
WEEK 3		
M ~ Jan 20	No class – Martin Luther King Day Holiday	
W ~ Jan 22	Surveys and observations	<ul style="list-style-type: none">Chapter 6
WEEK 4		
M ~ Jan 27	And justice for all? Ethical decision-making in psychology	<ul style="list-style-type: none">Chapter 4, pp. 85-100, 104-107Frosch et al. (2007)Mathews et al. (2012)
W ~ Jan 29	Bivariate correlational research	<ul style="list-style-type: none">Chapter 7
WEEK 5		
M ~ Feb 3	Multivariate correlational research	<ul style="list-style-type: none">Chapter 8, pp. 219-228
W~ Feb 5	EXAM 1	
WEEK 6		
M ~ Feb 10	Mediators and moderators of an association claim	<ul style="list-style-type: none">Learning Journal 2 due on BlackboardChapter 8, pp. 229-231Smith et al. (2013)
W ~ Feb 12	Experiments I	<ul style="list-style-type: none">Chapter 9

WEEK 7		
M ~ Feb 17	Experiments II: TLP #2- Part 1	<ul style="list-style-type: none"> • Chapter 10 • Other reading TBA, see Blackboard • <i>TLP Individual Quiz</i> due on Blackboard
W ~ Feb 19	Experiments III: TLP #2- Part 2	No new reading
WEEK 8		
M ~ Feb 24	Experiments with more than one independent variable	<ul style="list-style-type: none"> • Chapter 11
W ~ Feb 26	Replicability and generalization	<ul style="list-style-type: none"> • Chapter 13 • Yong (2012)
WEEK 9		
M ~ Mar 3	Qualitative research and case studies	<ul style="list-style-type: none"> • Sacks (1998) • Reith & Dobbie (2012)
W ~ Mar 5	Critical psychology	<ul style="list-style-type: none"> • Bourgois (2002) • Fox et al. (2009)
WEEK 10		
M ~ Mar 10	EXAM 2	
W ~ Mar 12	Review for final exam	
FINALS WEEK	FINAL EXAM (Optional) Tuesday, March, 18 @ 3:15 p.m. Location TBA	

NO WORK OF ANY KIND WILL BE ACCEPTED AFTER TUESDAY, MARCH 18 OF FINALS WEEK.