

PSY 303: RESEARCH METHODS IN PSYCHOLOGY: [SOCIAL PERSONALITY]

UNIVERSITY OF OREGON

SPRING 2017

Instructor: Job Chen
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Office Hours: MW 3:00PM – 4:00PM, 462 STB
Course Location: MW 4:00PM – 5:20PM, 008 STB

Course Material

- **PDF files on Canvas (required)**

All required course materials (handouts, assignments) will be posted on the Canvas site

- **Helpful resources (recommended)**

Clark, H. H. Everyone can write better (and you are no exception).

psychology.stonybrook.edu/sbrennan-/psy384/papers/hc_write.html

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA. (Available at Duckstore)

Course Description

This course will focus on building your skills as a producer of high quality original research, although in the process, you will also improve your skills as a consumer. The course emphasizes hands-on practice for building the skills you need to conduct your own research and evaluate the research of others. You and your classmates will be working together to design, analyze, and discuss your research. In addition, you will be individually writing up your research throughout the term in separate writing assignments. You will receive feedback on your writing, and throughout the term, you will revise your writing assignments and synthesize them into two main research papers based on a correlational research study, and a related experimental research study. You will also present your research projects to the class to gain practice communicating research effectively.

This course is the final course in the 301-303 series. You will be building on the critical thinking skills that you practiced in PSY 301 and the data analysis skills that you gained in PSY 302 in order to design, implement, analyze, draw conclusions from, write up, and present scientific research in psychology.

This course may be repeated for credit a maximum of one time provided there is a change in topic.

Topic Description

Social/Personality Psychology will emphasize asking research questions that are unique to the social nature of human beings (e.g., Why do people believe in God? When do individuals make risky decisions and why?), finding literature in social psychology journals, using research designs that are common in social psychology (e.g., general linear models, between-subjects designs, with different “primes” used to establish experimental conditions), collecting data typical of social psychology experiments (e.g., using self-report scales with established reliability and validity), and conducting appropriate statistical procedures (e.g., factorial ANOVAs, multiple regression).

Learning Objectives

Review existing psychological literature: perform effective literature searches, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and quality of evidence presented

Conduct your own original research: generate research questions and hypotheses, evaluate ethical considerations, design materials to measure variables, and collect data

Analyze, interpret, and communicate your findings: choose appropriate basic statistical analysis techniques for specific research questions and specific data sets, perform basic data analyses, and summarize the results in an APA-style report and an oral presentation.

Student Workload

When you complete this course, you will earn 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours will be spent completing assignments. The bulk of the work for this course will come from 7 homework assignments (about 3 hours each), six writing assignments (about 45 hours total), and the two presentations (about 20 hours). The workload will be less at the beginning of the term, increase as we tackle lengthier writing assignments, and then peak towards the end of the term when you are conducting, analyzing, writing up, and presenting your own research studies.

Works

Homework

There will be seven homework assignments in this course. Homework assignments will include choosing a research topic, finding relevant scientific articles, creating tables and figures, answering questions about research designs or ethics, and preparing questionnaires and experimental materials. Each homework assignment is worth approximately 3.5% of your course grade. Homework assignments are due at the end of class. Late homework assignments will be penalized by 50% regardless of when they are submitted, and no homework assignments will be accepted more than 1 week late.

Writing Assignments

The writing assignments in this course are scaffolded, such that by the time you are writing your final paper, you will have practiced and received feedback on each of the components of an APA-style research report. There will be six writing assignments in this course, culminating in two major papers. These writing assignments include a conceptual introduction or literature review, a description of methods, a description of results, and a discussion section, each of which is a main component in an empirical research report. In addition to getting feedback on your writing from your instructor, you will exchange your writing with peer reviewers (classmates), who will provide you with written feedback. Late writing assignments will be penalized by 50% regardless of when they are submitted unless late submission is approved in advance due to special circumstances. All writing assignments must be completed independently, however, receiving feedback on drafts from group members, friends, tutors, and instructors is encouraged and completely appropriate. In all cases you must not have the writing done for you.

Class Presentations

You will be conducting research with a small group of your classmates. During the first part of the course, you will be presenting a review of background literature for the correlational paper. During the last week of classes, your group will present a future directions poster based on the results of the experimental paper.

Literature review presentation: Your presentation should include background information from several articles relating to the correlational topic. It should emphasize the specific findings from the background literature and show how they may relate to the specific hypotheses of the correlational study.

Future Directions Poster Presentation: Your presentation should include relevant background information, details about the methods, your results, a discussion of the significance of the results, and ideas for future research or improving upon your research study including hypotheses, proposed methods, and predictions.

Class Attendance and Participation

Regular attendance is essential for doing well in this course. Much of what you learn in this course will come from hands-on experiences and activities in the classroom. I will take the roll, and often ask you to complete short exercises in class, and your participation and engagement in these exercises will be recorded as your class participation grade.

Grades Breakdown

HW: 25%

HW1: 1%	HW2: 2%	HW3: 5%	HW4: 2%
HW5: 5%	HW6: 2%	HW7: 5%	HW8: 3%

Writing: 55%

- WR1: Presentation slides: 5%
- WR2: Introduction of Correlational Paper draft: 5%
- WR3: Intro & Method Correlational Paper for peer edit: 10%
- WR4: Correlational Paper: 15%

- WR5: Intro & Method Experimental Paper for peer edit: 5%

- WR6: Experimental Paper: 15%

Presentations: 15%

- Presentation 1: 7%

- Presentation 2: 8%

Attendance/Participation: 5%

- .25% for each class

Letter Grades Distribution:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-96%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
F	0-59%						

Please see the psychology department guidelines for a description of the type of achievement that each grade signifies: psychology.uoregon.edu/courses/department-grading-standards/

Academic Honesty

All work submitted in this course must be your own. Violations will be taken very seriously and are noted on student disciplinary records. If you have any questions about what constitutes academic dishonesty, please ask me. Regarding academic honesty, uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx

Special Accommodations

Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, tel. 541-346-1155) send a letter verifying your disability. For a list of resources provided by the Accessible Education Center, please see <http://aec.uoregon.edu>.

Peer advising: Stats tutors and Writing tutors will be available in the tutor/computer lab on second floor STB.

Course Schedule

HW = homework assignment; WR = writing assignment, PRES = presentation

Week	Date	Topic	Skills Gained	Grades Earning
1	4/3	Course introduction; Choose a research topic; Form groups of 5	Teamwork and friends-making	HW1: Choosing a research topic
	4/5	Find research articles; Generate research questions	Researching with PsychNet and Google Scholar	HW2: Finding 7 research article
2	4/10	Writing for psychological science; building template	Learning APA style	
	4/12	Introduction to Correlational Paper	Translating research questions to variables	
3	4/17	PRES1: Literature Review	Summarizing and communicating scientific findings	WR1: Presentation slides
	4/19	Ethics of Research and Data Handling	Writing an IRB proposal	WR2: Introduction (>=5 articles)
4	4/24	IRB role play	Research evaluation	HW3: IRB proposal and evaluation
	4/26	Designing surveys, consent, and debrief	Tests and Measurement	
5	5/1	Method section workshop	APA methods section	HW4: Finalized Surveys
	5/3	Linear models, tables & figures	Interpreting and generating appropriate figures and tables	WR 3: Draft Introduction and Method for peer edit
6	5/8	Results section workshop	Conducting statistical tests	
	5/10	Discussion section workshop	Interpreting data and discuss results	HW5: Peer response to WR3
7	5/15	Introduction to Experimental Paper	Exploring experimental design options	HW6: Reference and abstracts for Experimental Paper
	5/17	Method section workshop		WR4: Correlational Paper (>= 5 refs)
8	5/22	Results section workshop	Factorial ANOVA, interpreting interaction	WR5: Draft Introduction and Method for peer edit

Week	Date	Topic	Skills Gained	Grades Earning
	5/24	Discussion and future directions	Planning follow-up studies	
9	5/29	Labor day holiday (no lab)		
	5/31	Writing and prepare for poster (offsite)	teamwork	HW7: Peer response to WR5
10	6/5	PRES2: Future directions poster session	Presenting research in poster form, communication of science	HW 8: Posters in electronic form
	6/7	Writing workshop for individual feedback	wrap-up	
Final	6/12			WR6: Experimental Paper