

Syllabus Fall 2019
Scientific Thinking (Psychology 301) CRN 15313

Time: 14:00 - 15:20 TR **Location:** 129 MCK

Instructor: Theodore Bell, Ph.D. tbell1@uoregon.edu

Office hours: Straub 385 Tues 10:00, Wed 10:00 & by appointment. (Please arrive at 10:00 if possible)

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COURSE MATERIALS

- ◆ **Textbook:** Morling, B. (2018). *Research Methods in Psychology* (3rd ed.). New York: Norton. The textbook has a website with supplemental materials that may be helpful for your studying: <http://wwnorton.com/college/psych/research-methods-in-psychology/>
- ◆ **PDF files on Canvas:** Additional readings and materials will be posted on our Canvas site.
- ◆ **iClicker:** If you do not own one already, you will need to purchase an iClicker for use in class. It will be used to track attendance and to do regular learning assessments.

COURSE DESCRIPTION

"Follow the data" is a core principle in all sciences. In this course, you will learn how to "follow the data" to make sense of human behavior and think like a psychologist. You will acquire the fundamentals of how to evaluate new knowledge about human behavior by carefully considering the properties of data collected from human beings. We will consider all aspects of an empirical endeavor, from formulating a testable scientific hypothesis, to collecting relevant and valid data, to analyzing and communicating these data, to asking what's next. Making sense of how and why people feel, think and act the way they do is something we all do everyday -- in this course, we will learn how to give ourselves the best shot at making conclusions that are true. Whether we read about others' discoveries or make our own, we should follow the data.

PSY 301 meets the criteria of a Group-Satisfying Science (SC) course by introducing you to the fundamental methods that are used in psychological science and demonstrating the way knowledge is created in the field. The course emphasizes the critical thinking skills that are essential for informative scientific endeavors. The course addresses upper division science group criteria by encouraging the specific application of general scientific principles and skills; for example, by requiring you to evaluate claims about human behavior that appear in scientific articles as well as in the media. The evaluation methods used in this course will measure a high level of understanding by expecting you to continually practice and apply sophisticated empirical thinking skills.

This course is the first course in the PSY 301-303 sequence for psychology majors.

Majors will be building critical thinking skills and an understanding of how knowledge is generated in psychological research in preparation for acquiring data analysis skills in PSY 302. In PSY 303 you will be using the skills you gained in PSY 301 and PSY 302 to design, implement, analyze, draw conclusions from, write up, and present scientific research in psychology.

LEARNING OUTCOMES

You will develop many skills in this course. By the end of this course you should be able to:

- ◆ Think. Think like a scientist when you read science headlines – you will become a sharper consumer of scientific discoveries. Search for evidence, rather than just accepting claims you encounter.
- ◆ Find. Find key ideas and evidence in scientific literature and media reports. Identify research questions, hypotheses, research design, and evidence in scientific articles and news articles.
- ◆ Show. Show how evidence does or does not support an interesting hypothesis about human behavior. Critically evaluate research designs and the quality of evidence presented in scientific articles.
- ◆ Tell. Communicate clearly and effectively about psychological research, including methodological and ethical issues in psychology, based on an understanding of both the strengths and limitations of empirical evidence.

COURSE EXPECTATIONS

Class attendance is essential to your success in this course. Attendance will be tracked using iClickers. Class sessions will focus on developing your skills as consumers of psychological research, but they will also provide you with tools necessary for being producers of research. This course promotes active learning through discussion, in-class exercises and activity assignments. When in class, you should stay engaged with the material rather than just going through the motions. Do the in-class exercises. Ask questions. Take notes. Go to office hours.

Come **prepared** to class. Read the assigned readings prior to class, think about what you read, and bring questions if you have them. You will not do well on assignments and exams if you do not keep up with the reading.

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

readings (about 4 hours per week; 40 hours total), activity assignments and papers (about 40 hours total), and studying for exams (at least 10 hours total, although more time may be needed for best results). The workload will be relatively steady throughout the term, as we build skills through regular assignments and consolidate knowledge through regular exams.

COURSE REQUIREMENTS

Reading Assignments

You should complete the assigned reading *before* coming to class. The textbook is accessible and engaging. Although the reading load will be relatively demanding, it should be fun and rewarding to do. Material from the readings will be on the exams, and you will also apply principles from the readings to your activity assignments and papers.

Attendance & Participation

You must participate in *ungraded* class exercises using your iClicker to get credit for each day you attend lecture. While you get 2 “free” miss days, you shouldn’t use them unless absolutely necessary; if you skip class, you will miss important information. **You are required to have an iClicker and register it on Canvas by the start of Week 2, or you will begin to lose attendance points.**

Worksheet Assignments

There will be four activity worksheets during the term. You will be expected to build your skills consistently throughout the quarter. I will ask you to complete an activity assignment to help learn the course concepts and to actively grapple with the empirical process. *See the course schedule and assignment schedule for more details.* You will receive specific written instructions for each activity assignment. Your best bet for doing well on these assignments is to attend class regularly and build skills with your instructor and fellow student colleagues.

Activity assignments must be submitted on Canvas by the beginning of class on the day they are due. Your best 3 worksheets will be graded, with the lowest of 4 dropped. No late worksheets will be accepted.

Research Critiques

A key objective of this course is to learn how to be an informed consumer of psychological research. You will gain practice critically evaluating empirical claims, connecting these claims to data, and communicating about psychological research by completing two paper assignments. For each critique, you will read an article and answer questions about it. See schedule for due dates. Late critiques will be penalized by 1 letter grade for each day past the deadline.

Exams

There will be 2 midterms and one final. Exams will consist of conceptual and applied multiple-choice questions and short-answer questions covering material from class and readings

GRADING

Final grades in this course will be determined by the following:

- ◆ Attendance/participation: 5% – up to 2 classes can be missed without penalty
- ◆ Worksheet Assignments: 15% (5% each best 3 out of 4)
- ◆ Research critiques: 20% (10% each)
- ◆ Three exams: 60% (2 midterms, 1 final)

Grades will be distributed as follows:

A+ 99-100	B 83-87	C- 70-72	F 0-59%
A 93-98	B- 80-82	D+ 67-69	
A- 90-92	C+ 77-79	D 63-66	
B+ 87-89	C 73-76	D- 60-62	

0-59%

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

SPECIAL ACCOMMODATIONS

Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please notify me as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see <http://aec.uoregon.edu>.

Students for Whom English is a Second Language

If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see me as soon as possible to make any necessary special arrangements.

ACADEMIC INTEGRITY

We take academic integrity seriously. **All work submitted in this course must be your own.** Cheating includes providing or accepting information on an exam or assignment, or allowing someone else to copy your work. In addition, lying to try to get points (e.g., lying about having turned in an assignment on time) is considered academic dishonesty and will be treated as cheating. Plagiarism means copying someone's written work without proper citation (this includes your classmate's work, scholarly articles, Wikipedia, or other websites).

All instances of cheating and plagiarism will have serious consequences. You will receive a zero on the assignment and be reported to UO's student conduct coordinator. If the offense is serious, you will receive an F in the course.

Simply put: Don't cheat and don't plagiarize. You will be mad at me, and (hopefully) disappointed in yourself. It's not worth it. If you have any questions about what constitutes academic dishonesty, please ask me.

For more information about academic misconduct, see the University Student Conduct Code at <http://dos.uoregon.edu/conduct>. Additional information about plagiarism is available at <http://researchguides.uoregon.edu/citing-plagiarism>.

CLASSROOM ETIQUETTE

Teaching Philosophy: A teacher is part coach, part actor, part bandit (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 themselves, and is an active partner in the process.

Classroom interactions: We are all adults, and I would like to emphasize that all communications should be respectful of the participants. It is extremely important to me that we maintain a respectful environment while promoting a diversity of opinions and ideas. Participants should feel free to offer up their ideas, and should expect that those ideas be the focus of any critical analysis rather than the person discussing them. In other words, ideas are fair game for criticism, but personalizing attacks will not be tolerated. 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.

COURSE SCHEDULE

**The course schedule may change, but exam dates will not change unless absolutely necessary.*

Week	Date	Topic	Reading	Assignments
1	D1	Course overview: Thinking like a scientist	Ch. 1	
	D2	Why do research, and where to find it	Ch. 2	Register i-clicker
2	D1	Variables and claims	Ch. 3	
	D2	Validities		Worksheet 1
3	D1	Research ethics	Ch. 4	
	D2	Exam 1		
4	D1	Measurement reliability & validity	Ch. 5	
	D2	Measurement reliability & validity		Worksheet 2
5	D1	Surveys and observations	Ch. 6	
	D2	Sampling Bivariate correlation	Ch. 7-8	Research Critique 1 (due Friday 5pm)
6	D1	Bivariate correlation Multivariate correlation	Ch. 8-9	

	D2	Multivariate correlation	Ch. 9	Worksheet 3
7	D1	Exam 2		
	D2	Experimental designs	Ch. 10	
8	D1	Threats to internal validity	Ch. 11	
	D2	Complex experimental designs	Ch. 12	Worksheet 4
9	D1	Factorial variations	Ch 12-13	
	D2	Factorial variation cont.	Ch 13	Research Critique 2 (Due Saturday 5pm)
10	D1	Replicability & Overview	Ch 14	
	D2	Review		
11	Finals	Final: 12:30 Wed 12/11		