

## PSY 303: Research Methods in Psychology: Cognitive

**Course Meeting Times:** Mon & Wed 8:30 - 9:50AM

**Location:** Straub 006

**Fall 2019** CRN: 15321

**Instructor:** Amy Konyn, M.S.  
She/her/hers

### Office Hours

Mon. 10-11 and Fri. 9-10 (Straub 436)

*During some weeks, I may hold office hours in our classroom. If so, I'll announce this on Canvas.*

**Email:** [akonyn@uoregon.edu](mailto:akonyn@uoregon.edu)

**If you email me:** Be sure to include "303" in the Subject field.

**Teaching Assistants:** Megan Lipsett and Jamie Yellowtail

**PSY 303 Peer Tutoring:** Straub 237A

**Email:** [psy303tutors@uoregon.edu](mailto:psy303tutors@uoregon.edu)

**Website:** [Click here to visit their page.](#)



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### (1) Course Materials

#### Required

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. (Available at the Duckstore)
- ◆ Posted on Canvas: <https://canvas.uoregon.edu/courses/131924>  
(Please inform me on first day of class if you do not have access!)
- ◆ Navarro, D. J., & Foxcroft, D. R. (2019). [learning statistics with jamovi: a tutorial for psychology students and other beginners](#). (Version 0.70). DOI: [10.24384/hgc3-7p15](https://doi.org/10.24384/hgc3-7p15)

In this course, we will be using the same statistical software that is now used in PSY302 – Jamovi. This software is available for free and has an accompanying text book with clear step-by-step instructions for carrying out everything taught in 302 (in case you forgot). The text even includes a useful section (Chapter 3) about installing the software on your own computer and getting started. The textbook is here: <https://www.learnstatswithjamovi.com> The jamovi user manual and installation instructions are here: <https://www.jamovi.org/user-manual.html>

## Recommended

- ◆ Strunk, W., Jr., & White, E. B. (2000). *The Elements of Style* (4<sup>th</sup> ed.). New York: Longman.
- ◆ Purdue Writing Lab. (n.d.). Purdue OWL // Purdue Writing Lab. Retrieved September 9, 2019, from [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

This website includes several free writing resources. I recommend the main webpage ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)) for an overview of the full content, the ‘[Research and Citations](#)’ section for guidance about conducting research (in the case of a literature review) and using research (how to: avoid plagiarism, format quotes, etc.), and the ‘[APA Style](#)’ section for detailed information about citations and references in papers, slide presentations, and posters.

- ◆ Clark, H. H. (1999). *Everyone can write better (and you are no exception)*. <http://homepages.ed.ac.uk/martinc/msc/doc/hc.pdf>

This brief article (9 pages) lists 12 rules to follow when writing for psychological research contexts. Written by a psychologist for psychologists, the rules are organized around 3 broader principles – don’t be pedantic, make your writing lively, and be professional.

- ◆ McLean, S. (2015) *Writing For Success*. University of Minnesota Libraries Publishing. <https://open.lib.umn.edu/writingforsuccess/>

This is an excellent, public-domain text that provides step-by-step writing instructions while building reading and critical thinking skills. It also contains sections on grammar review and suggestions for specific writing skills like how to structure a paragraph and how to make your writing more interesting. It is long but useful for this course and beyond.

## (2) Course Description

This is the final course in the 301-303 foundation 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 to design, implement, analyze, draw conclusions from, write up, and present scientific research in psychology. This course will focus on building your skills as a *producer* of research. As you gain more insight into the research process, you will also improve your skills as a critical consumer of psychological research. The course emphasizes hands-on practice for building the skills you need to conduct your own research and evaluate the research of others. Using existing data sets collected by UO professors, grad students, or their colleagues, each student will develop hypotheses based on a review of relevant literature, analyze the data to test those hypotheses, and write up, revise, and present the results of that work in either two short reports. You will revise and improve your drafts based on feedback on your writing from instructors, fellow students, and peer tutors. The final written products will include a correlational research study and a related experimental research study. You will also collaborate with other students on two presentations: a summary of literature and a “future directions” research proposal.

### **(3) Topic Description for Cognitive**

The topic of this section is Research Methods in Psychology: Cognitive Psychology. This section will emphasize topics from cognitive psychology, working with data typical of cognitive psychology experiments and conducting appropriate statistical analyses.

### **(4) Learning Objectives**

- ◆ Literature review: Find psychological studies relevant to your topic, identify research questions and hypotheses in those articles, and critically evaluate the research design and quality of evidence presented.
- ◆ Conduct research activities: Generate research questions and hypotheses, choose and apply appropriate basic statistical analysis techniques for specific research questions and specific data sets.
- ◆ Analyze, interpret, and communicate your findings: Introduce the background literature on which your hypotheses are based, describe the methods, and summarize and discuss the results in an APA-style report.
- ◆ Collaborate: Working with others, prepare and present scientific presentations in common formats for cognitive psychology research.

### **(5) Student Workload**

This course is worth 4 credits toward your degree, the equivalent of 120 hours of work across the term. You will spend 3 hours in class each week. The rest of the time will be spent completing homework assignments that develop the foundations for your writing assignments (2-5 hours each), final drafts of the two research projects (30 hours) 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 research. The assignments for PSY 303 are standardized across sections, so your workload in this course will be very similar to the workload in other sections.

### **(6) Expectations**

#### Submitting Assignments (Papers, Homeworks, Class Presentations)

Assignments must be submitted on Canvas in the designated Canvas “Assignment”, unless otherwise noted on this syllabus. Instructions for all assignments and due dates are clearly documented on Canvas. You are expected to track assignment instructions and due dates on Canvas. Grading weights are as documented in this syllabus. All assignments must be submitted in a format that is readable by VeriCite. (To submit a PDF, you will need to “Save As” or “Export” as a .pdf formatted file. VeriCite is not able to read a PDF that has been created with a scanner.)

### Papers

The paper writing assignments in this course are scaffolded by the homework assignments so that by the time you are writing your final draft, you will have received feedback on each of the components of an APA-style research report. You will write up one study based on a correlational analysis, and one study based on an experimental or quasi-experimental analysis. The two papers must be written independently, but you are encouraged to seek out additional feedback on drafts from fellow students, friends, tutors, and instructors beyond what is already required by course assignments. If someone else writes the paper for you, however, or you plagiarize the writing of others, that's academic misconduct. More information about what constitutes plagiarism will be presented in class as well as below in the Academic Honesty section.

### Homeworks

Homework assignments include generating hypotheses, reviewing research articles, providing feedback on other students' drafts, and turning in draft sections (introduction, methods, results, discussion) that will be revised and integrated into your final papers. Homework assignments are due at the start of class unless otherwise noted and should be written independently (seeking feedback is fine).

*Late Submissions* -- Homework 1-4, 6-9, and Slides for Presentation 1 may be turned in up to one week late for half credit. No other homeworks/presentations/papers may be submitted late, without prior extension granted in writing by the instructor or the AEC. Canvas will automatically close assignments when they can no longer be submitted. If a paper is not submitted on time, I will provide your most recent draft to the grader (e.g., the one you submitted for peer reviews.) It is your responsibility plan ahead and begin your weekly homework assignments ahead of time to avoid missing a due date as a result of last-minute unforeseen events.

*Spotlight Workshops* -- Note that some material you submit will be shared with your peers as part of course activities; for example, for the peer review assignments and for the Spotlight Writing Workshop activities during the term. When writing is shared for peer reviews, peers will know the identity of the writer. For the Spotlight activities, we will discuss excerpts from student papers. While I will not intentionally identify the writers, it's possible that classmates, especially group members, will realize writer identities.

*Consult 303 Peer Tutors* -- The 303 Peer Tutors, located in Straub 237A, are available to provide feedback on your drafts. They excelled in 303 themselves and have received extra training on how to help current 303 students improve their scientific communication skills. All students must consult with a 303 peer tutor for feedback during Weeks 4-6, before turning in Paper 1.

### Class Presentations

During the first part of the course, you will collaborate with other students to review and present relevant background literature for the correlational paper. During the last week of classes, you will present a future directions research proposal developed with one or more other students. Details for these assignments will be provided when they are assigned.

- ◆ **Literature Review:** Your presentation should include a review of two empirical articles. It should emphasize the specific findings from the background literature and show how they relate to specific hypotheses for the correlational study.

- ◆ Future Directions: Your presentation should include relevant background information, your research questions or hypotheses, and details about the planned method for collecting data to test your predictions.

*Presentation Participation* -- Students must attend a group presentation to receive a presentation grade. Group presentations will be submitted as a team. However, it is possible that I will individualize grading on these presentations, based on contribution and performance. More information about this will be included with the group project assignment instructions.

### Class Attendance and Participation

Because this course has a participation component, with your classmates often relying on your attendance to complete their required projects, attendance is required. 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, including giving and receiving feedback on drafts of the papers.

### Clarity of Course and Midterm Feedback

Please let me know right away if assignments or class expectations aren't clear. If they are not clear to you, it is likely that they are also not clear to your classmates! You can do this by asking questions during or after class, or at office hours; or you can email ([akonyn@uoregon.edu](mailto:akonyn@uoregon.edu)) or Canvas-message me. I will be gathering midterm feedback from the class, and this will give you a chance to give anonymous feedback to help me improve my teaching and to provide feedback to the department on the PSY303 curriculum.

### Classroom Climate

It is my goal that you feel comfortable and respected –both by me and your peers – in this class. Please let me know if I or other students make you feel uncomfortable, so that corrections can be made. If you feel that you or someone else has been the victim of bias in this class, you may consider contacting the Bias Response Team (<https://dos.uoregon.edu/bias>).

### Academic Honesty

**All work submitted in this course must be your own.** The use of sources must be properly acknowledged and documented (*when in doubt, cite! If still unsure, ask!*). Although seeking feedback on drafts is required, you must write your papers yourself – no copying from other students, or having someone else write the paper for you. If I suspect academic dishonesty (cheating, plagiarism, etc.), I will contact you directly to discuss the issue and will report it to the Office of Student Conduct and Community Standards unless the discussion convinces me that my suspicions are unwarranted. My preferred sanction is a failing grade for the paper or the course, depending on the severity of the violation. The Student Conduct Committee may decide on additional actions. If you are unclear about what constitutes academic dishonesty, see the Student Conduct Code: <https://studentlife.uoregon.edu/conduct>

## **(7) Grading**

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

- ◆ Homeworks (10): 15%
- ◆ Papers: 60% (25% correlational, 35% experimental)

- ◆ Presentations: 20% (10% lit review, 10% future directions)
- ◆ Attendance/In-Class Participation: 5%

Psychology department guidelines for the level of achievement required for each grade can be found here: <http://psychology.uoregon.edu/courses/department-grading-standards/> Grading cutoffs are as follows:

A 93.0-100%	B+ 87.0-89.9%	B- 80.0-82.9%	C 73.0-76.9%	D+ 67.0-69.9%	D- 60.0-62.9%
A- 90.0-92.9%	B 83.0-86.9%	C+ 77.0-79.9%	C- 70.0-72.9%	D 63.0-66.9%	F < 60.0%

Depending upon grade distribution, grading may be adjusted to improve grades. They will not be adjusted down. Some assignment grading will be completed by the 303 teaching assistants. These teaching assistants grade across the 303 sections, and this ensures that students in all course sections receive similar grading. I will provide you with the grading rubric that will be used to grade your assignments.

## (8) Accommodations

### Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please request that an advisor at the Accessible Education Center ([uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), 541-346-1155) send a letter detailing what accommodations are appropriate. In addition, I welcome you to contact me (stop by my office at Straub 346 or email [akonyn@uoregon.edu](mailto:akonyn@uoregon.edu)) if you would like to discuss how best to implement your accommodations in this class. For a list of resources provided by the Accessible Education Center, or to begin the process of establishing accommodations, see <http://aec.uoregon.edu>. For accommodation not covered by the AEC (e.g., you have mono), I recommend you contact the Dean of Students for support (<https://dos.uoregon.edu>.)

### If Writing Is a Particular Challenge for You

If you think you may have extra challenges with writing assignments, whether because English is not your native language or because your writing skills are challenged for other reasons, please consult these resources: (1) me, in office hours – please visit me! (2) the peer tutors in Straub ([psy303tutors@uoregon.edu](mailto:psy303tutors@uoregon.edu)); and (3) the writing tutors at the Tutoring and Learning Center (TLC) on the 4<sup>th</sup> floor of Knight Library. Drop in hours can be found at: <https://tlc.uoregon.edu/subjects/writing/>

## (9) Course Summary

Please refer to the course summary below to guide you through the course. You may want to consider marking your calendar with due dates for all assignments at the start of the term. Only assignments submitted through the designated Canvas assignment will be accepted, because Canvas performs the required VeriCite scoring. All due dates are indicated on Canvas.

## (10) Course Overview for Correlational Research Section

Week	Date	Class Topic and Activity
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<b>1</b>	W 10/2	Syllabus and Canvas Site Tour; Introduction to Correlational Research; Research Questions; Form Groups for Presentation 1; Literature Search; APA Citations & References; Assign HW1, HW2
<i>Submit Homework 1 by <b>Sunday, October 6 @ 10AM.</b> Submit on Canvas.</i>		
<b>2</b>	M 10/7	Correlational Paper Guidelines; Writing an Introduction; Literature as Empirical Evidence; Avoiding Plagiarism; Assign HW3, Presentation 1
	W 10/9	Groups Prepare for Literature Review Presentation
<i>Submit Homework 2 by <b>Sunday, October 13 @ 10AM.</b> Submit on Canvas.</i>		
<b>3</b>	M 10/14	Writing the Method Section; Spotlight Writing Workshops
	W 10/16	In-Class Presentation of Literature Reviews
<i>Submit by <b>Sunday, October 20 @ 10AM:</b> Presentation 1 Slides and Homework 3. Submit on Canvas.</i>		
<b>4</b> Tutor	M 10/21	Correlational Analysis; In-Class Workshop: Stats! Scatterplots!
	W 10/23	Writing Results and Discussion Sections; Spotlight Writing Workshops
<i>Submit Homework 4 (Intro-Disc Paper 1) by <b>Sunday, October 27 @ 10AM.</b> Submit on Canvas.</i>		
<b>5</b> Tutor	M 10/28	In-Class Peer Reviews (Correlational Paper) <i>We will complete these in class. Turn them in as HW5! Due Wednesday!</i>
	W 10/30	Writing an Abstract; Author's Note; Keywords (In-Class Workshop); Turn in Peer Review in class today!
<i>Attention: Homework 5 (Peer Review) is due on <b>Wednesday, October 30 @ 10AM</b></i>		
<b>6</b> Tutor	M 11/4	In-Class Correlational Paper Checks! Paper due on Friday! If you haven't visited tutors yet, do so this week for HW6 credit! <i>Optional: Submit Complete Draft for Instructor Feedback by <b>Monday, November 4 @ 10AM.</b></i>

## **(11) Course Overview for Experimental Research Section**

<b>Week</b>	<b>Date</b>	<b>Class Topic and Activity</b>
<b>6</b>	W 11/6	Introduction to the Experimental Dataset; Literature Search; Assign HW7 and Paper 2 Experimental Hypothesis; Form Groups for Presentation 2 (Sign Up on Canvas by Friday)
<i>***Paper 1 is due by <b>Friday, November 8 @ 11:59PM.</b> Submit on Canvas***</i>		
<i>All students must consult 303 Tutors <b>by end of Week 6.</b> This is HW6.</i>		
<b>7</b>	M 11/11	Writing the Experimental Introduction and Method: In-Class Workshop; Assign HW8
	W 11/13	Experimental Data Analysis; Assign HW9
<i>Homework 7 (You'll find the form for it on Canvas) is due by <b>Sunday, November 17 @ 10AM.</b> Submit on Canvas.</i>		
<i>Optional (recommended) additional Peer Tutor Consultations this week</i>		

8	M 11/18	Writing Experimental Results Section
	W 11/20	Writing Experimental Discussion Section
<i>Homework 8 (Experimental Introduction and Methods) is due by <b>Sunday, November 24 @ 10AM</b>. Submit on Canvas.</i> <i>Optional (recommended) additional Peer Tutor Consultations this week</i>		
9	M 11/25	Making Figures and Tables; Spotlight Writing Workshops
	W 11/27	Practice Presentations in Class
<i>Homework 9 (Experimental Results and Discussion) is due <b>Sunday, December 1 @ 10AM</b>. Submit on Canvas.</i> <i>Optional (recommended) additional Peer Tutor Consultations this week</i>		
10	M 12/2	In-Class Peer Reviews (Experimental Paper) <i>We will complete these in class. Turn them in as HW10! Due Wednesday!</i>
	W 12/4	Future Directions Party! Submit your project materials before class!
<i>Submit by <b>Sunday, December 8 @ 10AM</b>: Optional Draft for instructor feedback.</i>		
<b>Friday, December 13 @ 10:15AM:</b> Submit <b>Paper 2</b> on Canvas: <b>DON'T BE LATE!!</b> <b>***Canvas submissions will open Monday and close <u>at 10:15</u> on Friday, December 13***</b>		

***Note: Changes may be made to this course schedule. If you find any errors or inconsistencies, please let me know ASAP!***