

PSY 303: Research Methods in Psychology, Developmental

Spring 2019 CRN: 35036

Instructor: Amy Rowland (Amy Konyn), M.S.

Office Hours (Straub 436): Wed. 10 - 11AM and Fri. 9 - 10AM

Email: akonyn@uoregon.edu

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

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

Location: Straub 008

Teaching Assistants: Jennifer Lewis, Jamie Yellowtail

PSY 303 Peer Tutoring Email: psy303tutors@uoregon.edu



(1) Course Materials

Required Books (Available at the Duckstore)

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.
- ◆ Strunk, W., Jr., & White, E. B. (2000). *The Elements of Style* (4th ed.). New York: Longman.

Required Course Materials (Please inform me on first day of class if you do not have access!)

- ◆ Posted on Canvas: <https://canvas.uoregon.edu/courses/131924>

(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 or a longer two-study paper completed in two stages. 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 or quasi-experimental research study. You will also collaborate with other students on two presentations: a summary of literature and a "future directions" research proposal in poster form.

(3) Topic Description for Developmental

The topic of this section is Research Methods in Psychology: Developmental Psychology. This section will emphasize children's cognitive development, working with data typical of developmental 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 (slide presentation and poster presentation).

(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 and Assignments

Assignments (Papers, Homeworks, 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.)

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 time specified on the Course Schedule (below), and they should be written independently (seeking feedback is fine).

The 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 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. (This will be discussed further in the Academic Honesty section below.)

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 by Week 6

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. Email psy303tutors@uoregon.edu. **All students must consult a 303 tutor for feedback during Weeks 4-6, before turning in their final version of Paper 1.** For this consultation you will need to sign in (There is a designated 303 peer tutor sign in sheet in the peer tutor office) and submit a text note on Canvas in Week 6 to receive credit for Homework 10.

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.

Late submissions

Homework 1-4; 6-8; Paper 1; and Slides for Presentation 1 may be turned in up to one week late for half credit. No other submissions may be submitted late. Canvas will automatically close assignments when they can no longer be submitted.

Clarity of Course Assignments

Please let me know 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) 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.

Class Attendance and Participation

Because this course has a participation component, with your classmates often relying on your attendance to complete 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. Students must attend a group presentation to receive a presentation grade.

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. I will report it to the Office of Student Conduct and Community Standards unless the discussion convinces me that my suspicions are unwarranted. Academic dishonesty will result in 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. Use caution to paraphrase when taking notes from your references so you do not accidentally use others' words without quotation marks: accidental plagiarism is also considered academic dishonesty! For full information, I recommend that you read 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% (5% lit review, 15% poster)
- ◆ 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 graders. These graders 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 the graders will use to grade your assignments.

(8) Accommodations

Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please meet with the instructor (stop by my office at Straub 346 or email akonyn@uoregon.edu) as soon as possible and request that a counselor at the Accessible Education Center (uoacc@uoregon.edu, 541-346-1155) send a letter detailing what accommodations are appropriate. For a list of resources provided by the Accessible Education Center, see <http://aec.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 weak for other reasons, please plan on consulting the writing tutors at the Tutoring and Learning Center (TLC) on the 4th floor of Knight Library. Drop in hours can be found here: <https://tlc.uoregon.edu/subjects/writing/>

(9) Course Summary

Please refer to the course summary attached at the end of this syllabus 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	Assigned / Due
1	M 4/01	Syllabus; Introduction to Correlational Research; Correlational Paper Guidelines; Form Groups; Research Questions	HW1 (due 4/5) Paper 1 (due 5/6)
	W 4/03	Literature Search; APA Citations & References; Avoiding Plagiarism	HW2 (due 4/12) Presentation 1 (due 4/17)
<i>Submit Homework 1 by Friday, April 5 @ 11:59pm. Submit on Canvas.</i>			
2	M 4/08	Writing an Introduction; Literature as Empirical Evidence	HW3 Part 1 (due 4/19)
	W 4/10	Groups Prepare for Literature Review Presentation	
<i>Submit Homework 2 by Friday, April 12 @ 11:59pm. Submit on Canvas.</i>			
3	M 4/15	Writing the Method Section; Spotlight Writing Workshops	HW3 Part 2 (due 4/19)
	W 4/17	In-Class Presentation of Literature Reviews	
<i>Slides for Presentation 1 due by Wed., April 17 @ 11:59pm. Submit on Canvas.</i>			
<i>Submit Homework 3 by Friday, April 19 @ 11:59pm. Submit on Canvas.</i>			
4 Tutor	M 4/22	Correlational Analysis; In-Class Workshop: Stats in SPSS! Scatterplots in Excel	HW4 (due 4/26)
	W 4/24	Writing Results and Discussion Sections; Spotlight Writing Workshops	
<i>Submit Homework 4 by Friday, April 26 @ 11:59pm. Submit on Canvas.</i>			
5 Tutor	M 4/29	In-Class Peer Reviews (Correlational Paper)	HW5 (due 5/3)
	W 5/01	Writing an Abstract; Author's Note; Keywords (In-Class Workshop)	HW6 (due 5/3)
<i>Submit Homeworks 5 and 6 by Friday, May 3 @ 11:59pm. Submit on Canvas.</i>			
6 Tutor	M 5/06	In-Class Correlational Paper Checks! Paper due on Friday! If you haven't visited tutors yet, do so this week for HW10 credit!	
<p>***Paper 1 is due by Friday, May 10 @ 11:59pm. Submit on Canvas***</p> <p>All students must consult 303 Tutors by Friday, May 10 @ 11:59pm.</p>			

(11) Course Overview for Experimental Research Section

Week	Date	Class Topic and Activity	Assigned
6	W 5/08	Introduction to the Experimental Dataset; Literature Search; Experimental Hypothesis; Form Groups	HW7 (due 5/17) Presentation 2 (due 6/3) Paper 2 (due 6/11)
<i>Homework 7 is due by Friday, May 17 @ 11:59pm. Submit on Canvas.</i> <i>Optional (recommended) additional Peer Tutor Consultations this week</i>			
7	M 5/13	Writing the Experimental Introduction and Method	HW8 (due 5/24)
	W 5/15	Experimental Data Analysis	
<i>Homework 8 is due by Friday, May 24 @ 11:59pm. Submit on Canvas.</i> <i>Optional (recommended) additional Peer Tutor Consultations this week</i>			
8	M 5/20	Making Figures and Tables; Spotlight Writing Workshops	
	W 5/22	Writing up Experimental Results and Discussion	HW9 (due 5/31)
<i>Homework 8 is due by Friday, May 24 @ 11:59pm. Submit on Canvas.</i> <i>Optional (recommended) additional Peer Tutor Consultations this week</i>			
9	M 5/27	Memorial Day – No Class	
	W 5/29	Workshop Experimental Papers-in-Progress	
<i>Homework 9 is due Friday, May 31 @ 11:59pm. Submit on Canvas.</i> <i>Optional (recommended) additional Peer Tutor Consultations this week</i>			
10	M 6/03	Practice Presentations	
	W 6/05	Future Directions Proposal Party!	
<i>Materials for Presentation 2 due by Mon., June 3 @ 11:59pm. Submit on Canvas.</i> <i>Tuesday, June 11 @ 11:59pm: Submit Paper 2 on Canvas: DON'T BE LATE!!</i> <i>***Canvas submissions will close <u>at 11:59pm</u> on Tuesday, June 11***</i>			

Note: Changes may be made to this course schedule.

Course Summary:

Date	Details	
Fri Apr 5, 2019	 HW1 Correlational Research Question and Hypothesis	due by 11:59pm
Fri Apr 12, 2019	 HW2 APA Citations and References	due by 11:59pm
Wed Apr 17, 2019	 Literature Review Presentation	due by 11:59pm
Fri Apr 19, 2019	 HW3 Draft of Introduction and Method	due by 11:59pm
Fri Apr 26, 2019	 HW4 Draft of Introduction, Method, Results and Discussion (Correlational Paper)	due by 11:59pm
Fri May 3, 2019	 HW5 Peer Review for Correlational Paper	due by 11:59pm
	 HW6 Experimental Paper Abstract	due by 11:59pm
Fri May 10, 2019	 Correlational Paper (Paper 1)	due by 11:59pm
	 Visit 303 Peer Tutors (HW10)	due by 11:59pm
Fri May 17, 2019	 HW7 Research Question, Hypothesis and References (Experimental Paper)	due by 11:59pm
Fri May 24, 2019	 HW8 Draft of Introduction, Method, Results and Discussion (Experimental Paper)	due by 11:59pm
Fri May 31, 2019	 HW9 Peer Review Experimental Paper	due by 11:59pm
Mon Jun 3, 2019	 Future Directions Presentation	due by 11:59pm
Tue Jun 11, 2019	 Experimental Paper (Paper 2)	due by 11:59pm
	 Participation	due by 11:59pm