



COURSE SYLLABUS

PSYC 200: Research Methods in Psychology, Section 1 (Hybrid – 50% Online)
 Summer 2017: Tues/Wed/Thur, 8:30 – 10:15 am, D216 Science

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Course Objectives and Teaching Philosophy

Prerequisites

Prior to taking this course, it is expected that you have already acquired a basic overview of psychology. As such, it requires that you have completed PSYC 110 (Introduction to Psychology) or its equivalent.

Course Description and Objectives

This course is an introduction to research methods in psychology. This course will emphasize the advantages and disadvantages of both experimental and nonexperimental (observational, correlational, and quasi-experimental) research designs. This course also includes information on doing library research, designing and conducting empirical studies, ethical issues in psychological research, and the use of American Psychological Association (APA) style in writing about psychology. Thus, it is my intention that while completing this course, you will:

- Describe fundamental principles of research design used by psychologists including their respective advantages and disadvantages.
- Find, read, and describe scholarly works (e.g., peer reviewed journal articles, book chapters, etc.) to identify relevant information and assess the quality of research evidence for a topic.
- Write an original empirical study proposal in APA-style that demonstrates the appropriate application of research design principles to address a psychological issue.
- Use peer review and revision for some aspect of the above paper in order to improve its quality and clarity.

My Teaching Philosophy and Strategy

My job is to facilitate your achievement of these objectives. *Thus, I am going to do what my professional training and experience suggest helps your long-term learning of important and relevant content and skills.* To that end, I emphasize timely reading of course materials, weekly in-class discussions and out-of-class activities, and thorough examinations. Overall, you should not think of your professors as lecturers or information deliverers, but rather as discussants, consultants, and guides in your education.

Additional descriptions of these learning outcomes and the course structure I use to meet them are available on the course D2L site.

Course Materials and Resources

Required Readings

There one required textbook for this class and it is available at text rental. If you decide to purchase or borrow the book through another source, please be sure to get the correct edition.

Cozby, P. C. & Bates, S. C. (2015). *Methods in behavioral research* (12th ed.). McGraw Hill: New York, NY.

At various points throughout the course, I will supplement the text with chapters and articles from other sources. Because the textbook is an introduction to research methods, it does not contain examples of the research designs in actual journal articles. Similarly, it does not cover all of the concepts important to a college course in research methods.

Online Materials

This course is a hybrid course, meaning that it will be delivered partially online through the course management system D2L. In D2L, you will access course readings, participate in discussions, complete online activities, watch videos, and view your grades. First and foremost, you should be comfortable using online resources to learn.

If you need technical assistance at any time during the course or to report a problem with D2L, you can visit with a Student Technology Tutor (Albertson Hall 018, 715-346-3568, tlctutor@uwsp.edu) or seek assistance from the HELP Desk (Albertson Hall 027, 715-346-HELP or 1-877-832-8977, techhelp@uwsp.edu). Failure to report a problem in obtaining the course materials will be treated as a failure to complete the requirement.

Optional readings, videos, and links providing useful advice for performing well in hybrid Psychology courses are posted on the course D2L site.

Course Assessments and Grading

Evaluation of Performance

Evaluation of student performance will be based on online activities, papers, and in-class exams. An overview of the point values for each of the course assessments is given below.

Assessments of Objectives:	Points Earned:
<u>Online Activities:</u>	
Activities 1-3: Foundations of Research	____ / 12 points
Activities 4-6: Research Designs	____ / 12 points
<u>Research Proposal Papers:</u>	
Proposal Part 1: Annotated References	____ / 15 points
Proposal Part 2: Introduction Section	____ / 15 points
Proposal Part 3: Method Section	____ / 15 points
Proposal Part 4: Abstract and Revisions	____ / 15 points
<u>In-Class Examinations:</u>	
Exam 1: Foundations of Research	____ / 35 points
Exam 2: Research Designs	____ / 35 points
TOTAL:	____ / 150 points

NOTE: Please note that the total points sum to a value slightly higher than 150 points, but 150 will be used to determine final grades. This favors you as it automatically builds "extra credit" into the course.

The online course activities are designed to provide you with opportunities to explore the main concepts, to apply the material, and to describe the research underlying the concepts. *You may confer with other students and the instructor if you have questions, but you must submit work that is your own.* These materials must be submitted via the D2L dropbox and will be automatically checked by Turnitin.com for their originality. Feedback will be given online as well.

The in-class exams are a combination of multiple choice questions and short essay questions. *Though you will be expected to take these exams individually, you will be able to participate in online discussions of the essay questions before the exams and you will be permitted to use a single sheet of notes during the exam.*

The grading rubric, graded examples, note sheet rules, and discussion forums with questions for the exams are available on the course D2L site.

Late Assignments and Make-Up Exams

Each online activity dropbox will be clearly marked with a due date. If you know ahead of time that you will miss a due date for an assignment, you should submit the assignment before the due date.

Similarly, each exam will start promptly at the beginning of class on the scheduled exam day. Students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the make-up policy below.

For all unexpected absences (e.g., illnesses, etc.), I require notice no later than the morning of the due date or exam. Only students with instructor-validated documentation for the absence will be given an extension or a make-up exam; failure to follow this policy will result in an automatic zero for the assessment in question.

Unless you are taking an exam through the Disability and Assistive Technology Center, all make-up exams will be proctored through the Department of Psychology during one of the official times. I will notify you of available times, and you will be expected to schedule during one of these times. Under most conditions, make-up exams should be completed within one week of the original exam date.

Determination of Final Course Grades

Final course grades are determined by the percentage of possible points that you earn.

Grade:	Points Earned:	% of Total:	Grade:	Points Earned:	% of Total:
A	139 – 150	93% - 100%	C+	115 – 118	77% - 79%
A-	134 – 138	90% - 92%	C	109 – 114	73% - 76%
B+	130 – 133	87% - 89%	C-	104 – 108	70% - 72%
B	124 – 129	83% - 86%	D+	100 – 103	67% - 69%
B-	119 – 123	80% - 82%	D	89 – 99	60% - 66%

NOTE: Scores below 60% equate to a grade of F. Additional extra credit will NOT be available in this course.

Final grades of “Incomplete” will be given only under extreme circumstances. An Incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities. Typically, an Incomplete must be completed within one semester otherwise an “F” will result.

Classroom Conduct and Accommodations

Attendance and Class Conduct

By university policy, regular attendance is required (see <http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). Thus, I will not give points for attendance; you are simply expected to be in class, both in body and mind. If this expectation poses a problem for you this semester – for whatever reasons you may have – please consider taking the course in a semester when you can give it proper attention.

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors (see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *All students are expected to be familiar with and to abide by these expectations, both in class and online.*

Academic Misconduct

Academic misconduct (i.e., cheating) will result in an automatic zero on that exam or assignment for all people involved. I will follow up on all cases in the manner described in “UWS/UWSP Chapter 14, Student Academic Standards and Disciplinary Procedures” (see <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>).

Representation of another person's work as your own (i.e., plagiarism) will result in an immediate rejection of the work. Any student who engages in plagiarism will be given the opportunity to repeat the work and have it graded appropriately. Consistent with university policy, a written reprimand will be placed in the student's disciplinary file. “Accidental plagiarism” – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse.

To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams.

Accommodations and Disabilities

If there are factors creating difficulties for you in this course that are recognized disabilities under the Americans with Disabilities Act, please provide me with appropriate notification from the Disability and Assistive Technology Center (103 Student Services Center, 715-346-3365, or at <http://www.uwsp.edu/disability/>). *I will follow all recommendations made by the Disability and Assistive Technology Center.*

If you are having difficulties of a personal (not academic) nature, I will refer you to the UWSP Counseling Center (Third Floor Delzell Hall, 715-346-3553, or at counsel@uwsp.edu). *Appropriate accommodations may be made for due dates, testing procedures, etc. at the instructor's discretion.*

Extra Assistance and Tutoring

If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment. This should always be your first step in getting assistance, as most questions and concerns can be best addressed this way.

However, if you would prefer help from a student beyond your instructor or colleagues in this class, you should contact the UWSP Tutoring-Learning Center (<http://www.uwsp.edu/tlc/>, 018 LRC, 715-346-3568).

Safety Issues

Mandatory Reporting of Illegal Acts

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature that occur both within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

Emergency Responding

See the UW-Stevens Point Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency response procedures at UW-Stevens Point.

- In the event of a medical emergency call 911 or use Red Emergency Phone (located outside D230 Science). Offer assistance if trained and willing to do so. Guide all emergency responders to the person in need.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of the Science Building (by the Health Enhancement Center). Notify instructor or emergency command personnel of any missing individuals.
- In the event of an Active Shooter – Run/Escape, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of Emergency Responders.

Tentative Course Schedule

This section offers a tentative schedule for the semester. Any changes in reading assignments, course schedule, or other aspects of the class will be announced in class and posted on D2L. *You are responsible for all announcements of changes whether or not you are present in class.* Additionally, please pay attention to the university calendar and associated policies. Specifically, I will strictly adhere to the university calendar, including drop/add dates and the final exam schedule. See <http://www.uwsp.edu/regrec/Pages/calendars.aspx> for more details.

DATE	Preparatory Readings	Topic or Task for the Day
Part I: Foundations of Research		
In-Class (7/25)	Cozby & Bates (2015, Ch. 1)	Introduction to Research Methods
In-Class (7/25)	Cozby & Bates (2015, Ch. 2)	Start: Research Reports
Online (7/25)		Complete Activity 1 (Due 7/26)
In-Class (7/26)		Finish: Research Reports
In-Class (7/26)	Cozby & Bates (2015, App. A)	Start: Summarizing Research
Online (7/26)		Complete Activity 2 (Due 7/27)
In-Class (7/27)		Finish: Summarizing Research
In-Class (7/27)	Cozby & Bates (2015, Ch. 3)	Research Ethics
Online (7/27)	Cozby & Bates (2015, App. B)	Complete Proposal Part 1 (Due 8/1)

DATE	Preparatory Readings	Topic or Task for the Day
In-Class (8/1) In-Class (8/1) Online (8/1)	Cozby & Bates (2015, Ch. 4) Cozby & Bates (2015, Ch. 14)	Research Methodology Start: Generalization and Replication Complete Activity 3 (Due 8/2)
In-Class (8/2) In-Class (8/2) Online (8/2)	Cozby & Bates (2015, Ch. 5)	Finish: Generalization and Replication Measurement Prepare Notesheet for Midterm Exam (for 8/3)
In-Class (8/3) In-Class (8/3) Online (8/3)	Exam Preview	Exam Review (8:30 – 9:00) Midterm Exam (9:00 – 10:15) Complete Proposal Part 2 (Due 8/8)
Part II: Research Designs		
In-Class (8/8) In-Class (8/8) Online (8/8)	Cozby & Bates (2015, Ch. 6) Cozby & Bates (2015, Ch. 7)	Observational Research Start: Survey Research Complete Activity 4 (Due 8/9)
In-Class (8/9) In-Class (8/9) Online (8/9)	Cozby & Bates (2015, Ch. 8)	Finish: Survey Research Start: Experimental Research Complete Activity 5 (Due 8/10)
In-Class (8/10) In-Class (8/10) Online (8/10)	Cozby & Bates (2015, Ch. 9)	Finish: Experimental Research Manipulating Variables Complete Proposal Part 3 (Due 8/15)
In-Class (8/15) In-Class (8/15) Online (8/15)	Cozby & Bates (2015, Ch. 10) Cozby & Bates (2015, Ch. 11)	Factorial Designs Start: Non-Experimental Designs Complete Activity 6 (Due 8/16)
In-Class (8/16) In-Class (8/16) Online (8/16)		Finish: Non-Experimental Designs Mixed Designs and Beyond Prepare Notesheet for Final Exam (for 8/17)
In-Class (8/17) In-Class (8/17) Online (8/17)	Exam Preview	Exam Review (8:30 – 9:00) Final Exam (9:00 – 10:15) Complete Proposal Part 4 (Due 8/21)