



# PSYCH 200 FALL 2016

## Research Methods in Psychology

Dr. Conley



### DESCRIPTION

This course is designed to introduce you to the methodologies, tools, and requirements of scientific psychology. To accomplish this, you will first be exposed to literature search and review; one must know what has been done before any new research can be proposed. Next, you will learn the important role ethics plays in scientific psychology. Finally, you will be exposed to the varying types of data gathering, research design, and analysis that the different branches of psychology require. As we progress, you will also practice how to write a psychology paper correctly (both in style and content) using APA (American Psychological Association) rules.

### COURSE INFORMATION

Instructor:	Dr. Patrick Conley	Office/ Phone:	D261 SCI , 346-3948
E-mail:	Patrick.Conley@uwsp.edu	Office Hours:	TW 1:00 – 2:00

### TIME AND LOCATION OF CLASSES:

2:00 – 3:15 Tuesdays and Thursdays in SCI D216

### REQUIREMENTS OF PSYCHOLOGY 200:

#### REQUIRED READING:

The textbook for this course is: Cozby & Bates (2012). *Methods in Behavioral Research* (11<sup>th</sup> Edition). McGraw-Hill: Boston.; Three additional articles will also be assigned (TBA), as well as other brief articles for reading.

#### REQUIRED PERFORMANCE

1. Satisfactory performance on examinations.
2. Consistent class attendance (though class attendance itself will not be graded, you will see that either a homework or class assignment is due every week). You are also expected to participate actively in class.
3. Careful reading of the assigned readings in a timely manner. This means reading the text material the weekend before the week for which it is assigned.
4. Attendance at the scheduled exam times. **NO MAKE-UP EXAMS WILL BE ADMINISTERED EXCEPT FOR SERIOUS PERSONAL OR FAMILY EMERGENCIES WITH APPROPRIATE DOCUMENTATION.** If you have such an emergency, you must attend the one-time-only makeup period I assign. If you do not, you will receive a zero on the exam.
5. Homework assignments must be handed in **ON TIME**. No credit will be given for any late assignments without express advance permission given by me. This permission will only be given in the case of emergencies or other serious causes.

### ASSIGNMENT AND EXAMINATION SCHEDULE

**In-Class Activities (20% of your final grade).** I will use various (sometimes unannounced) in-class activities to “encourage” you to attend every class session. These assignments will range from discussion of journal articles to worksheets on a topic to small group discussion of class material.

**Homework (40% of your final grade).** These homeworks represent the work you will be doing outside of the course related to a *research proposal* that you will develop over the entire semester. A research proposal is a document submitted to a funding or other higher agency for approval to conduct a specific experiment or research design. Various parts of this document are separated into the five homeworks that will be due throughout the term. These homeworks cover: Library research, citation and reference of previous sources, ethics, the review of previous research and introduction of your proposed research, the method of your research, and your expected results. The due dates for each of these assignments is listed in the course schedule below.

**Exams (40% of your grade).** Two examinations will be given. The first will take place during Week 8, and the final exam during the university-assigned period. Both exams are equal in weight. These exams will consist of both multiple choice and short answer questions.

## Course Schedule

DATE	Preparatory Readings	Topic for Class	Assignment Due
<b>Week 1</b>	<b>Overview: What are the Expectations for this Course?</b>		
9-6		<input type="checkbox"/> Introduction	
9-8	<input type="checkbox"/> C&B (2009, Ch. 1)	<input type="checkbox"/> Introduction and Methods	
<b>Part I: Research Foundations</b>			
<b>Week 2</b>	<b>Science and Methods</b>		
9-13	<input type="checkbox"/> C&B (2009, Ch. 2, pp. 18 – 25)	<input type="checkbox"/> Goals of Empirical Psychology	
9-15		<input type="checkbox"/> Hypotheses and Predictions	
<b>Week 3</b>	<b>Library Research</b>		
9-20	<input type="checkbox"/> C&B (2009, Ch. 2, pp. 25 – 35)	<input type="checkbox"/> Identifying Researchable Ideas	
9-22		<input type="checkbox"/> APA Style Citations and References	
<b>Week 4</b>	<b>APA Style Research Reports</b>		
9-27	<input type="checkbox"/> C&B (2009, Appendix A)	<input type="checkbox"/> Reading Scientific Articles	<input type="checkbox"/> HW 1: Topics & References
9-29	<input type="checkbox"/> C&B (2009, Ch. 2, pp. 35 – 38)	<input type="checkbox"/> Reading Scientific Articles (Con't)	
<b>Week 5</b>	<b>Reading and Writing Articles</b>		
10-4	<input type="checkbox"/> Journal Article (TBA)	<input type="checkbox"/> Journal Article Discussion	
10-6		<input type="checkbox"/> Writing a Research Proposal	
<b>Week 6</b>	<b>Human and Animal Ethics</b>		
10-11	<input type="checkbox"/> C&B (2009, Ch. 3)	<input type="checkbox"/> Ethics in Human Research	
10-13		<input type="checkbox"/> Ethics in Animal Research	
<b>Week 7</b>	<b>Methods and Measurement</b>		
10-18	<input type="checkbox"/> C&B (2009, Ch. 4)	<input type="checkbox"/> Types of Research Methods	<input type="checkbox"/> HW 2: Ethics
10-20		<input type="checkbox"/> Research Methods (Cont.)	
<b>Week 8</b>	<b>Understanding Variables</b>		
10-25	<input type="checkbox"/> C&B (2009, Ch. 5)	<input type="checkbox"/> Variables in research	
10-27		<input type="checkbox"/> <b>EXAM 1</b>	
<b>Part II: Research Designs</b>			
<b>Week 9</b>	<b>Experimental Designs</b>		
11-1		<input type="checkbox"/> Overview of Experimental Designs	
11-3	<input type="checkbox"/> C&B (2009, Ch. 8)	<input type="checkbox"/> Manipulating Variables	
<b>Week 10</b>	<b>Conducting Experiments</b>		
11-8	<input type="checkbox"/> Journal Article (TBA)	<input type="checkbox"/> Repeated Measures Designs	
11-10	<input type="checkbox"/> C&B (2009, Ch. 9)	<input type="checkbox"/> Journal Article Discussion	<input type="checkbox"/> HW 3: Intro
<b>Week 11</b>	<b>Quasi-Experimental and Developmental Designs</b>		
11-15	<input type="checkbox"/> C&B (2009, Ch. 10)	<input type="checkbox"/> Factorial Designs	
11-17		<input type="checkbox"/> Surveys: Overview	
<b>Week 12</b>	<b>Survey Designs</b>		
11-22	<input type="checkbox"/> C&B (2009, Ch. 7)	<input type="checkbox"/> Creating and Implementing Surveys	

11-24

 NO CLASS (Thanksgiving)**Week 13 Observational Designs**

11-29

 C&B (2009, Ch. 6) Naturalistic vs Correlational Designs

12-1

 Other Observational Concerns HW 4: Method & Results**Week 14 Complex Designs**

12-6

 C&B (2009, Ch. 11) Journal Article Discussion

12-8

 Journal Article TBA Generalizing Results**Week 15 Generalizing Results**

12-13

 C&B (2009, Ch. 14) Communicating Results

12-15

 Review HW 5: Abstract and Revisions**Week 16 Final Exam Week**

12-16

 (Friday) Exam 2 (Final Exam) 10:15-12:15**GRADING SCALE**

Grade	Percentage
A	100-91%
A-	90%
B+	89%
B	88-81%
B-	80%

Grade	Percentage
C+	79%
C	78-71%
C-	70%
D+	69%
D	68-60%

**SPECIAL NEEDS**

Special needs (ADD, ADHD, or other physical, psychological, or learning conditions that require special arrangements) must be handled through the Disability Services Office. Please note that even short term disabilities (such as breaking your leg) can also be handled through this office. The Disability Services Office will handle special testing needs, materials, etc.

**POLICY ON CHEATING AND ACADEMIC MISCONDUCT**

Students are responsible for understanding the nature and avoiding the occurrence of plagiarism and other academic offenses. Note that such offenses include cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is appropriate, consult your instructor. A claim that you didn't know it was wrong will not be accepted as an excuse.

**USING ELECTRONIC DEVICES**

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. Other penalties will be considered under the misconduct policy. Moreover, 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 makeups policy

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**STUDENT'S RIGHTS AND RESPONSIBILITIES**

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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.

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**COURSE WITHDRAWAL**

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Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at: <http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add>

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**EMERGENCY PROCEDURES**

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In the event of a medical emergency call 911 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide Emergency Responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure at SCI C181. Avoid wide-span rooms and buildings. [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) shows other floor plans providing severe weather shelters on campus.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the front of the Health Enhancement Center (HEC) Notify instructor or emergency command personnel of any missing individuals.

Active Shooter - Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.

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**TITLE IX**

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Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. 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.