

Research Methods in Psychology Syllabus
Psyc 200 Spring 2016
Section 3, T-Th 12:35-1:50 PM
Room D223 Science Building

Instructor: Dr. Heather Molenda-Figueira

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Office Hours: Tuesday and Friday from 10-11 AM and by appointment (email or phone), D241 Science Building

Teaching Philosophy: What I enjoy most about teaching is sharing my knowledge and excitement about Psychology and encouraging students to want to learn more about this subject. Ultimately, I hope to inspire students to consider this field for their future career. To achieve this goal, there are several criteria that I deem essential to successful teaching, and these objectives drive my teaching method: 1) creating an environment for optimal learning, 2) establishing supportive personal interactions and availability, and 3) fostering critical thinking skills. My role is to guide students through the material, while at the same time making sure that they are active participants in the learning process.

Social Sciences GEP Learning Outcomes:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

Course Learning Outcomes:

- Gain an understanding of how scientific research is conducted in the field of psychology (SSLO 1).
- Compare different methods of research, and decide which is best for research question (SSLO 1).
- Analyze evidence to determine whether hypotheses are supported (SSLO 1).
- Understand the importance of studying a variety of behaviors in both humans and animals (SSLO 2).
- Examine how culture can impact how research is conducted in the field of Psychology (SSLO 3).
- Write a research report following APA style guidelines.

Textbook: *Methods in Behavioral Research*, Cozby, P.C. and Bates, S.C., 11th Edition, Boston, MA: McGraw-Hill.

Class Preparation: Please come to class having read the assigned chapters. This will provide you with some background on the material that will be covered in lecture and class activities, and also gives you an opportunity to make a list of concepts that you might find challenging. For exams, you will not be required to know material that was not covered during lectures or class activities.

D2L: Please regularly check D2L for course materials. I will be posting the syllabus, exam study guides, lecture slides and other activities and instructions on the site. To access information, click on D2L on the UWSP homepage. Login, and then you should be able to select the course under “Select a Course”. Here you will find course materials under the Content tab. You will also be using D2L to turn in your writing assignments.

Classroom Activities: There will be three different types of classroom activities that will take place during our meetings, and these activities serve to solidify your knowledge of the concepts presented in lecture: 1) In-class application activities may take the form of demonstrations, article discussions or concept review worksheet in which you will apply the knowledge learned in lecture, 2) Collection and analysis of data for your paper (discussed below) and 3) In-class peer reviews of sections of the research paper. You will be graded on 10 in-class activities that are listed in bold italics on the syllabus below. Activities will be returned during the following period so that you may use them for review. Each activity is worth 5 points.

Research Paper: Over the course of this class you will be writing a research report in APA style on a study we will be conducting at the beginning of the semester. You will be writing the paper with a partner. You will work together creating the bibliography and outline of the paper, as well as the final paper. You will each be assigned 2 major section of the paper to write; either the Methods and Results & Abstract sections, or the Introduction and Discussion sections. The sections you write will be peer-reviewed by your partner, and you will incorporate their comments into a revised section of the paper before turning the draft in to me for further suggestions. During the peer review sessions, you will receive a checklist for what a well-written paper contains. I will be distributing a detailed writing guide and handout with further instructions as well as the grading rubric for the research paper assignment. Your final research paper is worth 65 points.

Exams: There are 4 exams, including the final. Exams will not be cumulative, and will be structured as multiple choice and short answer exams covering lecture and activity material. Each exam is worth 50 points. Exam study guides will be posted to D2L approximately 1 week before the exam, and we will go over the answers to study guide questions during the class prior to the exam. **You may only make up exams if you provide evidence of personal or medical emergencies. If this occurs, you must contact me prior to the exam, and you will have 5 days in which to complete the exam.**

Grading: Grades will be based on your performance on 4 exams, the Research Paper, Class Activities and Participation. Attendance will be taken during each lecture, and you must arrive

on time to class. You must also actively participate in class discussions to receive full credit for Class Participation. Remember, other students in class may have the same questions/ideas as you, so share them!

Exam 1	10%	50 pts
Exam 2	10%	50 pts
Exam 3	10%	50 pts
Final Exam	10%	50 pts
Class Activities	10%	50 pts
Bibliography & Outline	12%	55 pts
2 major sections of Research Paper	10% each	50 pts each
Final Research Paper	14%	65 pts
Class Participation	4%	15 pts
Total	100%	485 pts

Grading Scale:	Pts	Percentage
A	451 – 485	93%-100%
A-	437 – 450	90%-92%
B+	422 – 436	87%-89%
B	403 – 421	83%-86%
B-	388 – 402	80%-82%
C+	373 – 387	77%-79%
C	354 – 372	73%-76%
C-	340 – 353	70%-72%
D+	325 – 339	67%-69%
D	291 – 324	60%-66%
F	≤ 290	≤ 59%

Class Operation: It is essential that my classroom environment provide students with a level of comfort in which they feel free and are encouraged to ask questions and offer their individual perspectives on the topics at hand. I will use a variety of teaching techniques including standard lectures and hands-on activities where lecture knowledge is applied to group activity problems or scientific questions.

As an instructor, it is imperative that I get to know the students both as a population and individually. I encourage you to visit office hours during the course of the semester so that I can provide a comfortable atmosphere in which we can address any issues you may have with the class. These meetings will give me the opportunity to provide you with feedback on your progress and aid me in devising ways to assist you in areas in which they are struggling with class material. I will have an open door policy for further discussions of class material. I am committed to your success in this course.

It is also imperative that as a member of my class, you treat others with respect. We all come from different backgrounds, and hold different points of view. There may be topics within this

course that many feel controversial. We must be open to all points of view as every individual has something important to contribute to our discussions. When working in groups, you each need to participate equally. Groups can only work successfully when all contribute.

UW-Stevens Point Classroom Policies

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.

Likewise, recording of lectures and taking of photos during class is not permitted without permission of the instructor.

UWSP Attendance Policy: Attend all your classes regularly. We do not have a system of permitted "cuts."

Students are expected to attend the first meeting of class, or have permission from the instructor or chair of the department to be absent. Those who do not attend the first one or two days of class may be required to drop the course if there are others who wish to add the course. **If required to drop the course, it is the student's responsibility to officially drop the course through the Registration & Records Office or on the web.**

If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

Your instructors will explain their specific attendance policies to you at the beginning of each course. Be sure to follow them. If you must be absent, tell your instructor why. If you can't reach your instructors in an emergency, visit the [Student Academic Advising Center](#), Room 103, SSC, or call them at 715-346-3361.

UWSP Rights and Responsibilities- Student Academic Standards and Disciplinary Procedures: UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and it is intended to help establish a positive leaning environment at UWSP. Click here/visit the site for more:

<https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. So don't do it!! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities document*, Chapter 14, and can be accessed at the following site:

<http://www4.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf>

Accommodations for Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for student with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (in the Library). You can also find more information on services provided at: <http://www4.uwsp.edu/special/disability/>

Title IX: 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.

Emergency Preparedness: In the event of a medical emergency, call 911 or use the red emergency phone located outside of room D230. 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 or any of the hallways in the Science Building. Avoid wide-span rooms and buildings. For floor plans showing severe weather shelters, see www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.

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

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

For details on all emergency response plans at UW-Stevens Point See UW-Stevens Point, please view the Emergency Management Plan at www.uwsp.edu/rmgt.

Course Schedule

Date	Topic	Readings/Homework	In Class Activities
1/26	Introduction to course and expectations	None	Choose partners and Research Paper sections
1/28	Ch. 1 Lecture: Scientific Understanding of Behavior	Ch. 1	Ch 1 Concept Review Worksheet, Psych as Science Survey
2/2	Ch. 2 Lecture: The Basics of Conducting Behavioral Research	Ch. 2	Discussion of Survey, Collect data for class study
2/4	Conducting Library Research: Meet at LRC	Ch. 2	<i>PsycINFO search activity @ library</i>
2/9	The Basics of a Research Report: APA Style	Appendix A	
2/11	The Basics of a Research Report: Abbreviations, Grammar, Reporting Stats	Appendix A, "Is the Face Perception System Present at Birth?" article, <i>Identifying Elements of Journal Articles</i>	Dr. Figgy's Writing Guide
2/16	Ch. 3 Lecture: Ethical Research	Ch. 3	
2/18	Ch. 3 Lecture: Ethical Research	Ch. 3	<i>Making ethical decisions</i>
2/23	Exam 1 Review	Exam 1 Study Guide	Bring questions to class!
2/25	Exam 1: Ch. 1-3, Appendix A		
3/1	Ch. 4 Lecture: Studying Behavior	Ch. 4	<i>Issues in Research</i>
3/3	<i>Peer Review of Methods</i>		Bring copy of Methods, Comment Code Activity, In-class writing time
3/8	Ch. 5 Lecture: Measurement Concepts	Ch. 5	Ch 5 Concept Review Worksheet
3/10	In-class writing time		
3/15	Ch. 6 Lecture: Observational Methods	Ch. 6	Methods Section Due! Chapter 6 Concept Review Worksheet
3/17	Ch. 7 Lecture: Survey Research	Ch. 7, "I Got Your Back" article	<i>Article Discussion</i>
3/21-25	NO CLASSES-SPRING BREAK!		
3/31	<i>Peer Review of Bibliography and Outline</i>		Bring copy of Annotated Bibliography and Outline, Chapter 7 Concept Review

			Worksheet, <i>Design a survey</i>
4/5	Exam 2 Review	Exam 2 Study Guide	Bibliography and Outline Due! Bring questions to class!
4/7	Exam 2: Ch. 4-7		
4/12	Ch. 8 Lecture: Experimental Design	Ch. 8	Ch 8 Concept Review Worksheet
4/14	Peer Review of Introduction, Data Analysis/Results Section		Bring copy of Introduction
4/19	Ch. 9 Lecture: Conducting Experiments	Ch. 9	Chapter 9 Concept Review Worksheet
4/21	Ch. 10 & 11 Lecture: Complex and Quasi-Experimental Design	Ch. 10 & 11	Introduction Due! , Chapter 10 & 11 Concept Review Worksheets
4/26	Exam 3 Review	Exam 3 Study Guide	Results Section Due! Bring your questions!
4/28	Exam 3 Ch. 8-11		
5/3	Peer Review of Discussion		Bring copy of Discussion, In-class writing time
5/4	Ch. 12 & 14 Lecture: Research Results	Ch. 12 & 14	Abstract & Discussion Section Due! Ch 12 & 14 Concept Review Worksheets
5/10	Catch-up Day/In-Class Writing Time		
5/12	Final Exam Review	Final exam study guide	Bring your questions! FINAL PAPER DUE!
5/18	Final Exam: Ch 12 & 14, Rm D223 SCI 2:45-4:45 PM		