

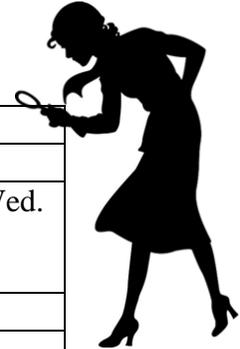


## Research Methods in Psychology

Fall Semester, 2017 – RH 439

PSY 201-02 - MW 11:30 p.m. - 1:10 p.m.

PSY 201-03 - MW 2:30 p.m. - 4:10 p.m.



<b>Instructor:</b>	Theresa L. White, Ph.D.
<b>Office:</b>	Reilly Hall Room 224
<b>Office Hours:</b>	1:30 p.m. - 2:30p.m. Mon., Tues., Wed. 4:10 p.m. - 5:00 p.m. Mon. <i>or by appointment (see door)</i>
<b>Office Phone:</b>	445-4340
<b>e-mail:</b>	<a href="mailto:whitel@lemoyne.edu">whitel@lemoyne.edu</a>

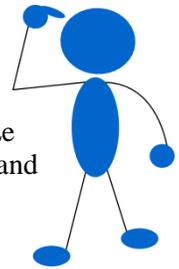
### ***What is this Course About?***

The *Course Catalog* states that PSY 201 is “This course is designed to provide a working knowledge of the major research and data collection methods used in psychology. Topics will include the scientific method approach to research, ethics, and experimental design. Students will acquire proficiency in APA style writing, information and technological literacy, understanding basic statistical analyses, and the critical evaluation of evidence that includes academic and popular presentations of psychological science.

**Prerequisites:** MTH 110 or MTH 111, PSY 101; **Co-requisite/pre-requisite:** MTH 112.”

### ***What is this Course Trying to Teach Me?***

You will find that the basic research skills that you learn in this class will be useful in the future. This class has three purposes: First, to prepare you for your future classes in Psychology at Le Moyne College; second, to encourage you to be a smart consumer of psychological information; and third, to prepare you to become a professional Psychologist.



### ***What Should I Learn in This Course?***

Well, at the end of the course....

1. You should be able to understand that psychology is a science, and use scientific thinking to interpret behavior and solve problems.
2. You should be able to apply the ethical guidelines of the American Psychological Association as they relate to psychological research.
3. You should be able to demonstrate an ability to utilize the editorial style of the American Psychological Association.
4. Given a topic, you should be able to use proprietary database resources (e.g. *PsychInfo*) and the library’s main database to locate print and electronically-available information.
5. You should be able to identify, describe and appropriately implement both experimental and non-experimental designs.
6. You should be able to demonstrate an appropriate level of understanding of various descriptive and inferential statistics as they pertain to psychological research, including producing and interpreting output (including graphical representations) from statistical software.
7. You should be able to evaluate evidence critically from both academic and popular presentations of psychological science, with attention to identifying bias and unwarranted conclusions.

### ***How Will I Learn These Things?***

In order to learn about research methods, you need **read the assigned chapters, take part in on-line activities, and complete the homework assignments.** You also need to **attend and participate** in all classes. There will be many opportunities to participate in activities in this course that are critical to your learning this material. In order to get the most out of this course, you must be present during the entire class period and *take part in the day's activities.* This means asking and answering questions, working in groups when required, and attempting the in-class exercises.



### ***Is This a Hard Class?***

Well, yes and no. The class asks that you learn to think scientifically about the world and to master a new style of writing. These are things that take consistent practice. Practice can be hard work – but the material for the course itself is not difficult to understand. If you stick with it and put effort into your work, you're likely to do well. If you need help with the course, please come and see me!

### ***What Books Do I Need?***

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

White, T. L. & McBurney, D. H. (2013). *Research methods* (9<sup>th</sup> ed.). Belmont, CA: Wadsworth.

### ***Are there Any Other Resources that Might Help Me Learn?***

- **Psychology Librarian:** **Inga Barnello** 445-4326 [barnello@lemoyne.edu](mailto:barnello@lemoyne.edu)
- **Quantitative Reasoning Center:** **Emily Hantsch** 445-4615 [hantsced@lemoyne.edu](mailto:hantsced@lemoyne.edu)
- **Information on Canvas:** <http://canvas.lemoyne.edu>
- For APA formatting help: <http://owl.english.purdue.edu/owl/resource/560/01/>
- A quick review of statistics: <https://www.khanacademy.org/math/statistics-probability>

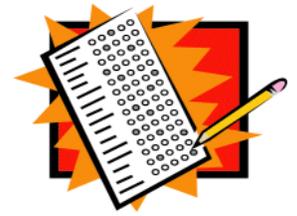
### ***How Will I Be Graded?***

- **Participation:**
  - There are two components to this requirement that is worth a total of **50 points**: Participation in the classroom and attendance at a Social Science Seminar this semester, preferably the one on Oct. 3\*<sup>1</sup>.
  - Social Science Seminars are held these Tuesdays at 4:00 in the Reilley Room (4<sup>th</sup> floor, RH):
    - 9/19: **Dr. Deborah Tooker** “My heart is too steep: Emotional moderation and the 'level' self among the Akha of Thailand and Burma.”
    - 10/3: **Brianna Vespone** “Not Your Average Master's Thesis: Connecting Research to Practice.”
    - 10/24: **Dr. Mariela Cavo**, “Valuing recreational services, like hunting, fishing and camping, using the Travel Cost Method.”
    - 11/14: **Anirban Acharya**, "Right to sell in the city: Politics of informal retail in the neoliberal era."
- To receive credit for the seminars, you must write down at least three questions about the presentation. These questions must be turned in to me **at the seminar**. If I am unable to attend a seminar, I will designate another faculty member to collect the questions. Attendance at additional seminars may be used to further support this grading component.

\* Psychology Seminar!

<sup>1</sup>If you are unable to attend any seminars, please see me for an alternative opportunity.

- **Tests:** There will be **3** tests scheduled that are worth **200** points each. They cover only the chapters since the last test, though of necessity some of the terms appear throughout the term.
- **Optional Final Exam:** A cumulative final exam worth **200** points will be given at the end of the semester. Only your 3 highest scores will count toward your grade. So, if you are happy with your 3 test grades to that point, you need not take the final.
- **Certification:** Each member of the course is required to take part in an on-line course in order to obtain CITI certification. The CITI Program provides training courses for working with human subjects. **You must complete the correct course, which is called “1- Basic Course, Social and Behavioral Research” in order to receive credit.** Upon completion of your course, you will be issued a completion report that you can download and print. You should submit a copy of the report by the deadline in order to receive **50** points.
- **Written Assignments.** You will have **8** homework assignments that will be submitted electronically, via *Canvas*. I will submit these assignments to *Turnitin* which is a database designed to detect plagiarism. **Direct quotations are NOT acceptable in any assignment.** The point value for each assignment varies, but they total **600** points. One of the most important of these assignments is a **paper**, which is worth **200** of the 600 points, but the other, smaller assignments are also valuable to helping you learn the material. Please turn in your assignments on the date it is due; See page 4 for a discussion what happens if you turn them in late.



**How is My Grade Calculated?**

- 3 tests (or 2 tests & final exam) = 600 points
- + Participation = 50 points
- + Certification = 50 points
- + Written Assignments = 600 points
- 1300 points**



**Regular Points**

GRADE	Final Number of Points
<b>A</b> (90% ↑)	1170 and Above
<b>B</b> (80% – 89%)	1040 - 1169
<b>C</b> (70% - 79%)	910 - 1039
<b>D</b> (65% - 69%)	845 - 909
<b>F</b> (lower than 65%)	844 and Below

**Indications of “+” or “-” on any grade will be at the discretion of the instructor.**

**How Can I Earn Extra-Credit?**

A student may receive a maximum of **50** extra-credit points for the term. Extra work is available for extra credit (See Canvas). Since this is a class about research, it is advantageous to you to participate in experiments that are under way in the department (see bulletin board on the wall between RH 110 and RH 112). Therefore, if you volunteer to participate in a psychology research project and write a brief paper (see page 7 for instructions) about your experience, you can obtain **10** extra-credit points. Additionally, other opportunities may be announced.



### ***What Happens If....***

- ***I Miss a Test?***

There will be **no make-ups of any Test.** Since only 3 tests (or 2 tests and the final exam) count toward your final grade, if you miss a test, all you have to do is take the final exam.

- ***I Turn in an Assignment Late?***

In the event that an assignment is late, you will lose **1/10<sup>th</sup>** of the points for the assignment for each **calendar day** that the assignment is late. So, if you turn in a 10-point assignment 8 days late, it would be worth a **maximum** of 2 points.

- ***I Have to Miss a Class?***

I recognize that you are an adult. Even though I hope that you will attend and participate in all classes, I know that may not always be possible for you. If you should have to miss class, please let me know (so that I won't worry about you). If you know that you will be absent (such as for athletics or religious holidays), you should turn in your homework in **advance** of the absence. Because you are an adult, I feel comfortable in reminding you that you are responsible for getting notes for the information covered during the class period that you have missed **from a classmate.** If you will be unable to participate in a particular class because of your religious beliefs, please let me know at least **two weeks** in advance. You will be offered the opportunity to make up any missed work without penalty.

### ***What If I Need Special Accommodations?***

Come and talk to me! If you are an athlete or have a disability or condition that requires special instruction, please bring this to my attention within the first two weeks of the semester to review your accommodation sheet. You should meet with someone from Academic and Disability Support Services in the Academic Support Center (located in the Library, 1st floor: 445 4118; asc@lemoyne.edu), each semester to review your documentation.

### ***What if I have Problems in the Course?***

If you are having difficulties, it is important that you talk to me about the problems that affect your performance when you are having them. **Peer Tutoring** is available for this class; our peer tutor's name is **Malorie McLain!** Tutoring @ Le Moyne, located in the back of the library, on the first floor, is open M-Th 9am-9pm, F 9am-4pm, and Sun 3pm-9pm. To sign up, create an account at <https://lemoyne.mywconline.com/> and log in to select the current semester's schedule. If you have problems, please email [tutoring@lemoyne.edu](mailto:tutoring@lemoyne.edu). **Tutoring is free** for all students and is available from the second week of classes through the last day of classes.

### ***What Do I Need to Know About Academic Honesty?***



Students are expected to observe at all times the highest ethical standards as members of the academic community. For details, see the “Academic Standards” section in the Academic Information area of the *College Catalog* or in the “Community Standards” area of the *Student Handbook*.

Just to be clear, though, **cheating OF ANY KIND (including plagiarism) results in automatic failure of the assignment, a report to the Dean of Arts and Sciences, and possible failure of the class.**

As an additional note, even though some work in this class will be performed as a group project, **you must write your own reports.** Your grades are intended to represent what you know. Since I cannot look into your head, I have to rely on what you write down. If those words are not yours, then I don't know what you know and what you don't. So, it is important that you put things into your own words (rather than quote someone else), as it will help me to evaluate your level of understanding. **In other words: You are not allowed to copy from anyone, nor are you allowed to let someone copy from you.** If you are not sure about something, ASK me.

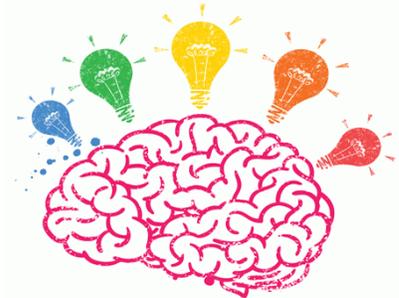
**Make good decisions. Don't be a cheater!**

### ***What Behavior is Appropriate during Class?***

1. Please be respectful and courteous to your fellow classmates – and me!  
**NOTE:** Students have the right to voice opinions contrary to those offered by the instructor and/or other students. Equally, a faculty member has the right - and the responsibility - to ensure that all academic discourse occurs in a context characterized by respect and civility. The accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such factors. Students who are not respectful, not civil, or disruptive in any way may be asked to leave the class.
2. You are welcome to bring food or drinks to class, but please do not bring things that will cause distractions, such as foods with wrappers that create a lot of noise.
3. **Electronic communications devices (e.g., cell phones/pagers) must be turned off.** Refrain from texting, surfing, playing games, listening to music, etc. during class. The only exception is if you must monitor a child or medical situation. In such cases, please let me know at the beginning of class, set your phone to vibrate rather than ring, and sit near the door so that you can leave to receive your call.
4. **If you have to arrive early or late, please sit near the door.**
5. You may use your laptop to take notes – but please only use it for that purpose! Using it to surf the net or check social media distracts your fellow students.

### ***What is this Teacher Like?***

1. I value this material very highly and feel very strongly that you will find it useful in your later life. In fact, you may find it extremely useful to you as soon as THIS TERM! I hope that by the end of the course, you will also see its usefulness and be glad that you took it.
2. I am attempting to grow as a teacher by listening better to students. I will be looking to you for honest anonymous feedback as to what is helping you to learn and what is not as we go along.
3. I am not a particularly good mind-reader – so I expect you to talk to me. If you are having trouble in the course, let me know immediately. I will not leave you high and dry – so long as you put in the practice time, I also will make every attempt to see that you learn this material.
4. This is a text that is near and dear to my heart, because I helped to write it. I do not want to read the textbook to you, because I am confident in your abilities as a reader. I DO want to explain concepts to you that you didn't understand from the text, provide you with additional information, and to show you demonstrations that will “bring home” ideas. Consequently, I expect you to read your text prior to class and to ask me questions about things in the chapter that left you confused. This will not only help you, but it will help me to know where the text should be revised. If you think of anything that would improve the text, I'm all ears.
5. *All information* (in class and in the text) is fair game for exam questions, so take notes in class.
6. The information contained in this class requires PRACTICE. Consequently, you will be DOING a fair number of exercises in class and at home. It is the only way to learn this material.



**Note:** The *Schedule of Events* on the next page is tentative in the sense that we may move faster or slower through the chapters of the book than scheduled. The schedule is NOT tentative in terms of the dates of tests or dates when assignments are due. If discussion of all of the information scheduled for a test has not been completed, I will tell you if you are responsible for particular material.

### *Fall 2017 Schedule of Events*

Week	Monday Class	Wednesday Class
<b>1</b>	Introduction/ SLA	<b>No Classes – Labor Day</b>
	Chapter 1 – Psychology & Science	
<b>2</b>	<b>No Classes – Mass of Holy Spirit</b>	Chapter 1 – Psychology & Science
		Chapter 1 – Psychology & Science
<b>3</b>	Chapter 2 – Developing a Research Question	Chapter 3 – Ethics & APA Chpt. 1
	Chapter 2 – Developing a Research Question <a href="#">Homework 1 Due</a>	Chapter 3 – Ethics & APA Chpt. 1 <a href="#">Homework 2 Due</a>
<b>4</b>	Chapter 4 – Writing & APA Chpt. 2	Chapter 4 – Writing & APA Chpt. 2
	Chapter 4 – Writing & APA Chpt. 2	Chapter 4 – Writing & APA Chpt. 2
<b>5</b>	<b>Test 1</b>	Chapter 5 – Variables
		Chapter 5 – Variables <a href="#">Homework 3 Due</a>
<b>6</b>	Chapter 6 – Validity	Chapter 7– Control
	Chapter 6 – Validity	Chapter 7– Control <a href="#">Homework 4 Due</a>
<b>7</b>	<b>No Classes – Fall Break</b>	Chapter 8 – Observations, Archival, Case Studies
		Chapter 8 – Observations, Archival, Case Studies
<b>8</b>	Chapter 8 – Observations, Archival, Case Studies	Chapter 9– Survey Research
	Chapter 9– Survey Research <a href="#">Homework 5 Due</a>	Chapter 9– Survey Research <a href="#">CITI Certification Due</a>
<b>9</b>	<b>Test 2</b>	<b>Experiment for Paper</b>
		Chapter 10– Single-factor Experiments
<b>10</b>	<b>Explaining the Experiment &amp; Paper</b>	Chapter 15 – Data Exploration: Inferential
	Chapter 14 - Data Exploration: Graphic & Descriptive <a href="#">Homework 6 Due</a>	<b>Analyzing the Experiment</b>
<b>11</b>	<b>Writing the Experiment</b>	Chapter 10– Single-factor Experiments
	Chapter 10– Single-factor Experiments	Chapter 10– Single-factor Experiments
<b>12</b>	<b>Peer Review of the Experiment</b>	Chapter 11– Multi-factorial Experiments
		Chapter 11– Multi-factorial Experiments <b><a href="#">Homework 7 - Paper Due</a></b>
<b>13</b>	Chapter 11– Multi-factorial Experiments	<b>No Classes – Thanksgiving</b>
	Chapter 11– Multi-factorial Experiments	
<b>14</b>	Chapter 12– Single Participant Experiments	Chapter 13– Quasi-Experimental Research
	Chapter 12– Single Participant Experiments	<a href="#">Homework 8 Due</a>
<b>15</b>	<b>Test 3</b>	Course Evaluations and SLA <i>Reflect and Review</i>

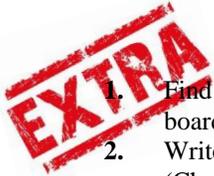
Last day to **withdraw from the course with a “W” grade is November 10, 2017.**

Last time to accept extra-credit is **Monday, November 27, 2017 at 5 pm**

#### FINAL Exam Times

*I prefer that you take your final exam with your regularly scheduled class; however, some limited rescheduling may be possible.*

PSY 201-02 (M/F 11:30 – 1:10):	<b>Tues., Dec. 12, 2017</b>	<b>3:00 – 5:30 P.M.</b>
PSY 201-03 (M/F 2:30 – 4:10):	<b>Wed., Dec. 13, 2017</b>	<b>3:00 – 5:30 P.M.</b>



### Instructions for Extra Credit Experimental Participation Paper

1. Find out experiments that are under way in the department by email, Facebook, announcements, or the bulletin board between RH 110 and RH 112 and **participate**.
2. Write about your experience. Your paper should follow general grammar, spelling (Chapters 3 and 4), referencing (Chapter 7), and typing instructions (Sections 8.03) found in the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed).
3. Your paper should begin with a **title page**, followed by two sections of the paper: The **Experiment** and the **Reaction**. Each section should begin with a bold heading identifying it, which should be centered and typed in upper and lower case letters. (You do not need to repeat the title on page 2 of this paper.)
  - a. **Experiment:** BRIEFLY summarize the experience of being in the study **IN YOUR OWN WORDS** (no more than **two** pages). If you don't know the answer to some of these questions after taking part in the experiment, interview the person running the experiment to find out.
    - Why was the study performed?
    - What was the general design?
    - What did you do in the experiment?
    - What do the researchers think that they will find?
  - b. **Reaction:** In **one** typewritten page, answer the following questions in paragraph form.
    - Do you agree or disagree with the way that this experiment was carried out?
    - Do you think that the experimenters will be able to find what they are looking for?
    - What did you personally get out of the study or learn from it?
    - How would you implement these ideas in an additional project?
4. Submit your paper to Dr. White via Canvas by **Monday, November 27, 2017**

### Extra-Credit Experimental Participation Rubric

	Possible Points		Description of Full Credit (Excellent Paper)
<b>APA gen., Spell/Grammar</b>	<b>1 Total: 1</b>	Margins/Page Numbers/Page Headings Section Headings Spelling/ Grammar	The paper is free of errors in grammar, spelling and punctuation. APA formatting is followed for margins, page numbers and page headings. The section headings of Experiment and Reaction are present and formatted properly. Page numbers and running head present on each page.
<b>Title Page</b>	<b>1 Total: 1</b>	All components present and formatted properly	An APA style title page is present, and it contains all the appropriately formatted parts.
<b>Experiment</b>	<b>4 Total: 1</b> <b>1</b> <b>1</b> <b>1</b> <b>1</b>	Why was the study performed? What was the general design? What did you do in the experiment? What do the researchers think that they will find?	Section starts with centered and bolded heading. Names and explains the experiment clearly. All questions required are answered. Strong organization and integration of material within questions. Strong transitions linking statements between. Insightful discussion of purpose of experiment.
<b>Reaction</b>	<b>4 Total: 1</b> <b>1</b> <b>1</b> <b>1</b> <b>1</b>	Do you agree or disagree with the way that this experiment was carried out? Do you think that the experimenters will be able to find what they are looking for? What did you personally get out of the study or learn? How would you implement what you learned in an additional project?	Section starts with centered and bolded heading. All questions are answered. Strong introduction of key question(s). Several supporting arguments for each answer. Clearly delineates knowledge obtained from the text or lectures regarding the topic from personal opinion.
<b>Quotes</b>	<b>-5 points</b>	<b>ANY QUOTES</b> (even cited correctly) will result in a loss of points	<b>No quotes included.</b>
<b>Total</b>	<b>10</b>	<b>Total possible points</b>	