

INTRODUCTION TO RESEARCH METHODS IN PSYCHOLOGY

PSYCHOLOGY 203-04 - SPRING 2009

Instructor: Michael S. Bendele, Ph.D.

Time: T 4:30-6:20 p.m. (NF 370)

Office: NF 322 (481-6436)

Labs: 05 R 4:30-6:20 p.m. (NF 374)

06 R 6:30-8:20 p.m. (NF 374)

Web: <http://users.ipfw.edu/bendele/>

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* For Email Correspondence: in the subject line include reference to the course (psy 203).

Blackboard Vista: <https://blackboard.purdue.edu/webct/logon/8397011>

TEXTBOOK: Bordens, K.S. & Abbott, B.B. (2008). Research design and methods: A process approach (7th ed.). Boston: McGraw Hill

- Notes for class available on website

OFFICE HOURS: You are strongly encouraged to meet with me whenever you are having difficulties with the course. I will be available MW 10:00-10:50 a.m., R 3:30-4:15 p.m., and by appointment.

PSY 203 Situated Within The Major:

Prerequisites for this course: Psy 201 – Introduction to Quantitative Methods & Eng W233 (recommended). These two courses provided foundational skills for this course (basic understanding of statistics and writing in APA style).

Psy 203 recommended prior to: Learning (314), Psychobio (329), & Cognitive (Psy 416). The skill of reading and identifying various parts of research will be helpful in these courses.

GOALS FOR THE BACHELOR'S DEGREE IN PSYCHOLOGY

1. Students will demonstrate knowledge of the major theoretical approaches, findings, and historical trends in psychology.
- ▶ 2. Students will demonstrate the ability to understand and use the major research methods in psychology, including ethical standards, design, data analysis, and interpretation.
- ▶ 3. Students will demonstrate the ability to think critically and to use the scientific approach to understanding behavior.
- ▶ 4. Students will demonstrate the ability to apply concepts, information, and skills learned in psychology courses to their lives and work.
- ▶ 5. Students will demonstrate the ability to effectively locate and evaluate sources of information.
- ▶ 6. Students will demonstrate the ability to express themselves effectively in the discourse of the discipline.
7. Students will demonstrate the ability to understand people from a diverse range of backgrounds and varying demographic characteristics such as age, race, disability, sexual orientation, class, ethnicity, religion, and cognitive abilities.
8. Students will demonstrate the ability to make decisions about future employment or graduate education.

COURSE CONTENT: “The major goals of psychology (as in any other science) are to (1) build an organized body of knowledge about its subject matter, and (2) to develop valid, reliable explanations for the phenomena within its domain.” (Bordens, & Abbott, p. 4).

The goal of this course is to gain an understanding of the methods psychologists use to study behavior. In doing so, you will gain an understanding of how to apply these techniques, and the ability to evaluate the work of others. The course emphasizes understanding the general principles of research design, various research designs, and analyzing and reporting results.

SPECIFIC COURSE OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Demonstrate an understanding of psychology as a science including a general understanding of the scientific method as it is used to create and evaluate new knowledge in psychology.
2. Demonstrate a basic understanding of the typical methods used to conduct, analyze, and interpret psychological research.
3. Demonstrate an ability to critically evaluate ideas and research.
4. Demonstrate an understanding of scientific writing (APA styles) and the ability to integrate ideas from multiple sources.
5. Demonstrate an understanding of the ethical responsibilities of researchers when conducting research.
6. Develop basic computer literacy skills as it relates to the discipline.
7. Develop an understanding of professional behavior & skills within the field (this takes into consideration the top goals of employers – they want employees who can think critically and communicate effectively).

TEACHING METHOD: Lecture, discussion, group projects, experimental papers, experimental presentation (with use of PowerPoint), take home assignments, and labs. Classroom activities will in general cover major and/or difficult concepts. These various teaching methods are meant to supplement your reading and working with the course material. This translates into two important points: 1) the expectation is that you are in fact reading the book, and 2) we do not have to cover all of the concepts in class. Education is an active process, and it is up to you to determine your level of involvement in your education.

EXAMS: There will be 3 midterm exams and a final exam. Tests will include multiple choice, a few short answer items, completion items, and essay questions. The exams will cover material presented in class as well as the assigned readings.

* If you wish to discuss your score or grade on an exam, you must do it BEFORE the next scheduled exam.

* Use of cell phones or other such devices during an exam will result in a zero for that exam.

MAKE-UP EXAMS: You may make-up ONE exam for this course. The format of the make-up exam is up to the discretion of the instructor. This may include an exam consisting mainly of short answer and essay questions. Make-up exams will be administered immediately after completion of the final exam. I will have a sign up sheet available the week prior to finals (you must sign up in order to take the make-up test).

LOW GRADE ON AN EXAM: If you receive a grade of F on any of the first three midterm exams, you must talk with me before the next exam. Please set up an appointment.

LOW GRADE ON A WRITING ASSIGNMENT: If you receive a grade of less than 74 on either of the first two writing assignments, you will need to set up an appointment with the writing center for that paper or your next paper. Confirmation of your appointment should be turned in with the paper. If you rewrite the paper, the final grade for the assignment will be based on a weighted average of the two papers.

ATTENDANCE: This course requires your involvement in several group projects. Your input and participation are necessary for completion of these projects; therefore attendance for both lectures and lab is required.

READING ASSIGNMENTS: In addition to the textbook, there will be additional articles assigned for reading. These articles emphasize a particular design principle and serve as models for APA style papers. Worksheets will be handed out for the reading assignments and count as partial course credit.

LABORATORY WORK: In the lab sessions, you will design and carry out the following projects: a content analysis, a survey, and an experiment. The projects are designed to help you apply the principles of research design and gain experience with “real” projects. Completion of these projects will require collection of data from participants in class as well as outside of class.

- The lab component is a vital part of the learning experience for the course, missing a lab may result in being dropped from a group and/or a lower grade for the assignment for that project (e.g., if you miss 1 lab out of the 3 for a particular project, you lose 1/3 of the points on the paper).
- While the projects are worked on in groups, each paper is to be written with no assistance from others.
- Each project will be written up in APA style.
- Papers turned in late will be docked five points for each day that the paper is late.

ACADEMIC HONESTY: the work in this course is to be your own. The penalty for cheating (or helping another to cheat), copying, and/or plagiarism can result in immediate failure for the assignment and/or course. In severe cases, one can be expelled from the university.

EXTRA CREDIT: One 5 page paper can be turned in to raise ONE of your exam grades. The extra credit will raise the lowest exam grade up one letter grade (e.g. if you have say a C (74) on an exam then the paper will raise that one exam grade to a B (84)). All extra credit papers must be turned in by May 1st (I keep these) with a **copy of the article(s)**. Topics need to be cleared with me before you start writing.

GRADING REQUIREMENTS:

Four in class Exams (15% each)	60%
Lit Review / Intro Paper	3%
Content Analysis Paper	7%
Survey Paper	10%
Experimental Paper	13%
Additional assignments & attendance . .	7%

GRADING: The letter grades will be assigned according to the following scale:

A: 92 – 100 B: 82 – 91 C: 72 - 81 D: 62 - 71 F: < 62

- *For confidentiality reasons, grades will not be given out over the phone or by e-mail.*
- *Plus and minus grades may be assigned to students who are near the top or bottom of the ranges for each grade.*

COURSE OUTLINE - Psy 203

<u>Date: Lectures and Exams</u>	<u>Lab Session</u>
JAN	
13 CH 1: Explaining Behavior Scientific Method	15 CH 2: Theories CH 3: Developing Ideas
20 CH 4: Choosing a Research Design	22 Lit Review/Library Exercise
27 CH 13: Describing Data	29 Develop content analysis
FEB	
3 CH 16: APA style	5 Conduct content analysis
10 * Exam 1 – CH: 1, 2, 3, 4, 13, & 16 *	12 Analyze content analysis
17 CH 9: Survey Research	19 Develop survey [Content analysis papers due]
24 CH 6: Subjects CH 7: Ethics	26 Develop survey
MAR	
3 CH 5: Systematic Observations	5 Analyze survey
9-13 * ☺ SPRING BREAK ☺ *	
17 * EXAM 2 - CH: 5, 6,7, & 9 *	19 Develop experimental projects
24 CH 10: Between-subjects designs [Survey papers due] (pp. 282-294)	26 Develop experimental projects
31 CH 10: Within-subjects designs + (pp. 294-320)	<i>APR</i> 2 Memory experiment ▶ Class conducted in Blackboard Vista
APR	
7 CH 14: Inferential Statistics	9 Conduct experimental project
14 * EXAM 3 – CH: 10 & 14 *	16 Analyze Experimental Project
21 CH 11: Specialized Designs CH 12: Single-subject Designs	23 Experimental Exercise
28 Project Presentations [PowerPoint]	30 CH 8: Nonexperimental Research [Experimental Paper Due]

MAY 5 TU FINAL EXAM 5:45 - 7:45 p.m. (same classroom)

I reserve the right to change topics and/or test dates. Any change in the schedule will be announced in class.

CLASSROOM ETIQUETTE: Courteous behavior is expected – if you are unsure of what might constitute non-courteous behavior visit the following website developed by Dr. Hill – (<http://users.ipfw.edu/hillc/Psy120/Etiquette.pdf>). Disruptive behavior (e.g., private conversations in class, activities not related to the class, interfering with the learning process) may result in a lower grade (e.g., zero) for the attendance portion of the course.

CENTER FOR ACADEMIC SUPPORT AND ADVANCEMENT: Kettler Hall G23

Tutoring: You are allowed two hours of tutoring per week at no charge for many of the courses offered at IPFW. You should make an appointment prior to receiving assistance.

Other Services: CASA “offers free help in developing reading, writing, math, and study skills, includes note taking, textbook reading, test taking, and other skills that contribute to learning.”

Web Site: www.ipfw.edu/casa

WRITING CLINIC: “Every writer needs a reader.” They will work with you on any university related writing project. Sign up for appointments on board outside of Kettler G19 (phone 481-5740). Web Site: <http://www.ipfw.edu/casa/writing/>

HELMKE LIBRARY HOURS: (the library site is <http://www.lib.ipfw.edu/>)

M-TH: 8:00-11:00

Friday: 8:00-6:00

Saturday: 8:30-5:30

Sunday: Noon – 11:00 p.m.

LAST DAY TO WITHDRAW: March 20th

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at <http://www.ipfw.edu/ssd/>