

**Fall 2019**

**PSY 2204: Introduction to Research Methods**

Class Hours: MWF 9-950 5-103

**Professor: Saadia McLeod, Ph.D.**

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**Office Hours: In person: Mondays 10-12pm ; by email: Thursdays 3-4pm**

**Office: TBD**

**Website: [www.drsaadiamcleod.com](http://www.drsaadiamcleod.com)**

**(for all course materials)**

**Course Description:**

**Course Objectives:**

The main goals of the course are to:

- a) Develop your research-related skills, examining all steps of the research process, including but not limited to literature searches, hypothesis testing, research design, data and presentation of results
- b) Help you to learn to critically evaluate empirical research; understand the implications and limitations of research.
- c) You will learn how valid scientific methods can improve and create knowledge in the field of psychology
- d) Help you to evaluate scholarly published research.
- e) Help you to identify areas of scientific interest in psychology

This course will guide you through each stage of the research development process. . The course contains both a lecture and application of concepts. Both portions of class are critical to your understanding of the research process. The lecture portion will provide the theoretical knowledge base used in conducting research while the workshop sessions will provide you with opportunity to work with concepts designed to facilitate your grasp of research skills. This course is designed to prepare you for more advanced undergraduate courses, and possibly graduate level work. Although many of you will not pursue a career as a research psychologist, every one of you is a consumer of scientific findings, whether from original research publications or from mass media reports.

**Meetings:**

This course involves active participation in every class session. This course is taught in a

workshop style which will require your active participation. Classes will consist of presentations of the materials by the professor and students. In class activities, discussions, and short group activities will facilitate the understanding of the material, and will also be a way in which you will get points for this course. Students should bring their laptops or ipads to every class session. **IMPORTANT!!** I will assume that you read the assigned chapter(s) prior to each class

Please bring a laptop or tablet to class to facilitate in-class group work.

**Required Textbook:**

**Beth Morling: Research Methods in Psychology: Evaluating a World of Information, Third Edition W. W. Norton & Company, Inc.**



The textbook is available at the University Bookstore. We will use the book actively in class. It will be important to get the book.

If you feel you will need to refresh or catch up on SPSS basics, you can find tutorials on Lynda at the following link <http://www.lynda.com/SPSS-training-tutorials/1009-0.html>

**Recommended Textbooks:**

American Psychology Association. (2009). Publication Manual of the American Psychological Association (6<sup>th</sup> Edition). Washington, DC.

**Additional Optional textbooks:**

These textbooks are especially valuable for those of you who will need to keep an eye on your stats. For these additional books older versions are ok, and they are typically much cheaper.

Andy Field (2013). Discovering statistics using IBM SPSS statistics. Sage Publications Ltd.

Moore D.S, McCabe G.P. & Craig, B. (2011). Introduction to the practice of statistics (7<sup>th</sup> ed). New York: W.H. Freeman.

**Affordable learning initiative:**

A lot of materials and discounted books can be found at <http://als.csuprojects.org>

### About active participation:

**Attendance and active class participation is critical.** Much of the course content will come through in-class demonstrations, activities, and discussions. **Missing class will negatively effect** your participation grade, regardless of the reason for the absences . If you miss class, I strongly encourage you to get notes from a classmate.

### Course Requirements and assignments

#### Assignments and Grades (in points)

Midterm Exam 1	50 points
Midterm Exam 2	50 points
Final Exam	50 points
Short Article Summary	15 points
Literature Review of Research Topic (Individual)	20 points
In Class Group Research assignments (5 points per assignment)	50 points
Topic, Generating Questions, Formulating Predictions (survey, associations, causal), Describe design, procedure, create surveys/questionnaires, consents forms, collect data,	
Group Research Presentations	
Survey	25 points
Experimental/Correlational	25 points
<u>Active classroom participation</u>	<u>15 points</u>
Total Possible	300 points

## **Description of assignments:**

**Research Study Group Presentation:** This assignment will partly be conducted in class and partly will be conducted out of class with your work group. The goal will be to conduct 2 forms of research; a survey study and a correlational or experimental study, based on a topic and questions chosen in the beginning of the course. For this project you will learn how to collect and examine the data. You will then present the results in class. The presentation should be approximately 15 minutes long. A power point presentation should contain the following information:

- 1) The research question and predictions
- 2) Descriptions of the variables and methods of measurement
- 3) Descriptions of the procedure
- 4) Present the results and discuss implications
- 5) Identify limitations of the study

**Short Article Summary:** You will choose an article of interest after the library orientation. You will read the study and summarize the study. Briefly describe the topic of the paper, the method used, the main results, and the Conclusions.

**Literature Review:** This assignment serves as a background research review of topic chosen by the group for research in this course. You will evaluate the extant research in your topic of interest. Please cite a minimum of 5 scholarly articles and empirical studies that serves as a review of your topic and possibly the basis for the predictions/hypothesis proposed by your group. This is an out of class assignment and students are expected to begin work on this assignment after the second week of class (once a topic is chosen).

### **Missed Exams:**

Exams can be made up only in the case of a verified emergency. Students must contact the professor on the day of the exam to reschedule.

Late Assignments are only accepted in cases of personal (student) medical emergency only. I do not accept electronic submissions of course work.

**Extra Credit Opportunities**

Up to a **maximum of 5** points of extra credit points may be earned for experiments completed through the SONA website. To sign up for a study go to: <https://cpp.sona-systems.com>. Be sure to assign the credits to this class. I receive a summary of credits earned per class during finals week. You should at least get 2 SONA credits to get the 5 points.

**Grading Scale:**

A = 280 - 300

A- = 270 - 279

B+ = 260 - 269

B = 250 - 259

B- = 240 - 249

C+ = 230 to 239

C = 220 - 229

C- = 210 - 219

D+ = 200 - 209

D = 180 – 199

F = 179 or less

**COURSE SCHEDULE**

\*\*This schedule is tentative and can be changed at the professor's discretion. You are responsible for any changes made, which will typically be announced in class.

<b>Dates</b>	<b>Topic</b>	<b>Reading</b>
<b>Week 1</b> 8/23	Course introduction; Sources of information: Research vs. other types	Chapter 1
<b>Week 2</b> 8/26 8/28 8/30	Theory, Data Cycle: Introduction to experimental research and Ethics  Videos: Milgram Experiment; Stanford Prison Experiment, Discussion to follow	Chapter 1; Chapter 4  <b>Group Wrk: Hypothesis worksheet; Choose Topic, Questions; Create Consent Form</b>
<b>Week 3</b> 9/2	LABOR DAY – NO CLASS	
9/4	Library Orientation: finding research <i>Activity: Visit to the Library to conduct a literature search and review in Psychology with Librarian Shonn Haren (room 1828 in the Library)</i> <i>(<a href="http://libguides.library.cpp.edu/c.php?g=326484">http://libguides.library.cpp.edu/c.php?g=326484</a>)</i>	<b>Classwork: Find article to summarize for assignment</b>
9/6	Descriptive Statistics: Theory Describe Structure of a Research Study: APA Format	Pages 457-479 Pg 505 <b>Group: Summarizing Descriptive Data</b>
		<b>Groups to finalize topic, complete consent form</b>

<b>Week 4</b> 9/9	Qualitative Design: Survey Research	Chapter 6 and 7 <b>Article Summary DUE</b> <b>Group Wrk: Create Surveys to address topic questions</b>
9/11; 9/13	Random assignment and selection	Chapter 3
<b>Week 5</b> 9/16 9/18; 9/20	4 Validities & Identify Good Measurements	Chapter 3 & 5 <b>Group: Collect Survey Data (n=20) in class</b>
<b>Week 6</b> 9/23-  9/25	Midterm Review	<b>Homework: Collect library research of articles/studies addressing topic of interest, and specific topic questions</b>
9/27	<b>Midterm 1</b>	
<b>Week 7</b> 9/30	Research articles; Guidelines for Integrating research	Presenting Results: p. 487 - 521; Chapter 1: p. 8 - 13
10/2; 10/4	Literature Review- In class	<b>Group wrk: bring in research articles for literature review</b>
<b>Week 8</b> 10/7; 10/9; 10/11	<b>Survey Research Group Presentations</b>	
<b>Week 9</b> 10/14; 10/16; 10/18	Correlational Designs: Associative Relationships	Chapter 3; Chapter 8 <b>Grp Wrk: Design Correlational Study on Topic of interest</b>
<b>Week 10</b> 10/21 10/23	Correlational Design	<b>Grp Wrk: Work on Creating Measures for Study – due in class</b>

10/25		<b>LITERATURE REVIEW DUE</b>
<b>WEEK 11</b> 10/28	Midterm Review	
10/30	<b>Midterm 2</b>	
<b>Week 12</b> 11/1 11/4 11/6	Experimental Designs; Pre-post, within-subject, between subject; Quasi-experimental designs	Chapter 10 Groups complete work on Correlational Study
11/8	Experimental design	Chapter 10 <b>Grp Wrk: Create Experimental Design, Indep/Dep Variables</b>
	Inferential Statistics	Pg. 479
<b>Week 13</b> 11/11	VETERAN'S DAY – NO CLASS	
<b>Week 13 (cont)</b> 11/13	Threats to Internal Validity: Confounds	Chapter 10; Chapter 11
11/15	Threats to Internal Validity Replication	Chapter 10; Chapter 11; Chapter 14 <b>Turn In Experimental Design Assignment</b>
<b>Week 14</b> 11/18 11/20-22	Factorial Design  GROUP PROJECT IN CLASS	Chapter 12: p. 343 - 359;  GROUP PROJECT WORK
<b>Week 15</b> 11/24 11/27	GROUP PROJECT WORK IN CLASS (cont) Final Exam Review	



11/29	THANKSGIVING BREAK - ENJOY!!!!!!	
<b>Week 15</b> 12/2; 12/4; 12/6	<b>Presentations:Experimental/Correlational Research</b>	GROUP PRESENTATIONS
<b>Week 16</b> WEDNESDAY;12/11 Finals Week	<b>FINAL EXAM</b>	9-10:50am

**Accommodating Disabilities:** I am happy to accommodate students with disabilities. Students who require assistance must contact Disability Resource Center (DRC) –Building 9, room 103. Phone: (909) 869-3333. Verification from this office is required before accommodations can be made.

**Changes to the syllabus:** Adjustments may need to be made to the syllabus. Students are responsible for any changes made to the syllabus in class. If you miss class make sure no changes were made that day.

**Academic Dishonesty:** Students must not represent ideas or work as their own if it is not. Students may not use any aids (including their neighbors) unless explicitly stated. Academic dishonesty (cheating, plagiarism etc.) will not be tolerated and could result in a **failing** grade in the course or in the exam if you will engage in academic dishonesty. **Students may also face sanctions by the university.** Often students are unaware of the rules that govern intellectual property. At the college level, I expect all facts, ideas, and inferences to be cited in the text.

**Proper Citations:** All quotes and ideas must be cited correctly in the text. Students are responsible for knowing and using APA format. A failure to cite properly constitutes plagiarism. The website <http://noodletools.com/> provides assistance with citations. I expect references at the end of each paper and citations in the text (Author, year). For direct quotations, (Author, year, page). BE SURE TO CITE THE AUTHOR OF THE ARTICLE AND NOT THE EDITOR OF THE VOLUME!! BE SURE TO CITE IN THE TEXT, A REFERENCE PAGE IS NOT SUFFICIENT. CITES MUST ALSO BE IN THE TEXT. I will also provide a short version of how to report citations in APA style in Blackboard.

For an additional source of information about how to avoid plagiarism see: <http://wnorton.com/college/psych/research-methods-in-psychology/styleguide/content.aspx?group=plagiarism&id=12>

**Title 9:** Please note that there are two executive orders from the CSU's Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what is called "mandatory reporters," which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless if the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating.