

**Spring 2022**  
**PSY 2204-02: Introduction to Research Methods**

Class Hours: TTH 8:30am-9:45am, 5-103

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

**E-mail: [samcleod@cpp.edu](mailto:samcleod@cpp.edu)**

**Office Hours: via email TTH 11-1230, zoom meeting available by appointment only**

**Website:**

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

**for Powerpoint lectures, assignments, handouts**

**I will use Canvas to post the syllabus, post grades, collect written assignments, and administer exams.**

**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) Learn to critically evaluate empirical research; understand the implications and limitations of research.
- c) Learn the value of the scientific method in building knowledge in the field of psychology
- d) Evaluate scholarly published research.
- e) 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

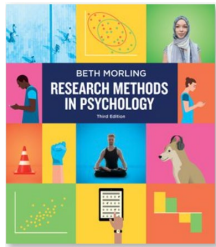
findings, whether from original research publications or from mass media reports.

### **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 materials by the professor as well as the students. In-class activities, discussions, and short group activities will help facilitate the understanding of the material, and will also earn you points for this course. **IMPORTANT!!** I will assume that you read the assigned chapter(s) prior to each class

### **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.

- ISBN-10 : 0393617548
- ISBN-13 : 978-0393617542

*For students with prior experience with statistics:*

If you feel you will need to refresh or catch up on SPSS basics, you can find tutorials on Lynda.com 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.

**Add Optional textbooks:**

The following 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 absence. If you miss class, I strongly encourage you to get notes from a classmate. Attendance will be taken sporadically during the semester.

The participation points are based only on active verbal participation in class. Please be prepared for class by completing the readings for that week and contributing your thoughts and questions. Please have your video camera on unless you have notified the professor in advance with a valid reason.

**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)	25 points
In Class Group Research Development assignments (25 points per project)	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>10 points</u>
<b>Total Possible</b>	<b>300 points</b>

**Please note: all group work will be graded credit/no credit until project presentation, at which point full points will be assigned. You must be present in class to receive credit for group project development (25pts per project).**

### **Description of Assignments:**

**Research Study Group Presentations: Each group will give 2 presentations.** This assignment will partly be conducted in class and partly be completed out of class with your research group. The research groups will be created the first two weeks of class. The topic of study will be decided by the second week of class. You will work with this group on a weekly basis in class. 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 25 minutes long. A PowerPoint 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) Presentation of the results (graphic and narrative) and discussion of implications
- 5) Identify limitations of the study

Presentations will be on zoom, one member must allow for screen share (cohost) and facilitate the PowerPoint presentation for the group.

**PLEASE NOTE: You will stick to the same topic for both research projects and for the literature review paper.**

**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. You may choose a topic different from your group topic/research project topic for this assignment.

**Literature Review:** This is an individual assignment that serves as a background research review of the topic chosen by the group. You will evaluate the extant research in your topic of interest. Please cite a minimum of 5 scholarly articles and empirical studies that serve 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).

**Exams:**

All exams will be taken on canvas during class time. Final exam will also be taken on canvas at the scheduled time listed in the syllabus. We will not zoom during the exam. Exams are to be taken individually and without the use of any sources (beyond oneself). If there are any technical difficulties, please email the professor immediately.

**Missed Exams:**

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

Late Assignments are only accepted in cases of personal (student) medical emergency. I only accept electronic submissions of in-class group work

**How to Turn in Your work:**

- All Exams will be taken on Canvas during class time or set final exam time.
- All individual work (short article summary, literature review) will be turned into Canvas
- All Group work done in class or out of class will be submitted **individually** by each student to Canvas, under the 'assignments' tab (any exceptions will be announced in class).

**Canvas: Will be used to post grades, post syllabus, collect assignments, and administer exams. All other course materials (lectures, assignment instructions, etc) will be found**

on the website: [drsaadiamcleod.com](https://drsaadiamcleod.com). Canvas grading summary tends to be inaccurate because of the use of credit/no credit grading. Please tally your own grade. Use the total points and not percentage to calculate your grade (see scale below).

### **Extra Credit Opportunities**

Up to a **maximum of 5** points of extra credit 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 - 239

C = 220 - 229

C- = 210 - 219

D+ = 200 - 209

D = 180 - 199

F = 179 or less

### **Internet Disruptions:**

It is unfortunately likely that the internet may fail us on occasion during our class session. If a zoom session becomes too spotty or glitchy, we will end it and I will post the class activities to do later. I will try to approximate the level of activity to be done in class and not more.

I will try to post recordings of class lectures on canvas, but please note that in class work is part of your grade assessment. Do not rely on the posted recordings only. The posting themselves may also be unreliable. *If I discuss confidential cases in session, I may not post recordings.*

**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.

Dates	Topic	Reading
<b>Week 1</b>  1/25  1/27	Course introduction  Sources of information: Research vs. other types	Please read syllabus  Chapter 1
<b>Week 2</b> 2/1  2/3	Theory, Data Cycle: Introduction to experimental research and Ethics  Videos: Milgram Experiment; Stanford Prison Experiment, Discussion to follow	Chapter 1; Chapter 4  <b>Group Work: Hypothesis worksheet; Choose Topic, Research Questions;</b>
<b>Week 3</b>  2/8	Videos: Milgram Experiment; Stanford Prison Experiment, Discussion to follow	<b>Create Consent Form – in class</b>
<b>Week 3</b> 2/10	Library Orientation: finding research <i>Activity: Library orientation on how to conduct a literature search and review in Psychology with Librarian Shonn Haren (<a href="http://libguides.library.cpp.edu/c.php?g=326484">http://libguides.library.cpp.edu/c.php?g=326484</a>)</i>	<b>Individual work: Find one article to summarize for article summary assignment.</b>
<b>Week 4</b> 2/15	Descriptive Research Designs  Describe Structure of a Research Study: APA Format	<b>Group work: Create Survey to collect descriptive data for 1<sup>st</sup> Project</b>

2/17	Random assignment and selection	<p>Chapters 6 &amp; 7</p> <p><b>Group Work: Summarizing Descriptive Research Data</b> Pages 457-479 Pg 505</p> <p>Chapter 3 &amp; 5</p> <p><b>DUE: Short Article Summary</b></p>
<p><b>Week 5</b> 2/22</p> <p>2/24</p>	<p>4 Validities &amp; Identify Good Measurements</p> <p>Analyzing Collected Data</p>	<p>Chapter 3 &amp; 5</p> <p><b>Group: Collect Survey Data (n=20) using Google Survey</b></p>
<p><b>Week 6</b></p> <p>3/1</p> <p>3/3</p>	<p>Midterm Review</p> <p><b>Midterm 1</b></p>	<p><b>Homework: Collect library research of articles/studies addressing topic of interest, and specific topic questions</b></p> <p>You will take the midterm on canvas during classroom time.</p>
<p><b>Week 7</b></p> <p>3/8</p> <p>3/10</p>	<p>Research articles; Guidelines for Integrating research</p> <p>How to organize a Literature Review</p>	<p>Presenting Results: p. 487 - 521; Chapter 1: p. 8 - 13</p>
<p><b>Week 8</b></p> <p>3/15</p> <p>3/17</p>	<p><b>Survey Research: Group Presentations via zoom</b></p> <p>One group member must serve share screen/cohost to present Power Point</p>	<p><b>Individual work: Turn in 5 abstracts for literature review via email</b></p> <p>Presenting groups must turn in all work associated with survey research.</p>
<p><b>Week 9</b> 3/22</p>	<p><b>Survey Research: Group Presentation cont</b></p>	



3/24	Correlational Designs: Associative Relationships	Chapter 3; Chapter 8
<b>Week 10</b> 3/29  3/31	SPRING BREAK	
<b>Week 11</b> 4/5  4/7	Correlational Design  No Class - Please review Study Guide Posted on Website	<b>Grp Work: Work on Creating Measure for Correlational Study - due in class</b>
<b>Week 12</b> 4/12  4/14	Midterm Review  <b>Midterm 2</b>	<b>LITERATURE REVIEW DUE Turn in via Canvas</b>
<b>Week 13</b> 4/19  4/21	Experimental Design: Introduction  Experimental Designs: Within-Subjects Design	Chapter 10  Chapter 10  <b>Grp Work: Create Experimental Design, Indep/Dep Variables</b>
<b>Week 14</b> 4/26	Experimental Designs; Pre-post, Between Subject;	Chapter 10, Chapter 11

<b>Week 14</b> 4/28	Threats to Internal Validity: Confounds	Chapter 14
	Inferential Statistics: Theory	Pg. 479
<b>Week 15</b> 5/3  5/5	Final Exam Review  <b>Group Presentations:  Experimental/Correlational  Research</b>	Turn in all materials associated with second research project.
<b>Week 16</b> 5/10  5/12	<b>Group Presentations:  Experimental/Correlational  Research</b>	Turn in all materials associated with second research project.
<b>Finals Week</b> Thursday 5/19	<b>FINAL EXAM - on Canvas</b>	7am-850am

**Accommodating 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 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 of your paper. 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.

For an additional source of information about how to avoid plagiarism see: <http://www.norton.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.