

Introduction to Research Methods in Psychology

Spring 2023

PSY 2204: Introduction to Research Methods

Class Hours: MW 4-515

Location: 5-126

Professor: Saadia McLeod, Ph.D.

E-mail: samcleod@cpp.edu

Office Hours: MW 2:30-3:30 pm, email or in person

Office: TBD

Website: www.drsaadiamcleod.com

(for most course materials)

Canvas will be used to submit your work to be graded. There may be some select assignments posted on Canvas as well. Students will be informed when that is the case.

Course Description: This is an introductory course to research methods in the behavioral sciences. Students are expected to have basic knowledge of statistics. However, statistical testing will not be a primary focus of the course. The course will address the conceptual elements of research design, including testing ideas using the scientific method, and evaluating their strengths and limitations.

Course Objectives:

The main goals of the course are to:

1. 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
2. Help you to learn to critically evaluate empirical research; understand the implications and limitations of research.
3. You will learn how valid scientific methods can improve and create knowledge in the field of psychology
4. Help you to evaluate scholarly published research.
5. 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 tablets 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:

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

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The textbook is available at the University Bookstore. We will use the book actively in class. It will be important to have 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>Links to an external site.

Recommended Textbooks:

American Psychology Association. (2009). Publication Manual of the American Psychological Association (6th 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 (7th ed). New York: W.H. Freeman.

Affordable learning initiative:

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

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 obtain notes from a classmate.

You will be allowed to waive participation on 4 in-class assignments. I suggest you use this provision for days you must miss class such as medical emergencies. This waiver is intended for use for unavoidable absences. There will be no waivers for the group presentation.

Course Requirements and assignments

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Assignments and Grades (in points)

Midterm Exam I	50 points
Midterm Exam 2	50 points
Final Exam	50 points
Short Article Summary (Individual)	15 points
Literature Review of Research Topic (Individual)	25 points
In Class Group Research Assignments	50 points

(5 points per assignment)

Topic, Research Questions, Formulating Predictions (descriptive, correlational), Describe design, procedure, create surveys/questionnaires, consent forms, collect data/analysis

Group Research Presentations

Survey	25 points
Correlational	25 points

Active classroom participation 10 points

Total Possible 300 points

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Description of assignments:

Group Research Presentation: This assignment will be conducted partly in class and partly out of class with your research group. Your group will conduct 2 forms of research; a survey study and a correlational study, based on a topic and questions

chosen in the beginning of the course. For each project you will learn how to collect and examine the data. You will then present the results in class. The presentation will be approximately 15 & 20 minutes long, respectively. A PowerPoint presentation should contain the following information:

- The research question and predictions
 - 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 during the library orientation. Please use the PsycInfo database to locate an empirical article on a psychology topic you find interesting. You will read and summarize the study. Briefly describe the topic of the paper, the method used, the main results, and the conclusions. This is an **individual assignment and you may choose an empirical study on any topic**. This does not have to be on the group chosen topic.

Literature Review: This assignment serves as a background research on the topic chosen by your research group. You will evaluate the extant research the group topic of interest. Please cite a minimum of 5 scholarly articles and empirical studies that serves as a review of the 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). This is an **individual assignment**. You will write the paper on your own, but it will be a review of literature on the topic chosen by your research group.

Canvas: Please submit **ALL** your work (in-class work included) into Canvas. Each person is responsible for turning their work into Canvas (group work and individual work)

Group Work: Will be graded credit/no credit. Students are encouraged to use the suite of Google apps: Google Docs, Google Forms, and Google Sheets for all shared group work.

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. You will need to provide documentation of the personal emergency.

Late Assignments are only accepted in cases of personal (student) medical emergency only. This does not apply for in-class work. If you need to miss in-class, please use the 4 in-class waivers (see above).

Oral Presentations cannot be made up. Please plan on being in class the day of your group presentations. If an emergency should prevent you from presenting, you may present to the instructor with a 20% deduction of your grade (documentation of emergency required).

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> Links to an external site. 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

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. Students are responsible for noting changes which will be announced in class.

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/ Links to an external site](http://noodletools.com/Links to an external site), 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.**

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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=12Links to an external site>.

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.

Resources:

Student Health Center: <https://www.cpp.edu/~healthcounseling/health/index.shtml>

Counseling and Psychological Services:

<https://www.cpp.edu/~healthcounseling/counseling/contact-counseling.shtml>

Wellness Center: <https://www.cpp.edu/~healthcounseling/wellness-services/index.shtml>

Survivor Advocacy Services:

https://www.cpp.edu/~healthcounseling/survivor_advocacy/index.shtml

Financial Aid & Scholarships: <https://www.cpp.edu/~financial-aid/index.shtml>

Food Bank (Poly Pantry): <https://www.cpp.edu/~basicneeds/food-resources/poly-pantry.shtml>

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
Week 1 1/23 1/25	Course introduction Sources of information: Research vs. other types	Please read syllabus Chapter 2
Week 2 1/30 2/1	Theory, Data Cycle: Introduction to experimental research Ethics in Science Videos: Milgram Experiment; Stanford Prison Experiment, Discussion to follow	Chapter 1; Chapter 4 Group Work: Hypothesis worksheet; Choose Topic, Research Questions;
Week 3 2/6 2/8	Videos: Milgram Experiment; Stanford Prison Experiment, Discussion to follow Descriptive Research Designs	Create Consent Form Project 1 Chapter 6, 7
Week 4 2/13 2/15	Descriptive Research Design Four Validities and Claims/Creating Good Measures	Create Survey Project 1 (on Google Survey) Chapter 3, 5

<p>Week 5 2/20</p> <p>2/22</p>	<p>Library Orientation: finding research <i>Activity: Library orientation on how to conduct a literature search and review in Psychology with Librarian Shonn Haren</i> (http://libguides.library.cpp.edu/c.php?g=326484)</p> <p>Describe Structure of a Research Study: APA Format</p>	<p>Individual work: Find one article to summarize for article summary assignment.</p>
<p>Week 6 2/27 3/1</p>	<p>Random assignment and selection</p> <p>Analyzing Collected Data</p>	<p>Chapter 7</p> <p>DUE: Short Article Summary</p> <p>Group: Collect Survey Data (n=20) using Google Survey</p>
<p>Week 7 3/6 3/8</p>	<p>Midterm Review</p> <p>Midterm 1</p>	<p>Homework: Collect library research of articles/studies addressing topic of interest, and specific topic questions</p>
<p>Week 8 3/13 3/15</p>	<p>Research articles; Guidelines for Integrating research</p> <p>How to organize a Literature Review</p> <p>Bivariate Correlational Design</p>	<p>Individual work: Turn in 5 abstracts for literature review</p> <p>Chapter 8, 523-561</p>
<p>Week 9 3/20 3/22</p>	<p>Research Proj 1: Group Presentations</p> <p>Research Proj 1 Group Presentations</p>	

3/27 3/29	SPRING BREAK	
Week 10 4/3 4/5	Multivariate Correlational Design	Chapter 9 Grp Work: Create Hypothesis & Measure for Correlational Study
Week 11 4/10 4/12	Midterm Review Midterm 2	
Week 12 4/17 4/19	Experimental Design: Introduction Experimental Designs: Within-Subjects Design	Collect Data for Project 2 (n=20) Chapter 10 LITERATURE REVIEW DUE
Week 13 4/24 4/26	Experimental Designs; Pre-post, Between Subject; Threats to Internal Validity: Confounds	Chapter 10, Chapter 11 Chapters 11,14

Week 14 5/1 5/3	Project 2 Presentations Project 2 Presentations	Make sure all materials associated with second research project have been turned in.
Week 15 5/8 5/10	Project 2 Presentations Final Exam Review	
Finals Week Monday 5/15	FINAL EXAM	3pm-450pm

