

PSY 303: RESEARCH METHODS IN PSYCHOLOGY: [SOCIAL PSYCHOLOGY]

University of Oregon

WINTER 2018

CRN: 26730 + Lab

<http://canvas.uoregon.edu>

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Office: STB 439

Office Hours: Tuesdays 3:30 – 5pm

Course Meeting Times

T & R 2:00-3:20pm, STB 008

Course Materials

(1) PDF files on Canvas (required)

All required course materials (handouts, assignments) will be posted on the Canvas site.

(2) Helpful resources (recommended)

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. (Available at Duckstore)
- ◆ Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman. (Available at Duckstore)

Course Description

This course will focus on building your skills as a *producer* of high quality original research, although in the process, you will also improve your skills as a consumer. The course emphasizes hands-on practice for building the skills you need to conduct your own research and evaluate the research of others. You and your classmates will be working together to design, analyze, and discuss your research. In addition, you will be individually writing up your research throughout the term in separate writing assignments. You will receive feedback on your writing, and throughout the term, you will revise your writing assignments and synthesize them into two main research papers based on a correlational research study, and a related experimental research study. You will also present your research projects to the class to gain practice communicating research effectively.

This course is the final course in the 301-303 series. You will be building on the critical thinking skills that you practiced in PSY 301 and the data analysis skills that you gained in PSY 302 in order to design, implement, analyze, draw conclusions from, write up, and present scientific research in psychology. This course may be repeated for credit a maximum of one time provided there is a change in topic.

Communication

When communicating with your instructor via email, please put “PSY303” at the very start of the subject line, and then add some detail (e.g., “PSY303 Question about HW3”). Please feel free to speak up about any questions or concerns before, during, or after class (or in office hours). A goal for the course is to form an open communication climate in which everyone feels comfortable raising questions and having discussions during our weekly class sessions. This course will require some group work, and anytime you are communicating with your peers, instead and outside of class, please be respectful, patient, and thoughtful. One important piece of professional work is being respectful of others and of their time.

Topics Description

Each PSY303 topics course will focus on research production skills, but the nature of the research and the specific tools that are used will differ by topic.

For example, Research Methods in Psychology: Cognitive Psychology will emphasize asking research questions that are unique to cognitive psychology (e.g., How do we search information in short-term memory?), finding literature in cognitive psychology journals, using research designs that are common in cognitive psychology (e.g., repeated-measures designs), collecting data typical of cognitive psychology experiments (e.g., reaction time or accuracy), and conducting appropriate statistical procedures (e.g., related-samples t-tests, repeated-measures ANOVAs).

As a comparison, Research Methods in Psychology: Social Psychology will emphasize asking research questions that are unique to social psychology (e.g., What factors reduce conformity? How stable are first impressions of people?), finding literature in social psychology journals, using research designs that are common in social psychology (e.g., between-subjects designs, with different “primes” used to establish experimental conditions), collecting data typical of social psychology experiments (e.g., using self-report scales with established reliability), and conducting appropriate statistical procedures (e.g., factorial ANOVAs, multiple regression).

Learning Objectives

- ◆ Review existing psychological literature: perform effective literature searches, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and quality of evidence presented
- ◆ Conduct your own original research: generate research questions and hypotheses, evaluate ethical considerations, design materials to measure variables, and collect data
- ◆ Analyze, interpret, and communicate your findings: choose appropriate basic statistical analysis techniques for specific research questions and specific data sets, perform basic data analyses, and summarize the results in an APA-style report and an oral presentation.

Student Workload

When you complete this course, you will earn 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours in class each week. The other 9 hours will be spent completing assignments. The bulk of the work for this course will come from 7 homework assignments (about 3 hours each), six writing assignments (about 45 hours total), and the two presentations (about 20 hours). The workload will be less at the beginning of the term, increase as we tackle lengthier writing assignments, and then peak towards the end of the term when you are conducting, analyzing, writing up, and presenting your own research studies.

Academic Honesty

All work submitted in this course must be your own. Violations will be taken very seriously and are noted on student disciplinary records. If you have any questions about what constitutes academic dishonesty, please ask me. For more information, see the UO website regarding academic honesty at: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx>

Expectations and Grading

We will work on two major projects during this term. Different assignments (homework, written assignments, and presentations) will be spread across the two projects. These projects are:

1. The Correlational Project (Weeks 1-7)
2. The Experimental Project (Weeks 7-10)

Overall Grades

Final grades in this course will be determined by the following:

- Homework assignments: 20%
- Writing assignments: 50%
- Presentation assignments: 15%
- Participation: 15%

Grades will be distributed as follows:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A	93-96%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

The psychology department has specific guidelines on the level of achievement they think each letter grade should signify. Descriptions, here: <http://psychology.uoregon.edu/courses/department-grading-standards/>

Homework (20%)

There will be eight homework assignments in this course. Homework assignments will include a variety of tasks related to developing a correlational and experimental research project. Homework assignments are generally due at the start of class unless otherwise noted (all official due dates are on Canvas). Late homework assignments will be penalized by 10% per day after the deadline. Because homework assignments build off of each other, no homework assignments will be accepted more than 1 week late. These homework assignments should be completed independently. Specific instructions and expectations will be provided for each assignment.

Homework (20%) <i>To be submitted via Canvas</i>		
HW1:	Choosing a Research Question & Defining the Hypothesis	P1
HW2:	Research Article Summaries & References	P1
HW3:	Creating an Argument Based on Empirical Evidence	P1
HW4:	Results Output & Write-up	P1
HW5:	Peer Editing for Correlational Introduction & Method Sections	P1
HW6:	Research Article Summaries & References	P2
HW7:	Experimental Results Output & Write-up	P2
HW8:	Peer Edit for Experimental Intro + Method	P2

Writing Assignments (50%)

The writing assignments in this course are scaffolded, such that by the time you are writing your final paper, you will have practiced and received feedback on each of the components of an APA-style research report. There will be three major writing assignments in this course, as detailed below. Two are related to the correlational project, and one is on the experimental project. These writing assignments include a conceptual introduction or literature review, a description of methods, a description of results, and a discussion section, each of which is a main component in an empirical research report. In addition to getting feedback on your writing from your instructor, you will exchange your writing with peer reviewers (classmates), who will provide you with written feedback. Late writing assignments will be penalized by 10% per day that they are late. All writing assignments must be completed independently, however, receiving feedback on drafts from group members, friends, tutors, and instructors is encouraged and completely appropriate. In all cases you must not have the writing done for you.

Written Assignments (50%) <i>To be submitted both via Canvas and via hardcopy in class</i>		
WR1:	Introduction & Methods Sections for the Correlational Paper	P1
WR2:	Final Correlational Paper	P1
WR3:	Final Experimental Paper	P2

Class Presentations (15%)

In this course, you will be conducting research with a small group of your classmates. During the first part of the course, you will be presenting a review of background literature for the correlational paper. During the last week of classes, your group will present a future directions poster based on the results of the experimental paper.

- Literature review presentation: Your presentation should include background information from two articles relating to the correlational topic. It should emphasize the specific findings from the background literature and show how they may relate to the specific hypotheses of the correlational study.
- Future Directions Poster Presentation: Your presentation should include relevant background information, details about the methods, your results, a discussion of the significance of the results, and ideas for future research or improving upon your research study including hypotheses, proposed methods, and predictions. The first presentation is worth 7% of your grade, the poster presentation is worth 8%.

Presentations (15%) <i>To be presented in class</i>		
PRES1:	Literature Review (7%)	P1
PRES2:	Future Directions Poster (8%)	P2

Class Attendance and Participation (15%)

Regular attendance is essential for doing well in this course. Much of what you learn in this course will come from hands-on experiences and activities in the classroom. I will often ask you to complete short exercises in class, and your participation and engagement in these exercises, as well as other notes and observations, will be recorded as your class participation grade. This participation grade will be factored into your overall grade at the end of the course.

Late Assignments

There is no guarantee that you will be given credit for late work. If you think you might miss an assignment deadline, the best thing to do is to contact the instructor as soon as possible in advance with an explanation and proposal for when the assignment can be turned in. It is at the instructor's discretion whether or not to accept late work, as well as what the penalty will be. As a general guide, HWs are unlikely to be accepted late; WRs may receive -10% (out of 100) for each day they are late. That said, any specific policy on late submissions must be worked out between individual students and the instructor.

Special Accommodations

Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, tel. 541-346-1155) send a letter verifying your disability. For a list of resources provided by the Accessible Education Center, please see <http://aec.uoregon.edu>.

Students for Whom English is a Second Language

If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructor as soon as possible to make any necessary special arrangements.

Resources and Respect

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available

at [http://aaeo.uoregon.edu/content/discrimination-harassment\(link is external\)](http://aaeo.uoregon.edu/content/discrimination-harassment(link%20is%20external))

Specific details about confidentiality of information and reporting obligations of employees can be found at [https://titleix.uoregon.edu\(link is external\)](https://titleix.uoregon.edu(link%20is%20external)).

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

Course Schedule

Please refer to the following schedule to guide you through the course. All due dates are indicated on Canvas. I recommend marking your calendars with due dates for all assignments at the start of the term.

HW = homework assignment; WR = writing assignment, PRES = presentation

Week	Date	Class Topic and Activity	Assigned	Due
1	1/9	Syllabus, Introduction to Class Topic, Choosing RQs	HW1, WR1	
1	1/11	Finding research articles using PsycINFO and Google Scholar; APA Citations & References Guidelines	HW2	
<i>Fri Jan 12 5pm</i>				HW1 Due
2	1/16	Writing an Introduction, Using Literature as Empirical Evidence, Correlational Paper Guidelines	PRES1	
2	1/18	Building Arguments; Working with Surveys	HW3	
<i>Fri Jan 19 5pm</i>				HW2 Due
3	1/23	PRES1: Literature Reviews	HW4	PRES1 Due
3	1/25	Survey Design, Ethics of Research; Data Collection and Analysis	WR2	HW3 Due
<i>Fri Jan 26 5pm</i>				
4	1/30	Data Collection and Analysis	HW5	
4	2/1	Methods Workshop		
<i>Fri Feb 2 5pm</i>				
5	2/6	Methods Workshop		HW5 Due
5	2/8	Methods Workshop		
<i>Fri Feb 9 5pm</i>				*WR1 Due*
6	2/13	Abstract & Appendix Guidelines, Final Correlational Paper Guidelines		HW4 Due
6	2/15	End Correlational Paper, Transition to Experimental Project	HW6, WR3	
<i>Fri Feb 16 5pm</i>				*WR2 Due*

Week	Date	Class Topic and Activity	Assigned	Due
7	2/20	Orienting to Experimental Paper Topic	HW8	
7	2/22	Assigning Peer Review Partners; Experimental Data Analysis	HW7	
<i>Fri Feb 23 5pm</i>				HW6
8	2/27	Experimental Methods Workshop		
8	3/1	*Alex Out-of-Town* No Class In-Person Peer Editing Week		
<i>Fri Mar 2 5pm</i>				
9	3/6	Making Figures and Tables	PRES2	HW8 Due
9	3/8	Poster Building Workshop		HW7 Due
<i>Fri Mar 9 5pm</i>				
10	3/13	Experimental Project Conclusions		
10	3/15	PRES2: Poster Presentations		PRES2 Due *WR3 Due*
<i>Fri Mar 16 5pm</i>				

Note: Changes may be made to this course schedule.