
Research Methods Lecture (PSY 348) and Laboratory (PSY 349)

Professor Heide Island, Office: Carnegie 305
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Office Hrs: T/Th., 9:30–11:15 am and by appointment



Course Information

Lecture Class: Tues/Thurs., 1:00 – 2:35, Carnegie 306
Laboratory Class: Thurs., 3:00 – 6:00, Carnegie 306

Teaching Assistant: Caedy Young
Email: youn2076@g.pacificu.edu

Course Description

If you could compare a class with an infomercial, Research Methods is it – albeit a classy, highly useful service and product. The point is Methods is two classes for the bargain price of 6 credits instead of 8. The Tues/Thurs class is lecture, an introduction to the course concepts, scientific method, and the variety of ways you might ask, design, measure, and analyze a testable, empirical question. The second, Thursday section or the laboratory, is the applied, hands-on, workshop component of the course. Although there is no strict attendance policy for the lecture, there is for the laboratory, you cannot miss more than one laboratory without a grade penalty over the course of the semester. The laboratory simulates an actual research team – it is collaborative, interdependent, and mutually beneficial. Absences cost your team, not just you. It is not uncommon for these research teams to evolve into Senior Research projects, so take this group seriously.

Required Materials

Required Texts

Cozby, P.C. and Bates, S. C. (2015). *Methods in Behavioral Research, 12th Edition*. New York, NY: McGraw Hill. ISBN:978-0-07-786189-6

American Psychological Association (2009). *Publication Manual of the American Psychological Association, 6th Edition (Spiral Binding)*. Washington, D.C.: APA.

Feldman, D.B. and Silvia, P. J. (2010). *Public Speaking for Psychologists*. Washington, D.C.: APA Books

Baker, C. and Hansen, J. (2011). *Elements of F*cking Style: A Helpful Parody*. New York, NY: St. Martin's Press.

Articles

You will be expected to read a series of academic articles to help you understand research method design, statistics, and writing. These will be posted on Moodle.

Required Software

Microsoft Word is installed on all public-use computers at Pacific, this is considered standard professional software. Word (not Pages) is required for all of your reports whether on your personal computer or through those available to you through Pacific. **Because Google Drive and Pages often reformats documents and uses a different reviewer mode than Word, reports drafted on this software will be returned ungraded.**

Student Learning Outcomes

Students who take Behavioral Research Methods will...

- appreciate the importance of evidence-based research, how each empirical question should be founded on the feasibility of analysis through a practical and sound methodology
- to pose testable, valid, and credible research questions
- develop mastery in critically evaluating the validity of claims made in published research and/or popular culture
- evaluate varied research methodologies to test a research question
- demonstrate competency in applying the appropriate statistical test to interpret research data
- write papers using the American Psychological Association's manuscript style
- develop competency in both providing and receiving critical, respectful, and meaningful, critical feedback

Helpful Online Resources

Autocrit: Online Editor

<https://www.autocrit.com/editing/free-wizard/>

The Purdue Writing Lab: The Owl

<https://owl.english.purdue.edu>

NIH Human Participant Certification

<https://phrp.nihtraining.com/users/login.php>

Pacific Institutional Review Board

<http://www.pacificu.edu/about-us/offices/institutional-review-board>

International Journal of Undergraduate Research and Creative Activities

<http://commons.pacificu.edu/ijurca/>

SurveyMonkey

<https://www.surveymonkey.com/?cmpid=eng:us:ps:google>

Pacific Research Institute for Science and Math (PRISM)

<http://www.pacificu.edu/current-undergraduate/academics/undergraduate-research/pacific-research-institute-science-mathematics>

Lecture Section Structure

For both the lecture and the laboratory, your attendance is of CRITICAL importance for you to be abreast of all the changes in the course/syllabus and as a responsible member to your group. It is also important that you join a group with complementary schedules. You will often meet with your group outside of class to develop your research project. Given you will be part of a team, failing to attend class demonstrates a lack of commitment and responsibility to your team and the course.

Exams

There will be three 75-point exams. Your grade is based on your HIGHEST three exams. There are 77 points possible on each exam however, your score is based on 75 points; this allows me a cushion in the event that I ask an inadvertently difficult question. Assuming all questions are clear, you can earn 2 extra points on each exam or flub two questions without harm to your grade (this is the ONLY bonus point opportunities I provide). The typical exam covers 4-5 chapters of material. **NOTE:** *You must take the cumulative final exam, as I use this as an assessment measure for my teaching efficacy. The final will only count toward your final grade if it is HIGHER than your lowest exam score.*

Research Articles

Over the course of the semester you will read several articles and discuss them in class, this means you must understand the introduction, method, results (yes, we will discuss the statistics), and the discussion. Your participation is NOT optional; I will note those who are not prepared and will be docked participation points. These articles will be used as the basis for several laboratory exercises for which you will be expected to report later.

In-Class Exercises

There will be several group exercises to help you better conceptualize concepts (e.g., types of validity, reliability, etc.), as well as exercises to help you identify mechanical issues in your writing. These are to be completed in your group and submitted for credit at the end of class. In order to earn credit for these exercises, you must be in class, if you miss the lecture, you will not be allowed to make-up the exercise.

Scholarship Points

Your education does not start and stop in the classroom. Therefore, you are expected to participate in one hour (2 pts) of scholarship outside of the class (1 pt./half hr.). Scholarship points may include research participation (See Research Receipt) or attendance at a lecture related to the course outside of our class (Involvement evidence is your ticket and a signature from the presenter). Failure to complete these two activities will result in an incomplete (I) for the course. If points are not made-up within the year, you will receive a letter grade demotion on your transcript.

EVALUATIVE MATERIAL	POSSIBLE	EARNED	GRADE RANGE
3 Exams (75 pts) + Pre Final	225 pts		A/- range = 275 – 247
Participation Points	20 pts		B +/- range = 246 – 220
In-Class Exercises	30 pts		*C +/- range = 219 – 192
1 Hour of Scholarship Points	Complete/Incomplete		
TOTAL POINTS:	275 pts		

***Note:** In Psychology if you score less than a C-, you must retake the course.

Laboratory Section Structure

This is a laboratory-based course, thus there is three-hour lab every Wednesday. **You are expected to ATTEND all laboratory sessions.** If you miss two labs over the course of the semester it will result in a grade reduction by one letter. More than two and you will receive an F for the course and must retake both the lecture and laboratory section another semester. Part of the reason for this, is that most all research is collaborative, as such, this class is as well; therefore, your attendance is CRITICAL as a responsible member to your group. It is also important that you join a group with complementary schedules. You will, at times, meet with your group outside of class to conduct research, please be aware of this early on. Given you will be part of a team, failing to attend lab demonstrates a lack of commitment and responsibility to your team and the course, **YOU WILL BE EVALUATED BY YOUR PEERS** at the end of the semester for a grade.

Teaching Assistant

Your teaching assistant, Caedy Young, was like you, in my Research Methods course. Now, Caedy is a doctoral candidate in the Clinical Psychology Program at Pacific's School of Professional Psychology, investigating dementia assessment. Caedy is helping me to expand her professional development, but she is still a student, so please be considerate of her time. She will be available to help

you conceptualize the materials, APA Style (for your lab write-up), answer questions, and to facilitate study sessions, she will NOT provide you with class notes in your absence. Should you choose to attend her study sessions or office hours, please be prepared - ask questions and take advantage of her knowledge and expertise. You will be required to meet with me or Caedy to double check your manuscript three times over the course of the academic year. Once, to be sure your introduction and method are APA compliant, once to be sure the results and revised method are APA compliant and once before submitting for a final grade. Each of these meetings **MUST TAKE PLACE** prior to the peer review due date. Your peers will be evaluating your work for content, mechanics, writing, and persuasiveness, not APA compliance.

Laboratory Exercises

There are four 25-point lab write-ups required for this course. The laboratories should be submitted in APA format as a soft copy save the document as: "**LAST NAME – LAB #**" (for manuscript drafts as: "**LAST NAME – DRAFT I**") so I can easily identify the author and the work.

Manuscript and Presentation

You are expected to write an APA Style manuscript worth 150 points, this is about 50 percent of your lab grade. This is a professional, empirical piece of writing; you will need an APA Style Guide to help you with formatting, writing, and presentation of results, figures, and tables. In theory, if the manuscript is well written and empirically sound, it should be suitable for publication in a peer-reviewed journal. You will work within a small group to develop the idea, methodology and defend your proposal. However you **ARE NOT TO WORK TOGETHER** on the manuscript, each of **YOU WILL SUBMIT YOUR OWN MANUSCRIPT**. You will have all semester to work on blocks of the paper: introduction, method, results, and discussion.

Manuscript Drafts

You will submit two drafts for review over the course of the semester; the first will include an introduction and method only. The second will include all parts of the paper including the abstract; but will only be evaluated on the results, discussion and abstract. The entire manuscript should be about 20-pages (**not including**: the title page; abstract, references, and figures/tables) but this will vary depending upon the density of the literature. **IF THE PROPOSAL IS COGENT**, you may take PSY 351 under my supervision in subsequent semesters and carry out the research. Students often ask how many pages this paper should be, you have all semester to work on the introduction; therefore the introduction should be a **THOROUGH** review of the literature with a presenting paragraph (purpose) and a summary paragraph (hypotheses), a typical introduction is roughly 10 pages.

Proposal Defense

As a group, you will have **PRECISELY 20** minutes to present your research proposal during the last lab with 5 minutes for questions. PowerPoint presentations are expected, if you are unfamiliar with PowerPoint, the last week of class we will discuss how to use PowerPoint effectively. Just like a thesis defense, you are expected to find a non-psychology faculty member to evaluate your project.

Peer Review

Peer evaluation is an important part of the empirical process, both in receiving critique and in providing meaningful critical feedback. You will be providing two evaluations of your peers over the course of the semester and one final graded evaluation of your group.

Group Evaluations

Part of your grade will be a group assessment of your contribution, attentiveness, involvement, **ATTITUDE**, and general citizenship within your group. Social loafing will be evaluated and assessed by your peers (it is worth 30 points!). Further, truancy of more than one lab will result in a letter deduction off your final grade (i.e., an A will be a B).

Quality Circle Evaluations

An important academic skill is the ability to edit and review your writing and the writing of others. This means you must develop the ability to provide critical feedback without personally addressing the writer. Good reviewers are able to discuss the *writing* and *manuscript* alone without addressing the writer. This leaves the personal authorship out of the critique. Use the Intro and Methods Reviewer Sheet and the Results Reviewer Sheet on Moodle to help you make notes. Type your comments and suggestions directly into these forms and print them for each paper your review.

EVALUATIVE MATERIAL	PTS	EARNED PTS	LETTER GRADE
MANUSCRIPT ASSIGNMENTS: 150 pts			A/A- = 325 - 291
Draft I: Introduction and Method Draft	50		
Draft II: Results and Discussion	30		B+/B- = 290 - 259
Final Portfolio	50		
Presentation (during finals)	25		C+/- = 258 - 226
PARTICIPATION: 75 Pts			
Reviewing Circle Evals/Participation	20		
Project Defense Evaluations	25		
Group Evaluations	25		
LABORATORY EXERCISES: 100 pts			
Descriptive Research – Naturalistic Observation	25		
Descriptive Research – Content Analysis	25		
Quasi-Experiment	25		
True Experiment	25		
TOTAL POINTS	325 pts		

University Policies

Classroom Behavior – Rule 1: Be Nice

From the Pacific University Faculty Handbook (Section 4.1.3)

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they enroll. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, students are responsible for maintaining standards of academic performance established for each course in which they enroll. Students must also recognize that, as members of a community of learners, they have an obligation to be responsible members of that community, and that the exercise of their freedom of expression does not impinge upon the rights of others in their quest for learning.

Accommodated Learners

If you have documented challenges that will impede your learning in any way, please contact EDNA GEHRING the Director of LSS at ext.2107 or gehringe@pacificu.edu The Director will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any ADA accommodations for specific courses.

Tutoring and Learning Center (TLC)

If you need more writing assistance in addition to the help provided by your professor and the teaching assistants, please take advantage of the TLC in Scott Hall 127. The center focuses on delivering one-on-one and group tutoring services for math and science courses and writing skills in all subjects.

★ FLEXIBLE LECTURE SCHEDULE ★

WEEK	LECTURE	WEEKLY READING
WEEK 1 Sept. 01 & 03	🌟*PRE-ASSESSMENT* Writing and Science – “The Academy”	Cozby & Bates, Pp. 1-42
WEEK 2 Sept. 08 & 10	Scientific Method Standard Normal Curve	Cozby & Bates, Pp. 43-98
WEEK 3 Sept. 15 & 17	SNC and Central Tendency Units of Measure	Cozby & Bates, Pp. 99-116
WEEK 4 Sept. 22 & 24	Non-experimental designs Descriptive Studies: Observation	Cozby & Bates, Pp. 117-131
WEEK 5 Sept. 29 & Oct. 01	🌟*EXAM 1* Descriptive Studies: Case Studies	Cozby & Bates, Pp. 242-265
WEEK 6 Oct. 06 & 08	Descriptive Studies: Surveys More on Reliability and Validity	Cozby & Bates, Pp. 132-160; 291–308
WEEK 7 Oct. 13 & 15	Descriptive Studies: Program Evals & Meta-Analysis	Cozby & Bates, Pp. 242-266
WEEK 8 Oct. 20 & 22	Sampling Procedures	Cozby & Bates, Pp. 161-178
WEEK 9 Oct. 27 & 29	🌟*EXAM 2* Experimental Designs	
WEEK 10 Nov. 03 & 05	Experimental Designs	Cozby & Bates, Pp. 179-200
WEEK 11 Nov. 10 & 12	Quasi-Experimental Designs	Cozby & Bates, Pp. 265 - 290
WEEK 12 Nov. 17 & 19	Presenting Research: Academic Storytelling 🌟*EXAM 3* Group Presentations – 20 min	Refer to Cozby & Bates, Pp. 309-366
WEEK 13	THANKSGIVING BREAK	
WEEK 14 Dec. 01 & 03	Academic Portfolio: C.V., SOI, Cover letters Group Presentations – 20 min	
WEEK 15 Tues., Dec. 08	Group Presentations – 20 min	
WEEK 16 Mon., Dec. 14	🌟*POST-ASSESSMENT + ESSAYS* Group Presentations – 20 min	3:00 – 5:30, Carnegie 306

★ FLEXIBLE LABORATORY SCHEDULE ★

WEEK	LECTURE TOPIC	LABORATORY	WEEKLY READING
WEEK 1 Thurs., Sept. 03	Science and Writing	APA Style, Reading Academic Articles, and Understanding Academic Story telling	
WEEK 2 Thurs., Sept. 10	Scientific Method	Visit ONPRC – Van in front Carnegie	Gray and Wegner, 2013; NIH Certification https://phrp.nihtraining.com/users/login.php
WEEK 3 Thurs., Sept. 17	Standard Normal Curve	FILM: <i>Secrets of Psychics</i>	
WEEK 4 Thurs., Sept. 24	Non-Experimental Research	DUE: NIH Certification Group Project Consultations – By Appt.	Platek et al., 2003; Joly-Mascheroni et al., 2008
WEEK 5 Thurs., Oct. 01	Descriptive Studies	FILM: <i>Mysteries of Mating</i> Lab 1 - Naturalistic Obs., <i>Yawn Contagion</i>	Watson & Raynor, 1920; Beck et al., 2009
WEEK 6 Thurs., Oct. 08	Descriptive Studies	Discuss: Peer Review, Survey Exercises DUE: Draft 1 - Wednesday	Moore, 1985
WEEK 7 Thurs., Oct. 15	Descriptive Studies	DUE: Peer Review Evaluations	Gosling et al., 2002; Rudolph, 2008
WEEK 8 Thurs., Oct. 22	Sampling	Lab 2 - Dorm Room Content Analysis DUE: Lab 1 - Naturalistic Observation	Snowdon et al., 1996
WEEK 9 Thurs., Oct. 29	Experimental Designs	Lab 3 – <i>No Pain no Gain, Exercise and Memory</i>	Darley and Batson, 1973; Haney et al., 1973
WEEK 10 Thurs., Nov. 05	Quasi-Experimental Designs	Lab 4 – <i>Quasi-Experiment</i> DUE: Lab 2 – Dorm Room Content Analysis	Loftus, 1980
WEEK 11 Thurs., Nov. 12	Quasi-Experimental Designs	Group Consultations By Appointment Fri Due: Draft II to your Groups	Buss et al., 1992
WEEK 12 Thurs., Nov. 19	Academic Portfolio Academic Storytelling	DUE: Lab 3 – <i>No Pain no Gain</i> & Peer Review Draft II	
WEEK 13	THANKSGIVING BREAK		
WEEK 14 Thurs., Dec. 03		DUE: Lab 4 – <i>Quasi-Experiment</i> By Appt. Presentation consultations	Feldman and Silvia, 2010. Pp. 23-41.
WEEK 15	Reading Day	DUE: Ind'l Research Papers of Group Work	

Research Group Presentation Schedule

ASSIGNED DATE	PRESENTERS	TENTATIVE TOPIC
December 3		
9:30– 9:50		
9:55 – 10:20		
10:25 – 10:45		
10:50 – 11:15		
December 3		
9:30– 9:50		
9:55 – 10:20		
10:25 – 10:45		
10:50 – 11:15		

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COURSE CONTACT OF UNDERSTANDING

I, _____ (PRINT YOUR NAME) hereby acknowledge that I have received a copy of the Research Methods (PSY 348/349) syllabus for the fall 2015 semester. I have read the syllabus and understand all of the course policies and requirements. I recognize that it is my responsibility to seek clarification regarding any aspect of the syllabus, the course requirements, or the grading policies if they are unclear to me.

SIGN YOUR NAME

DATE

PRINT YOUR NAME

Meaningful Information for the Course

Date of Birth: _____ Est. Time of Birth: _____ City and State of Birth: _____

List Your Top Ten Favorite Musicians/Bands of All Time (really this will be meaningful later in the semester) – they do not need to be ranked.

Have you had statistics?

If yes, what semester and with which Professor?

How confident are you in your statistics knowledge (1 = No confidence; 5 = Supreme confidence)? _____

What area (or areas) of psychology do you find most interesting?

Why?

What do you expect from this course?

Do you have any fears or concerns about this course?

If yes, how can I best help you?

What grade do you expect to earn from this course? A/A- B+/B/B- C+/C/C-