

MARIAN UNIVERSITY
PSY342 – RESEARCH METHODS – 3 CREDITS
SYLLABUS

Semester: Fall 2017 – Section 01
Instructor: Ciara Kidder, Ph.D.
Office: Admin. Building – 301H
Office Hours: Tues. 3-4, Wed. 8-9, Fri. 8-9, 1-2; or by appointment

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ABOUT THIS COURSE

Why should you take (and be interested) in this class?

A research methods course is required in all social science disciplines. In this class, we will continue to develop your critical thinking skills that help you think like a scientist. Thinking like a scientist will help you to evaluate information, make decisions, and solve problems in your future career and in your everyday life. The skills you learn in this class will help you design studies to answer the research questions you are interested in. Even if you never conduct your own research, these skills will be useful in any applied setting, allowing you to consume and evaluate the research that informs your practice.

Required Texts:

Orzel, C. (2014) Eureka! Discovering Your Inner Scientist. Basic Books:
Research Methods in Psychology. Saylor. Available on MO2**

**This is an open source text, available in PDF for free. If you wish to have a hard copy of the text, you will need to print it out. If you wish to do this, let me know and I can make some recommendations for cost savings.

You will also need reliable internet access and a working knowledge of MO2. Homework assignments and Exams will be completed and/or submitted online. Because of the nature of technology, you need to anticipate that there are sometimes outages. If you go to submit your assignment at 11:50pm and there is an outage, you may miss the deadline, and the assignment. You will also **need to regularly check your university email for course announcements.**

Catalog Description: This course presents the basic principles and methods of social science research. Students are introduced to techniques for critical analysis of the professional practice literature and how, as consumers, they can incorporate research findings in practice. Students also acquire knowledge and skills for applying research in their practice. Similarities between the research and problem-solving processes are identified, beginning with conceptualization of the research question, followed by determination of the appropriate design and methodology, and concluding with qualitative and quantitative data analysis and presentation of findings. Professional

values and ethics, as well as sensitivity to human diversity, are subsumed within the conduct of research.

General Education Learning Outcomes:

Knowledge Acquisition

- Performance Indicator #2: Utilize technology to acquire information. Assessed with activities
- Performance Indicator #5: Demonstrate knowledge of basic facts, concepts and processes. Assessed with unit exams

Critical Thinking.

- Performance Indicator #2: Critically question. Assessed with activities and assignments.

Psychology Program Learning Outcomes:

1. Knowledge Base.

Describe and apply key concepts, principles, and overarching themes in psychology. Assessed with Exams.

2. Scientific Inquiry & Critical Thinking.

2.1 Use scientific reasoning to interpret psychological phenomenon.

Assessed with Assignments.

3. Ethical and Social Responsibility.

3.1 Apply ethical standards to evaluate to psychological science and practice. Completion of CITI training.

4. Communication.

4.1 Demonstrate effective writing for different purposes. Assessed with Final Projects.

4.2 Exhibit effective presentation skills for different purposes. Assessed with Project Presentations.

5. Professional Development.

5.1 Apply psychological content and skills to career goals. Assessed with Introduction.

Class Learning Objectives: The overall course objective is to provide instruction in the science of psychology. Upon successful completion of this course, students should have:

- Understanding of psychology as science.
- Critical thinking skills in regards to psychological research.
- Skill in applying psychological research methods to life issues.
- Greater awareness of the values and ethics that are required in the field of psychology.
- Awareness of cultural differences and how that influences research practices.
- Develop logical solutions and practice creative problem solving in regards to psychological research.

Teaching Strategies:

During class, we will spend our time on lectures and activities, discussion, and workdays for the research proposal. To get the most of this class, you will need to keep up on the readings and come prepared to ask questions during lecture, participate in the activities, contribute to discussions, and be prepared to work on workdays.

GRADING SCHEME

Final course grades are based on the following:

- Reflection Papers: 15%
- Exams: 30%
- Introduction Draft: 10%
- Method Draft: 10%
- Results Draft: 10%
- Presentation: 15%
- Final Proposal: 10%

The earned percentage of your grade converts to the following letter grades:

100-92.5%	A
92.4-89.5	A-
89.4-86.5%	B+
86.4-82.5%	B
82.4-79.5%	B-
79.4-76.5%	C+
76.4-72.5%	C
72.4-69.5%	C-
69.4-66.5%	D+
66.4-62.5%	D
62.4-59.5%	D-
Below 59.5%	F

Reflection Papers & Discussion. Throughout the semester, we will be reading a popular science book about the scientific method (see above). To prepare for the discussions, I will provide prompts on relevant chapters for you to respond to in a reflection paper. These responses should be well thought out and consist of a minimum of three paragraphs. The more developed your responses, the higher your grade. The other part of your grade will be participation in class discussions. Consistent and thoughtful contributions to discussion throughout the semester will earn you full marks in this area.

Exams. In the place of in-class examinations, you will complete four exams online. These exams will assess your ability to understand and apply what you have learned across several chapters. The exams will consist of approximately 5 essay/short answer questions. Each exam will be open for a 24-hour period, as indicated in the course schedule. On the day of the exam, there will be no class. You will have unlimited time to

complete the exam within that 24-hour period. Even though the exam is completed outside of the classroom, these exams should be taken individually without help from others. Gathering with friends to work on the exam together, sharing answers or exams with others, or saving exam questions and/or answers for future students does not help your learning and is collusion (a form of academic dishonesty - see below). Due to the nature of the exam, I will be able to tell if you have done this. You will have the opportunity

Final Project. For your final project, you will form groups (or can work individually) and, by working together spend the semester creating a research proposal. The proposal will include an introduction, a complete methodology, anticipated techniques for data analysis, and possible problems. You will submit drafts of each section throughout the semester. Each section will be graded (10% of your final grade for each section) and you will be given detailed feedback. At the end of the semester, you should revise and combine the sections based on the feedback you received (this revision is also worth 10%). During our final exam period you will give a poster presentation of your proposal to the rest of the class (worth 15%). Detailed instructions and grading rubric for each section is posted on MO2. Note that this proposal in its entirety is worth 55% or more than half your grade and thus, is the most important component of this class.

Extra Credit. You have the opportunity to earn up to 3% extra credit towards your final grade. To earn this credit, you must meet with me outside of class over the course of the semester to ask questions or get feedback on assignments. In order to earn all 3%, you will need to attend three meetings during three of the four units in the course. The cut-off for each unit is the day prior to the exam. You will not be able to make-up meetings in order to earn extra credit at the end of the course.

COURSE POLICIES

Attendance Policy. Attendance will be taken daily and reported to various offices on campus. Although attendance is not a direct portion of your grade, attending class is particularly important for success in this class. Significant class time will be spent completing in-class activities and preparation for outside of class assignments. Missing class means that you will be missing out on the valuable experiences. Since attendance is not part of your grade you do not need to contact me in advance of missing class. You are expected to review the missed materials on your own time and arrange time to meet with me if you have further questions. PLEASE NOTE prolonged medical absences make it impossible to evaluate your knowledge and skills and thus, will negatively impact your grade.

Exam Make-up. Because exams are taken online, make-up exams will rarely be granted. It is up to you to ensure that your technology is working and you are prepared at the time you sit down to take the exam. If you have a conflict with any of the exam days, you need to give me at least three days' notice and arrange to complete the exam in advance.

Late Work. I understand that things happen in your lives. Because of that, you have ONE, automatic, 48hr extension on any assignment, no questions asked. If you wish to use this extension, simply send me an email by the due date, to let me know that you are using your free pass. All other late work will be accepted only on a case-by-case basis.

Classroom and Campus Expectations. Students are encouraged to maximize their learning experience at Marian University. Ideal learning takes place in an environment where trust, mutual respect and active engagement are valued and observed by all participants. Students at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University, including online, Facebook, and other web-based venues. A student who the instructor believes is acting inappropriately in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

Academic Honesty. The rules and procedures dealing with academic honesty set forth in the Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper will be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited.

Statement Regarding Persons with Disabilities. Marian University will provide reasonable accommodations to qualified people with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig, Coordinator of Disability Services and Academic Support, at 920-923-8951.

Statement Regarding Students with Temporary Impairments/Injuries. Students with temporary impairments due to injury, surgery, or recovery from surgery, may request short-term accommodations from Lisa Olig, Coordinator for Disability Services and Academic Support at 920-923-8951.

Marian University Credit Hour Policy Statement. According to commonly-accepted collegiate academic practices, success in this 3-credit course requires work equivalent to a minimum of 135 hours of work. That's approximately 45 hours in class and 90 outside of class. With about 15 weeks of classes, that's about six hours of homework each week. Usually, you won't have this much work outside of class, but you should keep these guidelines in mind throughout the semester. Coursework includes: lessons, in-class activities, application assignments, exams, and the final project.

COURSE SCHEDULE:

Date	Homework due by 11:59 before	Class Period
8/29		Introduction to the Course
8/31	Read Introduction in Eureka	Class Discussion
9/5	Read C. 2. in Text	Getting Started in Research
9/7		<i>Proposal Work Day 1</i>
9/12	Read C. 1 & 2 in Eureka; Reflection Paper 1	Class Discussion
9/14	Read C. 3 in Text	Ethics in Research
9/19	Read C. 4 in Text	Theories
9/21		<i>Proposal Work Day 2</i>
9/26		Exam 1
9/28	Read C. 5 & 6 in Eureka; Reflection Paper 2	Class Discussion
10/3	Read C. 6 in Text	Experimental Design
10/5	Introduction Draft Due	Experimental Design Cont.
10/10		<i>Proposal Work Day 3</i>
10/12		NO CLASS: Fall Break
10/17	Read C. 7 in Text	Non-Experimental Design
10/19		Non-Experimental Design Cont.
10/24		Exam 2
10/26	Read C. 8 & 9 in Eureka; Reflection Paper 3	Class Discussion
10/31	Read C. 5 in Text	Measurement
11/2	Read C. 9 in Text	Surveys
11/7		<i>Proposal Work Day 4</i>
11/9		Exam 3
11/14	Read C. 11 & 12 in Eureka; Reflection Paper 4	Class Discussion
11/16	Read C. 12 & 13 in Text;	Statistics
11/21	Method Draft Due	<i>Proposal Work Day 5</i>
11/23		NO CLASS: Thanksgiving
11/28	Read C. 11 in Text	Presenting Research
11/30	Results Draft Due	Exam 4
12/5	Read Conclusion in Eureka; Reflection Paper 5	Class Discussion
12/7		<i>Proposal Work Day 6</i>
	Final Project Poster Presentations (Final Exam Period is) Final Proposal Due Friday at Noon.	

The instructor reserves the right to modify this syllabus during the course of the semester to reflect the learning objectives and needs of the students in this course.