

Course Syllabus

**Title:** Research Methods in Psychology – PSY 3110: Section 03  
(Writing Across the Curriculum Course; WAC)

**Term:** Fall 2013  
Mondays and Wednesdays: 10:00am-11:40am

**Location:** University Hall – Room #5150F

**Credit Hours:** 4

<b>Contacts:</b>	<u>Instructor</u>		<u>Teaching Assistant</u>
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**Office Hours:** Wednesdays: 2:15-3:15pm |  
University Hall (UH) – Room #1370 |

**Required Text:** Gravetter, F. J., & Forzano, L. B. (2012). Research methods for the behavioral sciences (4<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN: 978-1-111-34225-8

American Psychological Association (2009). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1433805615

Both books should be available in the UT Barnes & Noble Bookstore.

**Course Description:**

Design, execution, analysis and reporting of research in psychology. Lecture and laboratory.  
*Prerequisite:* 1) PSY 2100 (Statistical Methods; minimum grade of C minus).

**Learning Objectives:**

1. Students should identify various methods to analyze research questions in clinical psychology.
2. Students should describe basic procedures on how to design a study to test a psychological research question.

**Course Policies and Procedures**

1. **Attendance:** It is the responsibility of each student to attend all classes, and turn in all assignments on time. Student attendance is worth 10% of the final grade. No excused absences will be allowed for any reason; however, you are allowed to miss up to two classes without penalty. **Therefore, there is no need to contact the instructor about missed class sessions.**

**Please do not arrive late to class! Students who consistently arrive late will be asked to not return to class.**

**a. Classroom Environment.** It is expected that the classroom environment will be peaceful and respectful. Because it is distracting to have students use cell phones and computers in class (for any electronic communication), **cell phone and computer use (except during class exercises) in class are prohibited.** Students who use cell phones or computers in class will be asked to leave class.

**b. Buddy System.** It is the student’s responsibility to find a partner/buddy in class early in the semester (from their designed team, discussed below). If the student misses a lecture, s/he can consult with their

buddy to borrow class notes. After a missed class, the Instructor will not be able to meet with the student to review what transpired in class.

2. Literature Review. One goal of this course (20% of grade) is for students to develop a literature review in an area of psychology of interest. This will be accomplished using the following steps implemented in a written report: 1) discuss and select an appropriate, narrowly focused research topic/area in psychology; 2) review and adequately summarize the recent literature that has analyzed the research topic.

Early in the semester, class sessions will involve generally discussing how to conduct a literature review. Class sessions will also involve discussion and questions pertinent to developing a literature review.

Papers must be at least 10 pages in length. References/sources must come from mental health, psychology and psychiatry journals or books (start by searching PsycInfo). No more than 1-2 (non-PsycInfo) internet references may be used. **Topics must be approved by the instructor beforehand.** Papers must be typed with a 12 pt. Times New Roman font, double-spaced, with 1 inch margins, and are due via e-mail by **Oct. 23**. Papers may be submitted early for corrective feedback. APA format is required for references.

Note: every student in the class must complete a brief plagiarism tutorial early in the semester (**by September 9**). **No grades will be assigned until the tutorial is completed.** This tutorial can be found at: [www.jon-elhai.com/courses/plagiarism-tutorial](http://www.jon-elhai.com/courses/plagiarism-tutorial)

3. Research Study. A goal of this course (20% of grade) is for students to work in teams to conduct a psychology research study. The focus for this project is not to develop a literature review, but rather to focus on developing methodology and conducting a study. This will be accomplished using the following steps, separately in 3-5 teams: 1) select an appropriate, narrowly focused research topic/area in psychology; 2) formulate a research question(s), and hypothesis/hypotheses that seems rational; 3) design a paper-and-pencil survey (considering specific procedures and instruments) to test the hypothesis, 4) implement the survey study with the students in our class (anonymously; and it is permissible to not tell the truth in answering, since we are surveying each other); 5) analyze the results of the survey using statistical procedures, 6) summarize the analysis' findings in a brief written report.

Each team must submit a brief (roughly 2-5 page) Final Project Paper. The paper should include the following sections: Specific Aims, Methodology, Results, Discussion, and References/Bibliography.

The class sessions will involve generally discussing and demonstrating methodology and statistical issues in psychology research, to provide students with training on how to conceptualize and conduct their studies. Class sessions will also involve discussion and questions pertinent to the particular studies being developed.

Students within a team will use some class time within each class session to collaboratively work on their study. Students within a team will also likely need outside class time to work on the project. Use of Google Drive's Documents feature is encouraged for collaboratively developing the study document that will eventually become the Final Project Paper.

Upon completion of the project, each student member within a team will evaluate the other members of the team on their contribution to the project. The Instructor will evaluate the quality of the Final Project Paper (**due December 9**). These evaluations will determine the final course grade. During the last week of class, we will analyze data in class if necessary, and student teams will present their studies.

4. Exams. There will be two exams, consisting of multiple choice questions. Exam material will be taken from the textbook and lectures. Each exam is worth 25% of your final course grade. **No makeup exams will be given!**

5. Grading:**Grading scale**

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

No other grades will be given except as noted above. If a student is doing poorly in the course (by not attending or by failing to adequately contribute to the team project), it is the student's responsibility to drop or withdraw from the course before the appropriate deadline. If it is too late to drop or withdraw from the course, a mark of "Incomplete" will not be assigned; rather the student will be assigned the actual grade earned.

6. Academic Honesty: Department of Psychology Statement on Academic Honesty - Academic honesty is expected from students enrolled in courses and programs offered by the Department of Psychology; violations of this expectation will not be tolerated.

Violations of the expectation of academic honesty include, but are not limited to:

- \* Obtaining or attempting to obtain a copy of an examination prior to its administration.
- \* The unauthorized use of study material or textbooks during an examination.
- \* Obtaining unauthorized assistance from and giving unauthorized assistance to another individual during an examination or completion of an assignment.
- \* Plagiarism in written assignments. Plagiarism includes: (a) using, copying or paraphrasing another author's materials without appropriate acknowledgment through quotation and citation; (b) unauthorized collaboration in the preparation of reports, term papers, or theses.

In accordance with the Policy Statement in the University Catalog, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments, as well as in the course where the assignment was made.

Student Behavior - Students are expected to follow University policy with regards to proper conduct in the classroom, as detailed in the University of Toledo Student Handbook (See <http://www.utoledo.edu/studentaffairs/dos/> for details.) Disciplinary action for violation of these policies will be decided on a case by case basis and will be in accord with University policy.

7. Class Communication: the Instructor will communicate to students by email about class announcements, changes to the course schedule (including class cancellations), and grades. **It is the student's responsibility to check their UT email account daily for such announcements.**

8. Additional Ground Rules: 1) Grade disputes must be submitted in writing in order to be considered. 2) Grievances about the course and/or instructor should be brought up with that individual first in order to resolve the matter, prior to discussing the matter with the department/university's administration.

At the end of the semester, students will be given the opportunity to evaluate this course and instructor using course evaluation forms. Some students also prefer to evaluate the course/instructor at external websites that focus on instructor evaluations. Just as the instructor does the courtesy of assigning final course grades only after all exams and assignments are completed, I ask that students return that courtesy by evaluating the course/instructor only after the course is complete.

9. Office of Accessibility. Students registered with the Office of Accessibility for a disability must discuss possible accommodations with the Instructor during the first week of class in order to allow such accommodations to occur.

**Schedule of Classes and Readings** (The assigned chapter should be read **before** each class)

<u>Week</u>	<u>Required Reading (Gravetter)</u>	<u>Class Session</u>	<u>Activity Due</u>
8/19	Chapter 1	Introduction	
8/26	Chapter 2	Research Ideas	
9/2	Chapter 3	Measurement	
<b>NO CLASS MON. DAY 9/2 (LABOR DAY)</b>			
9/9	Chapters 4-5	Ethics/Subject Selection	<b>Plagiarism</b>
<b>Tutorial Due</b>			
9/16	Chapter 6	Research Strategies	
9/23	Chapters 7-8	Exper./Between-Subjects	
9/30	<b>NO CLASS MON. 9/30 (FALL BREAK)</b>		
	Chapter 9	Within-Subjects Design	
10/7	Chapter 9	Catch-up and Review	
<b>EXAM 1 (WEDS. 10/9)</b>			
10/14	Chapter 10	Quasi-Experiments	
10/21	Chapter 11	Factorial Designs	<b>Lit. Review Due (10/23)</b>
10/28	Chapters 12-13	Correlational/Descriptive Designs	
11/4	<b>NO CLASS THIS WEEK (INSTRUCTOR AT CONFERENCE)</b>		
11/11	<b>NO CLASS MON. 11/11 (VETERANS DAY)</b>		
	Chapter 14	Single Subject Design	
11/18	Chapters 15-16	Statistical Evaluation of Data/APA Style	
11/25	Statistical Eval. in Class & Presentations		
<b>NO CLASS WEDS. 11/27 (THANKSGIVING HOLIDAY)</b>			
12/2	<b>NO CLASS MON. 12/2 (INSTRUCTOR TRAVELING)</b>		
	Statistical Evaluation in Class and Presentations		
12/9	<b>NO CLASS MON. 12/9 (FINALS WEEK)</b>		
	<b>EXAM 2 (WED. 12/11 – 12:15-1:30PM)</b>		
			<b>Final Paper Due (12/9)</b>

**Note:** This syllabus may be appended by the instructor if necessary. Students are responsible for any changes made.