**Research Methods in Psychology**

## Fall 2011 • Psychology 2210• Section 003 • TR 9:30-10:45

|  |  |
| --- | --- |
| Classroom: Rawl 208Professor: Dr. Amy LyndonOffice: Rawl 305 B | Office Hours: M 9:00-12:00, T 2:00-4:00, F 9:00-10:00, and by appointmentE-mail: lyndona@ecu.eduPhone #: 328-2589 |

Labs are Mondays from 1:00 – 2:50 and are held in Rawl 304. You will be given a separate lab syllabus in your first lab meeting, which will describe the requirements for lab.

PSYC 2210 fulfills the Foundation Courses Curriculum Goals (FC:SO). The goals of the Foundation Courses are:

Goal 1. Students will learn the subject matter of at least one discipline in the Basic Social Sciences.

Goal 2. Students will learn the research methodology, principles and concepts required to understand and conduct undergraduate-level research in a Basic Social Science.

* Identify a problem
* Formulate questions and hypotheses
* Understand research designs
* Interpret data and draw inferences
* Present results in research paper

Goal 3. Students will learn about the discipline’s contribution to general knowledge.

**Course Goals:** This course is designed to teach you the basic concepts of research methods and data analyses used in psychological research. The goals are (a) to help you think critically in approaching problems (FC:SO Goal 1), (b) to give you hands-on experience with a variety of methodological techniques (FC:SO Goal 2), (c) to train you to analyze and interpret the results of your research (FC:SO goal 2), (d) to enable you to communicate research findings to others (FC:SO goal 2), and (e) Understand why research methods is important for understanding the discipline of psychology as well as for your life and career (FC:SO goal 3), and (f) write a research report including a literature review, statement of a problem, methods, results, discussion and references in APA style (FC:SO goal 2). Lectures will cover the major concepts in research design and analyses. Lab sessions will apply what you have learned in lecture through designing and conducting research projects, analyzing and interpreting your data, and writing up your projects in APA style.

**Text:** Goodwin, C. J. *Research in psychology: Methods and design*, 6th Ed. Required

**Student Companion Website:** The site contains reviews, practice quizzes, application exercises to help learn. I strongly recommend using this resource. The link is under “Course Documents” in Blackboard.

**Attendance & Participation:** You are allowed 3 absences. After the 3rd absence, you will lose 3 points per absence. You will also get points for class participation. Participation consists of asking appropriate questions in class, answering questions I pose to the class, and working on group activities in lecture.

**Blackboard** <http://ecu.blackboard.com/>

I will use Blackboard extensively throughout the class. Check Blackboard before every lab and bring any handouts under “Course Documents” to that lab. All class documents will be posted on Blackboard. These documents are posted under “Course Documents”, which is separated into “Lecture Documents” and “Lab Documents.” These documents include the syllabus, any handouts I give, study guides, PowerPoint outlines, lab activities, etc. If you find that it helps, print the PowerPoint slides out prior to coming to lecture, realizing you must still take notes in class. Once the PowerPoint slides come up on the screen, go to File → Print. In the print box, under “Print what”, select “Handouts.” In the Handouts box next to the “Print what”, select “6” for slides per page. Then click “Ok.” You may also select “Notes” instead of “handouts”, which gives you lines next to the slides in which to take notes.

**Exams:** Questions will be a mixture of multiple choice and short answer. Exams will focus on conceptual issues, so you must master the material and be able to apply terms and concepts. Any person who must delay taking an exam must consult with me prior to test day (unless a true emergency arises, in which case you should contact me within 24 hours of the exam time). Make-up exams are given **only** with official written excuses and on a case-by-case decision. The final exam is not comprehensive, but the course builds on itself such that you’ll use what you learned in one section of the course later. You'll need a number two pencil and blue bubble sheet for exams.

**Grading:** Your final grade in this course will be a combination of the lecture and lab portions of the course.Your grades in the class will be computed using the following breakdown:

|  |
| --- |
| To calculate your grade, divide your current points by all the possible points you could have earned. |
| 90% - 100% |  A |
| 80% - 89% |  B |
| 70% - 79% |  C |
| 60% - 69% |  D |
| < 60% |  F |

Attendance 25 pts

Class participation 25 pts

Exam # 1 100 pts

Exam # 2 100 pts

Exam # 3 100 pts

Exam # 4 100 pts

Total Lecture: 450 pts

Total Lab: 360 pts

 810 pts

**Writing Intensive (WI)**

PSYC 2210 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. In using WI Model #1, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: [http://www.ecu.edu/writing/wac/](https://piratemail.ecu.edu/owa/redir.aspx?C=055367f2294842c392bdd546b225e9dd&URL=http%3a%2f%2fwww.ecu.edu%2fwriting%2fwac%2f).

**A reminder:** Your grades in this class are earned by you, not given by the instructor. You have a number of opportunities to learn the material and demonstrate what you have learned. I will do whatever I can to help you learn and do well on tests and assignments, plus extra credit. Please do not embarrass yourself or the instructor by asking or expecting the instructor to “give you points” toward your final grade, or by suggesting that your grade was somehow the responsibility (or fault) of the instructor. Secondly, please don’t ask me “if there’s anything I can do to improve my grade” within the last few weeks of class. Follow instructions, pay attention to due dates, do the extra credit, and talk to me if you’re having difficulty – *before* it’s too late to do anything.

### **Extra Credit** (Maximum points allowed – 15)

1. If you see media reports of research (descriptions of empirical studies) in **psychology**, mention them at the beginning of class. This will spark some interesting and informative discussions. Each mention of information is worth 1 extra credit point. Keep an eye out in online news sites (CNN, MNSBC, etc.), in newspapers, TV, and the radio (NPR) etc. Only one mention per day is allowed.
2. For more extra credit, collect at least 3 of these media reports of research findings and type a 2 page paper answering the following questions (worth 8 points)
	1. How is this research relevant to topics of practical interest (e.g., parenting, Alzheimer’s disease, learning difficulties)?
	2. Because the articles you find will vary in their degree of detail, scientific foundation, and other important characteristics, illustrate the problems of learning exactly what was done from a brief, media report of research. i.e., is it easy to sort out the scientific facts in media reports?
	3. How did what you’ve learned in the class help you to understand these media reports?

**Academic integrity** is a fundamental value of higher education and East Carolina University; therefore, I will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify. Should I determine that an academic integrity violation has taken place, I reserve the right either to assign a grade penalty or to refer the case to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. The minimum grade penalty that I will assign is an F for the assignment/course. Should it come to my attention that you have had a prior academic integrity violation, or if there are other aggravating circumstances, I will refer the case directly to the Office of Student Rights and Responsibilities. Should the Academic Integrity Board determine that you committed an academic integrity violation, you may be assigned a grade penalty and/or any other sanction allowed in the student Code of Conduct, up to and including suspension from the University.

**General Information:** In the event of a weather emergency, information about ECU can be accessed through the following sources:

ECU emergency notices <http://www.ecu.edu/alert>

ECU emergency information hotline: (252) 328-0062

East Carolina seeks to comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services, located in Brewster A-114, to verify the disability before any accommodations can occur. The telephone number is 328-6799.

**New Retention Requirements from ECU**

|  |  |  |
| --- | --- | --- |
| GPA Hours at ECU (identified in Transcript in  Banner Self Service) plus transferred credit hours | “Old” Retention Requirement All courses taken at ECU | \*New Retention Requirements Effective\*With Fall 2011 grades All courses taken at ECU |
| 1-29 semester hours | 1.6 GPA | 1.8 |
| 30-59 semester hours | 1.8 GPA | 1.9 |
| 60-74 semester hours | 1.9 GPA | 2.0 |
| 75 or more semester hours | 2.0 GPA | 2.0 |

**Course Outline**

**Dates Topic Reading**

Aug 23 Introduction

Aug 25, 30 Scientific Thinking Chapter 1

Sept 1, 8 Ethics Chapter 2

 Note: Monday classes will be held on Tuesday, September 6th.

Sept 13, 15 Developing Ideas Chapter 3

Sept 20 **Exam on Chapters 1, 2, & 3**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sept 22, 27, 29 Measurement and Data Analysis Chapter 4

Oct 4, 6 Descriptive Research Chapter 12

 Note: Fall Break is from Oct 8th through Oct 11th

Oct 13, 18 Correlational Research Chapter 9

Oct 20 **Exam on Chapters 4, 12, & 9**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Oct 25, 27 Introduction to Experimental Research Chapter 5

Nov 1, 3 Control Problems in Experimental Research Chapter 6

Nov 8, 10 Single-factor Experimental Designs Chapter 7

Nov 15 **Exam on Chapters 5, 6, & 7**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nov 17, 22, 29 Factorial Designs Chapter 8

Dec 1, 6 Quasi-experimental design and applied research Chapter 10

Dec 7 Reading Day

**8:00-10:30 Thursday, December 8th**  **Final Exam on Chapters 8 & 10**