

# INTRODUCTION TO RESEARCH METHODS FALL 2008

**PSY 214 T/Th 2:00-3:15PM IN CENTENARY SQUARE 210 (CRN 10094)**

**REQUIRED TEXTS:**

**METHODS IN BEHAVIORAL RESEARCH, NINTH EDITION**

**BY PAUL C. COZBY, 2004, MCGRAW HILL PUBLISHERS**

**PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, 5<sup>TH</sup> ED.**

**BY AMERICAN PSYCHOLOGICAL ASSOCIATION, 2001, APA**

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However, you will find me in my office more often than this

*Research is the process of going up alleys to see if they are blind.*

--Marston Bates

This course explores the study of the scientific methods of psychology, including experimental and observational techniques. Topics include problem identification and hypothesis formation, critical reading of peer-reviewed literature, research design, minor application of statistics, collection and interpretation of data, and research report writing.

COURSE OBJECTIVES & ASSESSMENT METHODS:

- Describe the various methods and techniques of behavioral research and their appropriate context of use
  - In-Class Activities
  - Article Homework
  - Exams
- Critically analyze peer-reviewed research articles in the behavioral sciences
  - Article Homework
  - Exams
- Design and execute a simple behavioral science research project
  - Research Project & Paper
- Write a simple behavioral science research report using APA style
  - Research Project & Paper

GRADING:

5%	Reading Quizzes	Due: whenever there's reading
6%	In-Class Activities	Due: as assigned in-class
24%	Article Homework	Due: as assigned, see schedule
45%	Research Project	
4%	Research questions	Due: Wednesday, September 10 <sup>th</sup>
11%	Drafts of sections of the paper	Due: Fridays, 11/7, 11/14, 11/21 & 12/5
5%	Presentation	Due: 12/2 or 12/4 or 12/9 or 12/11
25%	Research Paper	Due: During finals week, TBA
20%	Exams	
10%	Exam 1	Given: Tuesday, September 23 <sup>rd</sup>
10%	Exam 2	Given: Tuesday, November 4 <sup>th</sup>

Final grades are based on overall percentages:

A 92-100%	B 82-91%	C 72-81%	D 62-71%	F 61% or less
≥ 458 points	408-457 pts	358-409 pts	313-357 pts	≤ 312 points

TRACK YOUR GRADE!

<b>In-Class Activities (30 points)</b>	<b>Reading Quizzes (25 pts)</b>	<b>Research Project (225 points)</b>
Generating Predictions (15) _____	_____	Research Questions (20) _____
Variables & Explanations (15) _____	_____	Draft Intro (13) _____
		Draft Methods (9½) _____
<b>Article Homework (120 points)</b>	<b>Exams (100 points)</b>	Draft Results (10) _____
Introduction (30) _____	Exam 1 (50) _____	Draft Discussion (12½) _____
Methods (30) _____	Exam 2 (50) _____	Draft Title & Abstract (5) _____
Results (30) _____		Presentation (30) _____
Discussion (30) _____		Final Paper (125) _____

A FEW TIPS ABOUT SUCCESS (I.E., GETTING A GOOD GRADE) IN MY CLASS:

- Trying hard is usually necessary, but not sufficient, for success. This is a challenging, but fun course.
- Careful reading and good writing are difficult (but necessary for success). Start assignments early, and if you're having trouble, come ask for help. That's why I'm here. You should also take advantage of the writing lab, especially if you feel your writing skills are weak.
- Students who do not regularly do the readings in advance of class generally regret that decision.
- I am always more sympathetic to whatever your issue is if you let me know in advance—overwhelmed by papers, family crisis, computer died. Talk to me before you've missed a deadline and we can work together.

ATTENDANCE:

Classes will give you the knowledge and grounding to increase your success in PSY224: Introduction to Research Methods Lab. Missing class will result in poor understanding of the material and lower grades in both this class and PSY224.

Attendance affects your grade in the following ways:

- Perfect attendance will add 10 points to your final grade. Missing only 1 class will add 4 points to your final grade. Arriving late may constitute an absence.
- Missing 2-6 classes will result in getting a '0' on that day's reading quiz. If you can provide generally accepted documentation for an absence (e.g., doctor's note), you will have an opportunity to make up any in-class written exercises. If you cannot provide such documentation, you will not have an opportunity to make up that work.
- Missing 7 or more classes for any reason will cause you to **fail** the course.

Athletes, musicians, performers, and other students who are required to travel for school events must work with me to ensure their adequate understanding of course material and timely submission of assignments. Students will not be penalized for officially-sanctioned absences, provided that:

- they make prior arrangements to complete all in-class and out-of-class work,
- they do not miss any other class meetings.

READING QUIZZES (5% OF FINAL GRADE):

Keeping up with the reading is an important element of your success in this course. To encourage your reading, each day will begin with a short quiz on the reading. If you have done the reading, the quiz will be easy; if not, it won't.

IN-CLASS ACTIVITIES & ARTICLE HOMEWORK (30% OF FINAL GRADE):

Throughout the term, you will have various homework activities related to the readings and lectures. Most of these assignments are expected to take several days; you should not expect to do them the night before and receive full credit. Depending on the point value, these assignments will require one to several pages of written response. All written work should be typed, double-spaced, and proofread. The goal of homework assignments is to demonstrate that you understand and can apply the concepts we are learning about in class. If you need additional help, please come see me.

EXAMS (20% OF FINAL GRADE):

Exams are designed so that you will apply the knowledge you are learning to real world (or potentially real world) psychological studies. Exams will provide you with information from research articles and ask you answer multiple choice and short answer questions. We will practice this in class as a group and in lab, and you will have some assignments that will give you additional practice, but you should practice these skills independently. Practice articles are posted on Blackboard (Outside Readings-Practice Readings). Study groups for these readings are encouraged! Two exams will be given over the course of the term and will focus on material from that section of the course. However, ideas build upon one another and each exam will necessarily incorporate material learned earlier.

RESEARCH PAPER (45% OF FINAL GRADE):

The primary mechanism of communication between professional psychologists is the research write-up. To that end, you will do an APA-style research report of our class research project. To be successful on this paper you will need to synthesize material from several parts of the course—the understanding of vocabulary and concepts about design from the first portion of the course, and your analysis and dissection of research articles from the middle portion of the course. Using the knowledge gained about form, you will write a research paper on the research project we work on in this class and in PSY224: Introduction to Research Methods Lab. We will discuss the project often in class and an upcoming handout will provide more details. In addition, as you read journal articles for this and other classes, think about them not only in terms of their *content*, but also in terms of their *form*.

CENTENARY COLLEGE HONOR CODE:

All work is expected to be done *individually* and *independently* by students (unless explicitly noted on the assignment). You may consult any written sources (being sure to properly cite them, of course) or me on any assignments. Failure to

properly cite sources or the use of other's language as your own are serious violations of the Honor Code—if you have questions about how these principles apply to your work, please ask. All Centenary students are bound by the Honor Code (see here for a refresher, <http://www.centenary.edu/handbook/honor>). Any violations or suspected violations will be referred to the Honor Court whose decision on the matter is final.

DIVERSITY STATEMENT:

It is my intent to respect and promote the value of every member of the class as an individual. As I cannot speak for all psychology professors or all women or all native-Californians, neither can any other student act as the representative of her or his gender, culture, race, sexual orientation, religion, gender identity, ability status, ancestry, color, national origin, or other background characteristics. I remind us all (myself included) that as everyone in the class is encouraged to share his or her unique perspectives as an individual, those experiences are shared as individuals, not as the parts (or even the sum) of those identity “categories.” It is my intent to present material and classroom activities that respect diversity; your suggestions on how to improve the value of diversity in this course are appreciated and encouraged.

SERVICES TO STUDENTS WITH DISABILITIES:

(<http://www.centenary.edu/attachments/services/counseling/services/accommodation.pdf>)

It is the policy of Centenary College to accommodate students with disabilities pursuant to federal and state law and our commitment to equal educational opportunities. Students seeking support services/accommodations for a disability must first register with Disability Services (a division of the Counseling Center, 318-869-5466/5424, located on the ground floor of Rotary Hall) and should begin this process as early as possible. Students with accommodations approved through Disability Services are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss needed accommodations. I will gladly make appropriate accommodations based on disability to ensure the playing field is and remains level for all students.

## SCHEDULE OF TOPICS & READINGS

Day	Topic	Readings & Assignments Due (# pages)
Tues 8/26	Introduction to the Course	None ☺ (0)
Thurs 8/28	Scientific Understanding of Behavior	Cozby, Chapter 1, pp. 1-13 (12)
Tues 9/2	Research Design 1: Scientific Method	Cozby, Chapter 2, pp. 16-23 (7)
Thurs 9/4	Research Design 2: • Variables • Operationalization	Cozby, Chapter 4, pp. 66-82 (16)
Tues 9/9	Research Design 3: • Construct Validity	Cozby, Chapter 4, pp. 83-87 Cozby, Chapter 5, pp. 91-105 (18)
Wed 9/10	<b>Research Questions Homework DUE:</b> 10am via email	
Thurs 9/11	Research Design 4: • Sampling	Cozby, Chapter 7, pp. 138-146 (8)
Tues 9/16	Research Design 5: • Internal Validity	Cozby, Chapter 8, pp. 149-162 (13)
Thurs 9/18	Research Design 6: • External Validity	Cozby, Chapter 14, pp. 271-285 (14)
Tues 9/23	<b>Exam 1</b> (0)	
Thurs 9/25	Structure of a Research Paper • Brief Overview • Titles & Abstracts	Cosby, Chapter 2, pp. 33-35 * Milinki, Appendix, pp. 168-169 APA, Chapter 1, pp. 10-15 * Pan, Chapter 14, pp. 145-150 * Short research article TBD (14)
Tues 9/30	Research Papers: Introductions	<b>Intro Dissection HW DUE</b> before class or by Mon, 10/6 APA, Chapter 1, pp. 15-17 * Short research article TBD (2)
Thurs 10/2	Factorial Designs	Cozby, Chapter 9, pp. 165-182 Cozby, Chapter 10, pp. 186-202 (33)
Tues 10/7	Research Papers: Methods	<b>Methods Dissection HW DUE</b> before class or by Mon, 10/13 APA, Chapter 1, pp. 17-20 * Short research article TBD (3)
Thurs 10/9	Quasi-Experimental Design	Cozby, Chapter 11, pp. 203-218 (15)
Tues 10/14	Asking People About Themselves • Surveys & Interviews	Cozby, Chapter 7, pp. 123-137 (14)
Thurs 10/16	<i>Fall Break—No class meeting</i>	

\* Indicates a reading from an outside source posted to Blackboard

Day	Topic	Readings & Assignments Due (# pages)
Tues 10/21	Basic Statistics <ul style="list-style-type: none"> <li>• Frequency Distribution</li> <li>• Descriptive Statistics</li> <li>• Correlations</li> <li>• Chi-square</li> </ul>	Cozby, Chapter 12, pp. 225-239 *Patten, Chapters 50, 51, 53 (20)
Thurs 10/23	Intermediate Statistics <ul style="list-style-type: none"> <li>• Null Hypotheses</li> <li>• t &amp; F tests</li> </ul>	Cozby, Chapter 13, pp. 253-256 * Patten, Chapters 44, 54-56 (11)
Tues 10/28	Research Papers: Results	<b>Results Dissection HW DUE</b> before class or by Mon, 11/3 APA, Chapter 1, pp. 20-26 *Patten, Chapter 72 * Short research article TBD (7)
Thurs 10/30	Qualitative Methods	* Krathwohl, Chapter 11, pp. 227-244 (17)
Tues 11/4	<b>Exam 2</b>	
Thurs 11/6	Workshop projects	None ☺ (0)
Fri 11/7		<b>Introduction Draft DUE:</b> 10am via email
Tues 11/11	<i>Data collection day—No class meeting</i>	
Thurs 11/13	<i>Data collection day—No class meeting</i>	
Fri 11/14		<b>Methods Draft DUE:</b> 10am via email
Tues 11/18	Research Papers: Discussions	<b>Discussion Dissection HW DUE</b> before class or by Mon, 11/24 APA, Chapter 1, pp. 26-27 * Short research article TBD (2)
Thurs 11/20	Workshop projects	None ☺ (0)
Fri 11/21		<b>Results Draft DUE:</b> 10am via email
Tues 11/25	<i>Thanksgiving Recess—No class meeting</i>	
Thurs 11/27	<i>Thanksgiving Recess—No class meeting</i>	
Tues 12/2	Project Presentations	None ☺ (0)
Wed 12/3		<b>Full Draft DUE</b> for Peer Review: 10am via email
Thurs 12/4	Project Presentations	None ☺ (0)
Fri 12/5		<b>Discussion and Title &amp; Abstract Drafts DUE</b> for professor: 10am via email
Tues 12/9	Project Presentations	None ☺ (0)
Thurs 12/11	Project Presentations	None ☺ (0)
<b>TBA</b>	Project Presentations <b>Research Paper DUE</b> via email	

\* Indicates a reading from an outside source posted to Blackboard