

Method and Theory in Psychology, W

Fall 2019

T/Th 3:35 – 4:55 p.m.

Armitage 222

Instructor

Professor Lisa Payne

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Office Hours: Tuesdays and Thursdays 5:15 – 6 p.m., or by Appointment

Course Description

How do psychologists use scientific methods to systematically study mental processes and behavior? This course is designed to introduce you to the scientific model of hypothesis testing by examining a range of empirical methods that produce psychological science. In other psychology courses, you have learned what different behaviors are and why they occur. In this course, you will learn how to arrive at these conclusions. This course will be conducted as a workshop that integrates lectures with in-class lab sessions to give you experience with designing, conducting, analyzing, interpreting, and communicating scientific psychological research. Throughout the course, you will encounter the critical issues pertaining to conduction research and analyzing data, develop critical thinking skills needed to effectively evaluate research, and consider ethical issues related to psychological research.

This is a W course. Writing assignments will focus on how to report research in the format typical of a psychology journal.

Learning Goals: Students who complete this course will be able to:

1. Demonstrate understanding of a variety of quantitative, qualitative and mixed-method research designs and methods appropriate for investigating topics in psychology and interdisciplinary fields.
2. Understand and appreciate ethical practices & protections in human participant research.
3. Evaluate the validity, trustworthiness, reliability and feasibility of assessment procedures and measures falling within the scope of psychology practice and research.
4. Write each section of a scientific paper in APA format, incorporating multiple revisions.
5. Demonstrate basic competency in using statistical procedures relevant for selected research designs and methods.

Required Readings

Text:

Research Methods in Psychology, 2nd Edition.

***Free PDF** provided on the course website courtesy of the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 License.

Additional:

We will read and discuss a variety of journal articles and other written materials related to issues in research design. All required readings are available on the course website.

Requirements and Grading

Participation: Research and learning are collaborative processes. Students may be asked to launch class discussions and to enrich the discourse by contributing regularly. These contributions are integral to the learning process and success in this course. In addition to discussion, this course relies on in-class exercises and conducting group research. Therefore, **REGULAR ATTENDANCE IS MANDATORY**. Active participation will be considered for borderline grades.

Collaborative Institutional Training Initiative (CITI) Ethics training: 5%

HUMAN SUBJECTS RESEARCH PARTICIPATION: 10%. To promote a better understanding of psychological research from the perspective of a participant, you are required to participate in human subjects research conducted by the Department of Psychology at Rutgers-Camden. You must participate in a total of 3 credit hours of research studies (but only 2 if you complete them without missing appointments!). Further details can be found on the course web page in the document titled, "Subject pool requirement_Fall 2019." Alternative activity: If you choose not to participate in human subjects research, the designated alternative activity consists of writing a paper on some aspect of the psychological research process associated with a psychology-related topic (your topic must receive prior approval by me). Your paper must be 5 pages in length in correct APA style (in addition to a title page and reference list). Either version of this assignment will account for 10% of your overall grade and must be completed by the beginning of class **Tuesday, December 10th**. If you do not complete either of these assignments, you will receive zero points (no late assignments will be accepted).

Daily 1-point quizzes: 10%. Reading the assigned textbook section/chapter will prepare you for class in a number of ways. First, almost every day, I will ask one fill-in-the-blank question based on the readings. The question will relate to a main concept from the readings. Second, the reading will prime your brain with the terminology so that you will comprehend much faster and better when we discuss it in class. Last but not least, the readings will help prime you with ideas and questions for better class participation. Your lowest 3 scores will be dropped.

2 Exams: 20%. There will be 2 exams (10% each) consisting of combinations of multiple-choice questions, short-answer, and applying what you have learned. The quizzes cover material from lectures, labs, and assigned readings. Each quiz emphasizes topics covered in that section; however, because the material is cumulative by nature, some concepts may be included on more than one quiz.

Makeup exams will be given *only* with *prior* agreement from the instructor; there will be no exceptions.

In-class activities (LABS): 25%. There will be 6 workshop sessions during which we will work on an in-class exercise that is designed to help you gain a more in-depth understanding of the concepts presented, and incrementally prepare you for conducting your own final project and paper. They are also a way for us to identify any confusion and/or concerns before quizzes or assignments. There is no way to make-up these exercises if you miss class. Your lowest LAB grade will be dropped. The write-ups for these exercises will be submitted **BEFORE** the end of class on the day specified in the Course Schedule.

Written Assignments: 30%. Completing your own data collection and preparing manuscripts to disseminate the results are core components of psychological research. During the term, we will carry out an empirical study. There are two writing assignments based on the study: Intro and Method (10%), and Full Paper (20%). For each of these writing assignments, you must get feedback from the Writing Center (WC) on a first draft. Then, you will submit a revised draft together with the WC copy (the draft marked by the WC). **Without the WC copy, assignments will not be accepted.** The papers must be written on your own, must be prepared in *American Psychological Association* publication style, and the length of the main sections (Introduction, Methods, Results, and Discussion) must be minimum 5 pages long.

Grading: A 90 and above; B+ 87-89; B 80-86; C+ 77-79; C 70-76; D 60-69

Late Policy. Unless I have given you an extension IN ADVANCE, or I receive a message from the Dean of Student's office, late assignments will be penalized by a 5-point deduction for each day (or part of a day) that they are past due.

Academic Integrity: Academic Integrity requires that all academic work be wholly the product of an identified individual or individuals. By enrolling in this course, each student assumes the accountability and the responsibility to be an active participant in Rutgers Camden's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping or allowing others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. All cases of academic misconduct will be forwarded to the Office of Community Standards for additional review.

<https://deanofstudents.camden.rutgers.edu/academic-integrity>

Accommodations. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>.

RaptorCares. Rutgers-Camden has a wide range of resources to help you stay on track both personally and academically. The Raptor Cares Report (<https://deanofstudents.camden.rutgers.edu/reporting>) connects you to our Dean of Students Office and they can assist you with a variety of concerns: medical, financial, mental health, or any life issue that impacts your academic performance. You can share a concern for yourself, a classmate or a friend.

Technology in the classroom. Each class period is "protected time" for interacting face-to-face in the here-and-now. Thus, the use of handheld electronics (smart phones, iPods, etc.) is neither appropriate nor allowed. Please remember to silence your phones and other devices before class begins. Texting under the table or other covert attempts to engage with technology during class is distracting and disruptive; such behavior is not permitted during class. Laptops may be used for taking notes, but please refrain from using the Internet (Facebook, e-mail, twitter, etc.) during class time.

Support for Undocumented and Immigrant Students. In an ongoing effort to support all students on campus, Rutgers University has established two offices to support undocumented and immigrant students with questions or concerns related to immigration status. The Rutgers Immigrant Community Assistance Project (RICAP) provides free and confidential immigration legal consultations and direct representation to currently enrolled students. For more information or an appointment, contact Jason Hernandez, Esq., at 856-225-2302 or jason.c.hernandez@rutgers.edu. The Rutgers Office of Undocumented Student Services provides one-on-one case management to assist undocumented students and help them access campus resources including financial aid, career services, health services, etc. For more information or an appointment, please contact Yuriana García Tellez at y.garcia@rutgers.edu.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment Due</u>
Sep 3 (T)	Introduction: Research Process, Variables		
Sep 5 (Th)	Research Process continued	Ch. 2	
Sep 10 (T)	Research Ethics	Ch. 3	
Sep 12 (Th)	Research Ethics		CITI training
Sep 17 (T)	LAB 1: Literature Search with Samantha Kannegisser		Search Topic(s)
Sep 19 (Th)	LAB 2: Writing Introductions		
Sep 24 (T)	Experimental Research	Ch. 5	
Sep 26 (Th)	Experimental Research	Sherman_cuteness	
Oct 1 (T)	APA Style Writing/Writing Methods		Basics of APA style tutorial
Oct 3 (Th)	Non-experimental Research (correlation)	Ch. 6	
Oct 8 (T)	Non-experimental Research (observational)	Mehl_Social Interactions	
Oct 10 (Th)	LAB 3: Data Collection		
Oct 15 (T)	Non-experimental Research (qual)		Intro and Methods to WC
Oct 17 (Th)	Measurement R & V	Ch. 4	
Oct 22 (T)	Exam I		
Oct 24 (Th)	Survey	Ch. 7	
Oct 29 (T)	Quasi-Experimental Research	Ch. 8	
Oct 31 (Th)	Factorial Designs	Ch. 9	
Nov 5 (T)	LAB 4: Variables & Methods		Intro and Methods to prof
Nov 7 (Th)	Confounding Variables	Durgin_Deceived	
Nov 12 (T)	Statistics and Results	Pgs 211-228	
Nov 14 (Th)	Presenting Results	Pgs. 229-235	
Nov 19 (T)	LAB 5: Writing Results and Figures		
Nov 21 (Th)	Single Subject	Ch. 10	
Nov 26 (T)	Presenting Research	Ch. 11	Full Draft to WC
Nov 28 (Th)	Thanksgiving!		
Dec 3 (T).	Experimental R & V	Smith_Ostracism	
Dec 5 (Th).	LAB 6: Critical Reading		
Dec 10 (T)	Exam 2		
Dec 17 (T)			FINAL Full Paper to prof

Note: we will try to adhere to this outline, but due to the hands-on nature of this course, schedules may change accordingly.