

Psychology 200: Research Methods & Statistics Spring 2018

Meeting Time:

Section 1: [REDACTED]

Section 2: [REDACTED]

Location: [REDACTED]

Instructor: Dr. Mallorie Leinenger

Office Hours: Mon 10:30 am-12:30 pm (or email me to make an appointment)

Office: [REDACTED]

Email: [REDACTED]

Course Description: Psychology is a science, and as such, the field depends on rigorous scientific research to move us forward. Psychology 200 is intended to provide you with the foundation necessary to understand, evaluate, and ultimately conduct psychological research--in other words an understanding of how psychological science "works". The course will cover a variety of topics related to methodological and statistical issues in Psychology, many of which are also highly relevant to other areas of study as well as broader industry. Furthermore, claims about psychology are everywhere, and it's important to develop the skills necessary to critically consume and evaluate such claims.

Course Goals: This course is designed to familiarize you with the basic problems associated with conceptualizing, conducting, analyzing, interpreting, evaluating, communicating, and applying psychological research. Specific objectives include:

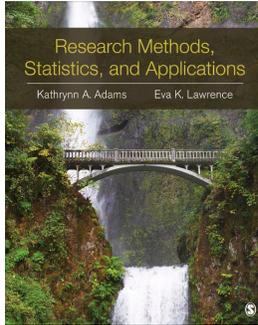
- 1) Familiarity with the origins of psychological research (i.e., how research ideas are generated, why a given piece of research is conducted, and how that research relates to other work in the field).
- 2) Knowledge of the fundamental principles of research design and the basic methods used in psychological research.
- 3) Development of the reasoning skills needed to criticize psychological research and generate alternative designs.
- 4) Mastery of the basic concepts and skills necessary for the computation and organization of research data, and the statistical analysis of those data. This includes using the computer (SPSS software) to analyze data.
- 5) Knowledge of the procedures by which psychological research is reported and made part of the available literature.

***In order for us to accomplish these goals, it is important that you complete assigned readings and homework before coming to class, so that you are prepared to engage actively during discussions and exercises.*

The content of this syllabus may be modified to facilitate student learning

Course Resources:

Textbook:



Adams, K. A. & Lawrence, E. K. (2015). Research Methods, Statistics, and Applications, 1st edition

ISBN: 978-1452220185

Publisher: Sage

Occasional additional readings will be made available throughout the semester

Course Website: Course-related materials, including the syllabus, readings, grades, assignments, announcements, etc. will be posted on NoteBowl (NB)—you are expected to check NB frequently for announcements.

Course Shared Drive: In addition to NB, we will also use a class shared drive for some SPSS datasets and quizzes. Instructions for accessing the drive will be given during class, but it is your responsibility to ensure that you are able to connect and access course resources.

Assignments:

Preliminary Exams: There will be three preliminary exams throughout the semester focusing on methodological and statistical concepts covered up to each exam (i.e., they will each be somewhat cumulative). These exams are meant to assess your knowledge of key concepts and your ability to apply and communicate that information appropriately.

SPSS Quizzes: There will be three SPSS quizzes during the course of the semester. These quizzes will focus on your ability to select appropriate analyses, use the SPSS software package to analyze data, and communicate your findings.

Final Exam: The final exam will assess your knowledge of and ability to apply both methodological and statistical concepts. It is a comprehensive and cumulative exam. We will discuss the final in greater detail near the end of the semester.

Homework: You will regularly receive sets of practice problems and other assignments to be completed outside of class. You are welcome to discuss the assignments with other members of the class, however the work is not to be completed collaboratively. Any work you submit on a homework assignment MUST be entirely your own. Homework is due at the beginning of the class on the assigned due date. You can expect *approximately* 1 graded homework assignment per week, and I will try to give you 2 days to complete each one. Your lowest homework grade will be dropped, so you can miss one homework assignment without penalty.

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Article Responses: To help you develop skills necessary to read, comprehend, and evaluate psychological research, you will be given the opportunity to read three selected primary research articles and respond to questions about the study aims and methods. Again, you are welcome to discuss the articles with other members of the class, but the responses you submit must be entirely your own work.

Class Participation: Finally, your *attendance*, *attention*, and *engagement* are essential to your success in this course.

- Attendance: daily, on-time attendance (with documentation for absences).
- Attention: staying on-task during class (using cell phones or the computers for tasks other than those directly related to the course can result in a reduction in your grade).
- Engagement: ask or answer questions, participate in discussions and group activities, draw connections to other topics, courses, or real-life examples.

You will earn separate participation grades for each half of the semester (5% of your final grade each half)—at midterms, if you are surprised or confused by the participation grade you earned for the first half of the course, this gives us an opportunity to discuss so that you can improve in the second half.

Grading Breakdown:

Preliminary Exams	25%
SPSS Quizzes	20%
Final Exam	20%
Homework	15%
Article Responses	10%
Class Participation (first half of semester)	5%
Class Participation (second half of semester)	5%

≥ 98%	A+	82-87%	B	70-71%	C-
92-97%	A	80-81%	B-	68-69%	D+
90-91%	A-	78-79%	C+	62-67%	D
88-89%	B+	72-77%	C	60-61	D-
				< 60%	F

Attendance and Class Expectations: Your presence in class is expected. The reason for this is twofold: your presence benefits you, and it benefits the rest of us. If you are not in class, you will miss important information and important insights and perspectives gained from activities and discussions. Also, if you are not in class the rest of us miss out on hearing your opinions and unique perspective during discussion. However, just being physically present is not enough. Active engagement in class is critical to your success—asking questions, participating in activities, and contributing to discussions are all important. If you are absent due to an illness or emergency, send me an email as soon as possible (preferably before the class that you will miss) so that we can

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discuss the best way for you to get caught up on material that you miss. If the absence is for a university activity, you should notify me prior to your absence so we can plan accordingly. Attendance for the final presentations is required.

Late / Missing Work: Homework and Article Responses that are submitted late will lose a full letter grade (10%) each day (the first deduction will occur 5 minutes after the beginning of class on the date the assignment is due). If the assignment has already been graded and returned, late submissions will not be accepted for a grade, however I will still provide feedback. There are no make-up preliminary exams or SPSS quizzes. If you miss one of the preliminary exams or quizzes due to a legitimate conflict, contact me in advance to arrange an alternate time to take the exam early. If you miss a preliminary exam or quiz due to illness or a confirmed emergency, it is your responsibility to contact me as soon as possible so we can discuss the situation. If the absence is appropriate, the grade for the missing exam/quiz will be replaced by the average of the other items in that category. Please note that this option can only be used once during the semester. An absence from the final exam will be handled on a case-by-case basis – but only if the absence is warranted (e.g., hospitalization).

University Policies:

Students with Disabilities or Special Needs: Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the Academic Resource Center (ARC) in 020 Higley to verify the need for reasonable accommodations based on the documentation on file in that office.

Academic Integrity: Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. *For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.*

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Appropriate Use of Course Materials: As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law (for an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>). In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

The Writing Center: The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center is located on the fourth floor of Barney-Davis Hall; a satellite location is in the Learning Commons on the entrance level of the Library. Appointments between 4 p.m. and 9 p.m., Sunday through Thursday, can be made for the Barney-Davis location on the on-line scheduler at the MyDenison Writing Center website; the library satellite location only is drop-in. Check the website on MyDenison for those hours.

Academic Support for Students who use English as a Second Language: In addition to the academic support services available to all Denison students, students who use English as a second (or third, etc.) language, can meet with Denison's Coordinator of Multilingual Learning, Dr. Lori Randall. Lori offers a variety of support for L2 students, from consulting with you about your written work to helping you devise strategies for developing and effectively using your listening, speaking, reading, and writing skills in English. You can use the link below to schedule a half-hour appointment with Lori:
<http://tinyurl.com/gqkd6ce>

Schedule:

Week	Topic & Important Dates	Reading <i>(completed before class)</i>	Notes
Week 1 Jan 22-26	Introduction & Overview	Ch. 1 + 2	
Week 2 Jan 29-Feb 2	Reliability & Validity	Ch. 3	<i>No class Monday</i>
Week 3 Feb 5-9	Descriptive Methods	Ch. 4	
Week 4 Feb 12-16	Descriptive Statistics EXAM 1 (Fri, 2/16)	Ch. 5	
Week 5 Feb 19-23	Inferential Statistics	Ch. 6	
Week 6 Feb 26-Mar 2	Inferential Statistics		
Week 7 Mar 5-9	Correlational Methods SPSS Quiz 1 (Wed, 3/7)	Ch. 7 (pp. 224-243)	Article Response 1 (Fri, 3/9)
Week 8 Mar 12-16	Correlational Methods Exam 2 (Fri, 3/16)	Ch. 12 (pp. 455-458) Ch. 12 (pp. 431-450)	
Spring Break			
Week 9 Mar 26-30	Experimental Methods	Ch. 8	
Week 10 April 2-6	Independent Groups	Ch. 9	
Week 11 April 9-13	Independent Groups SPSS Quiz 2 (Wed, Apr 11)		<i>No class Thur & Fri</i> Article Response 2 (Fri, 4/13)
Week 12 April 16-20	Dependent Groups Exam 3 (Fri, Apr 20)	Ch. 10	
Week 13 April 23-27	Factorial Designs	Ch. 11	Article Response 3 (Fri, 4/27)

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Week 14 April 30-May 4	Alternate Designs SPSS Quiz 3 (Mon, Apr 30)	Ch. 13 + 14	
Week 15 May 7	Final Review		

Final Exam:

Section 01 (8:30 am class): Thursday, May 10, 9:00-11:00 am

Section 02: (9:30 am class): Saturday, May 12, 9:00-11:00 am