

PSYC 2331-060/1: Research Methods in Psychology

Instructor Dr. Lauren Kirby Google Voice Phone (903) 655-4841 Email lkirby@uttyler.edu Virtual Office Hours 2-4pm MTRF Teaching Graduate Assistant Nancy Tran Email NTran4@patriots.uttyler.edu Check These Daily: <ul style="list-style-type: none">• Patriot email• Canvas announcements• Canvas modules• Canvas calendar Assignments and Grading at a Glance <ul style="list-style-type: none">• Observational Research Project Presentation (20%)• Survey Research Project Proposal Paper (20%)• Tests (20%)• Participation Assignments (10%)• Project Development Assignments (20%)• Reflection (10%)• Extra Credit (1% max) I do not round grades.	Course Overview Designed to extend the student's ability to recognize and use typical behavioral research methods and controls. Emphasis will be given to experimental design techniques, evaluation of research articles, writing of journal reports, and statistical procedures used in psychological experiments. Prerequisite: PSYC 2354 or equivalent. Course Format and Expectations <ul style="list-style-type: none">• Fully online and asynchronous (no meeting times)• Modules open and close weekly• Spend 10-15 hours per week• Quizzes due Weds night, bigger assignments on Sun at midnight• Assignments build on each other (projects completed in pieces)• Complete a group research project and present your results• Write a proposal paper for an individual research project• Tests are not timed (Word documents open for a week at a time) Required Resources <p>Schweigert, W. A. (2012). <i>Research methods in psychology: A handbook</i> (3rd ed.). Waveland Press. ISBN 13: 978-1577667193</p> <p>American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). Author. ISBN 13: 978-1-4338-3215-4</p> <ul style="list-style-type: none">• Microsoft Office Products (free at https://www.uttyler.edu/it/office365/365-proplus-students.php)• Zoom• Earphones and microphone• A Gmail account with a professional-appearing name Learning Outcomes <p>Content:</p> <ul style="list-style-type: none">• the scientific method• reliability and validity• research ethics• observational designs• experimental designs• quasi-experimental designs• single-subject designs• non-reactive designs• APA style guidelines <p>Skills:</p> <ul style="list-style-type: none">• Cooperate with team members on a long-term project• Analyze scientific literature• Apply research design and ethical principles to create two original research projects
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Course Calendar

Date	Week	Topic	Reading	Assignment
01/11	1	Introduction	Ch 1	Introduction Discussion Board; Group Coordination
01/18	2	Hypotheses	Ch 3*	Hypothesis Quiz; Research Questions
01/25	3	Reliability and Validity	Ch 3**, 4	R&V Quiz; Reading Research Articles Assignment; Observation Project Annotated Bibliography
02/01	4	Ethics	Ch 2; APA Ch 1***	Ethics Quiz; Hypotheses
02/08	5	Observational and Non-Reactive Designs	Ch 10, 13	Obs and NR Designs Quiz; Observational Project Data Collection Plan
02/15	6	APA Format and Presentations	APA Ch 2, 6	APA Quiz; Test 1
02/22	7	Data Analysis	Ch 5	Data Analysis Quiz; Observation Project Data Analysis
03/01	8	Observation Project		Observation Project Group Presentation
03/08		Spring Break		
03/15	9	Survey and Correlational Designs	Ch 11, 9	Survey and Corr. Designs Quiz; Survey Draft
03/22	10	Experimental Designs	Ch 6, 7	Exp Designs Quiz; Survey Paper Annotated Bibliography
03/29	11	Quasi-Experimental and Single-Subject Designs	Ch 8, 12	Q-Exp and Sing-Sub Quiz; Test 2
04/05	12	Writing Survey Paper	APA manual as reference	Survey Paper Outline
04/12	13	Planning Statistics	Review Ch 5 as needed	Planning Stat Quiz; Survey Paper Analytic Strategy
04/19	14	Writing Survey Paper		Survey Research Paper
04/26	15			Reflection

Note: Chapter numbers refer to the Schweigert text unless otherwise specified (i.e., APA Manual).

*Read pages 50-59.

**Read pages 45-49 and all of Ch 4.

***Read pages 11-26 in the APA manual.

Course Policies

Late or Missing Work

Deadline dates and times are firm. If you experience significant barriers to submitting on time, please contact me as soon as possible about it. If it is close to or after the due time and you cannot reach me, feel free to submit it anyway and I can evaluate whether and how to award credit. I do NOT ask for documentation for medical, family emergency, religious, or other excuses; however, I may ask for screenshots in the case of electronic submission errors to help troubleshoot. Late policies vary

based on the assignment type. There are no make-ups for participation assignments: there are 12 and I will drop the lowest two. Project development assignments cannot be submitted more than a few days late because I need to give you feedback on them before the next assignment is due and in order for you to complete your research projects. Additionally, late work on your observational research project affects your group members, so there is less flexibility with those. If you miss a test (no questions asked or excuse required), a make-up test may be taken during the final exam period. If you fail to submit one of the research projects by the deadline, or believe ahead of time that you may not meet the deadline, please contact me as soon as possible. The observation project presentation could be uploaded a day or two late without affecting much of the rest of the semester's work, but the survey research paper is due during the last week of class. Thus, that project does not have much flexibility in submission time. Please contact me as soon as possible to arrange a revised submission plan in the event of any barriers to timely submission of any components of the research projects (besides the final paper). Because of the turnaround time needed for feedback, project components cannot have very long extensions after the due date. **Incomplete policy:** If some crisis prevents you from finishing the semester but you had a passing grade in the class before that, I can give you an "incomplete" as your final grade. You would then have one year to finish the remaining assignments. Please contact me ASAP if you think you may need to use this option. It's a great way to avoid getting a failing grade on your transcript.

Contacting Me

- Email at any time (I respond during business days). I answer most messages 6:30-7 am, around lunch, or during afternoon office hours. I do not check email on the weekend, holidays, or evenings.
- Zoom office hours (no notice needed; just drop in)
- Zoom meetings by request if you're not available during office hours
- Telephone: My posted Google Voice phone number is unreliable at times and I have no control over this. Many students have called and texted me with no problems. Others find it does not work for them.
 - Calls work best during office hours (when I have the ringer on); you can text to ask for a call at a different time
 - You can text at any time. You will not disturb me if you message late, but you may have to wait until the morning if it's after 8:30pm as I go to bed and wake up very early.
- GroupMe (link posted to Canvas): This is a good option if your calls or texts tell you my phone number is invalid. I get notifications here just like texts. You can private message me here. The bonus is that if you post the question to the whole class instead of privately, your classmates can also answer your question before I do sometimes.

Note: I work 7am-4pm and respond best during those times if I am not in another meeting.

Diversity Statement

Embrace the diversity among course-takers. In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Group Work

You will be sorted randomly into groups of around four students. You are responsible for coordinating with your group members to complete all portions of the Observation Research Project. You will first be able to contact your teammates using the Canvas Groups page: beyond that, you may continue contacting each other using any method you wish. Group assignments are graded overall based on the total package of the product: each team member receives this grade. Exceptions apply if some team members did not contribute a fair amount. For the Observational Research Project Presentation, there is one section of the rubric for “group collaboration” that by default will receive full points. You will report anonymously in a Canvas survey how the group cooperated and if there were any members who did not “pull their weight.” Offending members’ “group collaboration” portion of the grade will be reduced by an amount proportional to the reduced contribution percentage estimated by the other group members. For example, if you are one of four group members but did only 15% of the work instead of 25%, I will remove 10% of your “group collaboration points” on the assignment (but not for your other team members). Speak up and let your team members know your concerns early: this is just as much your project as theirs, so you are responsible for advocating for your research topic preferences and scheduling requirements. You may also ask me at any time if you have any questions about how to best work with a team. Communicate early and often: schedule your group meetings as early in the week as possible.

Assignment and Grading Details

Participation Assignments

This course requires a high level of engagement: it is difficult if not impossible to pass the course if you skip the readings and lectures and do the assignments last-minute. If this were a face-to-face course, I would count attendance by giving small participation assignments. This would reward you for attending class. Because we have no timed meetings in this fully online course, I encourage your participation throughout the week by having small, easy assignments due on Wednesday night. They help you practice either for the Tests or for the research project assignments typically due on Sunday nights. Most participation assignments are quizzes with a few multiple-choice items so that you can quickly check your understanding of what you learned from the readings and lectures. There are 12 participation assignments throughout the semester and I drop the lowest two; 10 are counted at 10 points each.

Project Development Assignments

There are 12 assignments throughout the semester that serve as smaller pieces of the two projects described below: they are worth 20 points each and I will drop the lowest two. Performing these assignments to the best of your ability is paramount to performing well on the large projects. You must also respond to instructor and TA feedback on these assignments in order to earn a high final course grade. The project development assignments for the (group) Observational Research Project Presentation are 1) Group Coordination, 2) a Research Question, 3) an Annotated Bibliography, 4) a Hypothesis, 5) a Data Collection Plan, and 6) Data Analysis. The project development assignments for the (individual) Survey Research Proposal Paper are 1) a Research Question, 2) a Hypothesis, 3) a Survey Draft, 4) an Annotated Bibliography, 5) an Outline, and 6) an Analytic Strategy.

Observational Research Project Presentation

You will work with a group to collect observational data and create a PowerPoint presentation to be recorded and posted on Canvas for your classmates to view. A full description of the project, including a rubric, can be found in the Assignments section of Canvas. The project is worth 200 points, 20% of your final grade.

Survey Research Proposal Paper

You will be asked to write an 8-10 page, APA style paper that is a proposal of a study you will not actually conduct. The paper will describe a survey you created and predict a hypothesis for an imaginary future research project. A full description of this project, including a rubric, can be found in the Assignments section of Canvas. The project is worth 200 points, 20% of your final grade.

Tests

This course contains two Tests: one just before mid-term and one the week before finals. They are fully take-home, open book, open notes, open lectures (just not open collaboration) and not timed. Each test will be available for the whole week for which it is listed on the syllabus calendar and due on Sunday at 11:59. Each test will contain 25 multiple-choice questions at 2 pts each and 10 short-answer questions at 5 pts each. Questions will be taken from participation quizzes (no-points optional surveys following lectures), textbook content, and lecture content. Each test will be worth 100 points. If you fail to submit a test by the deadline, you may take a make-up version during the final exam week.

Reflection

Your final assignment is a reflection on what you have learned in the course, including about yourself. You will be asked to write 500-1000 words in response to a reflection prompt provided during the final exam week. A completed reflection is worth 100 points, 10% your final course grade.

Extra Credit

You may earn extra credit by participating in research hours on SONA (2 pts/hour), writing response papers to research articles (2 pts/paper), counseling hours (2 pts/session), writing response papers to podcasts (2 pts/paper), or for extracurricular work at my discretion. I will provide details for each of these options on Canvas. You can perform any combination of any of these methods. You may earn a maximum of 10 points of extra credit and the deadline to earn any points is the final exam day.

Grading Policy

You get the grade you earn. I grade transparently by posting answer keys for objective assignments. I use detailed rubrics (available to students ahead of submission) for the more "subjective" grading of writing and presentations. Students with excellent performance in my classes are those who read and watch the lectures earlier in the week, who visit office hours or ask me questions often, who work early to correct assignments based on my feedback, and I do not round up grades for any reason. You will end the semester with a percentage based on your total earned points divided by 1000, even if that leaves you right on a threshold between letter grades. At any time if you feel something has been graded in error, contact me. The grading scale for this course is as follows:

A = Excellent, ≥ 900 + points

B = Good, ≥ 800 , < 900 points

C = Fair, ≥ 700 , < 800 points (the lowest possible passing grade if this is a course for your major)

D = Poor, ≥ 600 , < 700 points

F = Fail, < 600 points

I = Incomplete: Assigned if you stop participating due to some crisis and agree to finish the remainder of assignments within one year.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a

handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit www.uttyler.edu/tobacco-free.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the [New Student](#) application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted

and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- Copying from another students' test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,

- Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- (iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Note: this document is subject to change at the discretion of the instructor. Changes will be announced.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

*Dr. Kirby’s note: our class is fully online, so the mask policy does not apply.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

*Dr. Kirby's note: our class is fully asynchronous, meaning there are no scheduled class sessions. I will use only pre-recorded video lectures and will not use Zoom to record any content with students in it.