PSYC 2331-001: Research Methods in Psychology
University of Texas at Tyler
Department of Psychology and Counseling
Fall 2026
Format: Face-to-Face with Flipped Online Content

Instructor Information

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Graduate Teaching Assistant

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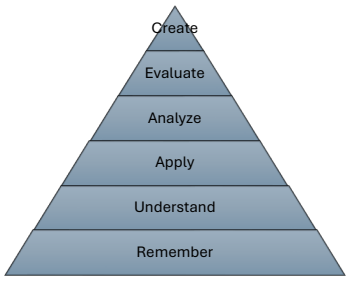
Course Overview

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 article, writing of journal reports, and statistical procedures used in psychological experiments. Prerequisite: PSYC 2354 or equivalent. I invite you to join course meetings on Tuesday and Thursdays 2:00-3:20pm in College of Business building (near the parking off of University Boulevard) COB 214 or via Zoom (recorded and posted) for engaging in learning activities that help you practice course outcomes and learning objectives. The class is "flipped," meaning you need to read and view course content before class. This course requires on average 10-12 hours of work per week

Course Outcomes and Student Learning Outcomes

These are things you should know or be able to do by the end of this course (called **course objectives**). They will consist of smaller goals, called learning objectives.



Cognitive levels indicate the complexity of thinking required for the course outcome or learning objective. "Remember" and "Understand" are the least complex levels, whereas "Evaluate" and "Create" are the most complex levels.

The big Course Outcomes in this class are as follows. These are things you should know or be able to do by the end of this course. They will consist of smaller goals, called learning objectives.
CO1: Complete CITI Training Ethics courses. (Remember)
CO2: Develop first-hand knowledge of psychology research and/or practice. **(Apply)**
CO3: **Understand** how psychologists study thoughts, feelings, and behavior. (**Understand**)
CO4: Discover the relationship between observable variables. (**Create)**
CO5: Develop a survey research project proposal paper. **(Create)**

Required and Recommended Resources

- Required textbook: Pilegard, C. & Gellar, E. (2023). *Modern Guide to Understanding and Conducting Research in Psychology.* GitHub. PDF or Website (no ISBN). Creative commons license: CC-BY-NC-SA Retrieved from https://pilegard.github.io/psychmethods/ **This textbook is FREE, but I am required to put this note here in the syllabus anyway by the University.** Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. Chapters will be posted to Canvas in the assigned modules.
- Recommended website: Purdue University Writing Lab. APA formatting and style guide (7th Edition). *Purdue online writing lab (OWL).* https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- Required Microsoft 365 access: office.com. Log in with your university account, NOT one you created personally.
- Required Zoom access: https://uttyler.zoom.us/ **Log in with your Patriots account, *NOT* one you created personally.**
- Recommended website for APA Style 7th Edition: Purdue University Writing Lab. APA formatting and style guide (7th Edition). *Purdue online writing lab (OWL).* https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html

Assignments

Assignments will be described in more detail on Canvas.

Group Research Journal: You will work with a group most of the semester on various in-class and out-of-class activities to practice research methods concepts you will use later on in an individual project paper. The final documentation of and reflection on those assignments is due at mid-term.

Research Proposal Paper: On your own you will develop a unique research question. We will not actually conduct the study, but you will write and plan it as if you were going to conduct it. The project is planned in stages on which you will receive feedback before proceeding to the next step.

CITI Training: This ethics training is required in order for you to conduct research. There are two short online courses you will take and must pass each quiz with 80% or greater accuracy. You may take the quizzes as many times as you like. Registration and instructions will be posted to Canvas.

Experiential Learning: Earn 6 SONA research participation credits. Alternatives include research article summaries and/or psychology podcast summaries (which count for 2 SONA credit equivalents each).

Grading Policy

No assignments in this course can be skipped over. Each activity builds upon previous knowledge. In order to be "qualified" to begin a new module's content and assignments, you must have mastered the previous module's assignments at a grade of a B or higher (they are assigned as letter grades). For formative assessments (practice assignments that build up to the summative assessments), you can reattempt assignments as many times as needed (within reason, considering time needed for feedback and the abbreviated nature of a summer course term) to reach this mastery. A is considered as fully meeting expectations. B indicates that the assignment is complete but needs revisions. C indicates that the assignment is incomplete (half completed or

more, but still less than all elements are included). D indicates that the assignment is "barely there" (less than half completed). F is only assigned as a "placeholder" grade until a real submission is turned in. This "placeholder" F is also applied if an assignment has strong evidence of inappropriate AI use (see AI policy below). **All formative assessments (including resubmissions) must be completed by the last day of class meetings, the Thursday of Week 15, Dec 3, 2026 at 11:59PM**. Furthermore, you will not be allowed to turn in multiple late formative assessments at once. You must wait for feedback on one before attempting the next one. Thus, it is in your best interest to treat your first submission as the only one and the suggested deadline as a firm one.

Makeups, Late Work, Re-attempts, and Attendance

There is no such thing as a grade of "zero" for any completed assessment in this course, whether it is on time or late: if a zero is entered, it is as a placeholder until you complete the assignment. You can request assignment extensions for any reason at any time before the due date. I do not request documentation for excuses or extension requests. When you ask for an extension, it is good professional practice to propose your own modified due date in your first request email. If you do not request an extension ahead of the due date, but the work is still missing, I will reach out to you to create a plan for late submission and request a short reflection narrative about the consequences of late work and failing to notify the instructor. Your number of re-attempts in this course or on a given assignment is unlimited: I want you to be successful, even if it takes multiple tries. **Due such generous assessment policies, I do not offer extra credit or round grades up.**

Attendance Policy

Please note that for financial aid purposes, I am required to report to the Registrar whether you attended class at all within the first 2 weeks of class: this is a binary measurement (has attended or has not attended). If you have not attended at all within the first 2 weeks of the course, your financial aid may be adjusted accordingly. **For these purposes, in this course, "attendance" will mean having completed any assignments or activities at all (graded or ungraded)**.

Calendar Note: All due dates are suggested below to help you keep on track. The modules are designed in sequence: newer modules will only open for you if you have completed the activities in the previous ones. It would be helpful to your learning for you to allow for the instructional team to provide feedback on some assignments before completing the next ones. You also have unlimited re-attempts on all assignments except for the mid-term project (hard deadline of Sunday, 10/11/26 at 11:59 PM) and the final project. All pre-final assignments have a hard deadline of the final day of class (Thursday, 12/03/26 at 11:59 PM), however. The course closes at 11:59 on 12/10/2026, at which time the final project is due. If you are still not finished with the final paper and we have made extension arrangements (and have a passing grade at that time), I will put in an "I" letter grade, which represents "incomplete" and you can finish your assignments after the completion of the term. We will need to meet and do some paperwork to discuss revised due dates in that case. Additionally, this course calendar and syllabus are subject to changes, which will be announced by the instructor in a timely manner.

Course Calendar

Target Due Dates	Module	Readings	Assignments
08/30/26	0: Getting Started; 1: Variable Types and Research Question Wording	Syllabus; Chapter 1; Chapter 2	
09/06/26	2: Hypothesis Wording and Outcomes	Chapter 2; Chapter 11	
09/13/26	3: Method: Ethics	Chapter 9; CITI Training Courses (Social-Behavioral and RCR)	**CITI Training**
09/20/26	4: Method: Sampling	Chapter 5; Chapter 4	
09/27/26	5: Method: Designs, Validity, and Reliability	Chapter 3; Chapter 6	
10/04/26	6: Literature Searching and Organization	Chapter 10	
10/11/26	7: Reading and Annotating Literature		**Group Research Journal**
10/18/26	8. Literature Synthesis		Annotated Bibliography
10/25/26	9: Literature Synthesis; Methods		Research Question
11/01/26	10: Method and Discussion		Outline
11/08/26	11: Writing and Formatting		
11/15/26	12: Writing and Formatting		Format Check
11/22/26	13: Writing and Formatting		
12/03/26	Last Call for Pre-Final Assignment Submissions		
12/11/26	Final Module: Paper and Reflection	Final Paper Assignment Guide	**Final Paper**

AI Policies

UT Tyler's AI Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The

student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Dr. Kirby's AI Policy

Generative artificial intelligence (GenAI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text, DALL•E for images, and Sora for video. The learning opportunities in this course are useful only when you complete original work rather than using generative AI tools for any portions of any assignments. I encourage you to take advantage of the learning opportunities and submit only your own work, unless otherwise indicated. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Further, LLMs (e.g., ChatGPT) do not know, remember, or reason: they are "fancy predictive text." They predict which words tend to be near other words. GenAI is also circular: its training data are being corrupted by AI products themselves. Further, GenAI usage has a large environmental impact (stressing power grids and polluting neighborhoods), it involves hidden human costs (including exploiting low-wage labor), and GenAI image generation software has been trained on disturbing criminal material, including child sex abuse material. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. I invite you to take responsibility—instead of leaving it up to the tool—to assure the quality, integrity, and accuracy of work you submit in any college course. I am committing to the same expectations, as I am also refraining from using available AI tools in designing this course and evaluating your work. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values. This policy was drafted using the
UT Tyler Artificial Language for Syllabi document and Chris Heard's Generative AI Syllabus Statement Tool (which itself not an AI tool). You may find UT Tyler's general AI syllabus policy and other resources here: https://www.uttyler.edu/offices/digital-learning/ai/

Please note that Grammarly (and especially Grammarly Plus) is considered generative AI for the purposes of this course, and is not allowed. Online paraphrasing or translating tools are also considered off-limits for this course. Please use only the grammar check already embedded into Microsoft Word Online. In order to verify the originality of your work, you will be asked to use only specific technology in this course that allows for verifiable version history tracking. If such evidence is not found for your work (e.g., you used a different software), you will be asked to reattempt the assignment (unless it is the final project, in which case there would be no time to do so, so it would earn a zero). If your work has other signs of AI use (e.g., fake "hallucinated" references), further consequences may be applied. Other possible consequences of inappropriate (i.e., ANY) generative AI use on assignments may include documentation with the Student Conduct office, or other consequences, such as being required to complete reattempted assignments under live supervision instead of as a "take-home" assignment.