PSYC 2331.001: RESEARCH METHODS  
Spring 2017

**Instructor:** Amy Roberson Hayes, Ph. D.
Class time: Tuesdays and Thursdays from 9:30-10:50  
Classroom: TBA  
Office: HPR 224  
Office Phone: 903-565-5753  
Office hours: Monday 10-12, Tuesday 2-3, or by appointment

**Required Texts:**

**Course Overview:**
This course will provide an introduction to the basics of collecting, interpreting, writing, and presenting data in the behavioral sciences. Data from a variety of sources such as experimental studies, survey studies, and behavioral observations are considered. Students learn to use and to evaluate critically statistical and graphical summaries of data. They also study techniques of searching the literature and of producing written reports in technical format. Individual projects include oral presentations of data, creating technical graphics, and writing a full, APA-style research paper.

**Evaluation and Grading:**
**Exams:** There will be 2 exams during the semester that will cover information from the lectures and the readings. Each exam is worth 100 points.

**Make up exams:** Make-up exams will be given under compelling circumstances. If you need to make-up an exam, please let me know as soon as possible that you will not be able to take them exam on the scheduled day. Make-up exams will be in the same format as the regular exams, but will be an alternate version of the test (i.e., different questions than the rest of the class got).

**Make up exams will be taken during the scheduled final exam period.** So, if you are approved to make up Exam 1, you will take an alternate version of Exam 1 during the scheduled final exam time for our class.

**Observation Data Collection Project (Presentation):** Due in class the week of April 4. You will work with a group to collect observational data and create a PowerPoint presentation to be given in class. A full description of the project is posted on Blackboard.

**Survey Research Project (Paper):** Electronic submission, due Tuesday, May 2 by 5 PM to Blackboard. You will be asked to write an 8-10 page, APA style paper about a research topic of your choice. The paper will describe the results of a survey data collection project to be completed during the semester. To aid you in this process, I have created assignments that will be due throughout the semester that will help you to gather materials, organize, and write your paper. I will give you written feedback for each of these intermediate assignments, and they will count as part of your assignments grade.

**Assignments:** Class participation is extremely vital to your success in this class. We will be working on activities in class and outside of class (homework) that are relevant to each unit of content. Thus, your grade will be affected if you frequently miss class or don’t turn in assignments (on time or at all). There are several intermittent assignments that are due throughout the semester that help you get a deeper
understanding of the material we cover in class. Many of these assignments are explicitly designed to make sure that you are making progress on your individual research papers as well as your group observation projects. Thus, your completion of and success on these assignments are a part of your grade.

Class Attendance: Because so much of what we will be learning to do is hands-on, class attendance is vitally important to your learning in the class. I will take roll within the first 10 minutes of class. Class attendance will account for 5% of your final grade.

Class Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1 and 2</td>
<td>40</td>
</tr>
<tr>
<td>Observation Project</td>
<td>20</td>
</tr>
<tr>
<td>Survey Research Paper</td>
<td>25</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
</tr>
<tr>
<td>In Class Attendance</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Policies:

Late Papers and Assignments: I will accept assignments and papers up to 3 days after the due date, with a 10% deduction for every day that an assignment is late. Please contact me in advance if you have a problem/extenuating circumstance that will affect your ability to turn in an assignment. If you need to hand in an assignment or paper late due to an illness or other extenuating circumstance, no points will be subtracted as long as you have documentation of your excuse.

University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.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 at 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 many 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% refunds for partial withdrawals. (There is no refund for these after the Census Date) Schedule adjustments (section 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 or 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 Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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 two 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 student 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 student’s 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 thing 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 resumes, 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 assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP 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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>UNIT</th>
<th>DUE IN CLASS</th>
</tr>
</thead>
</table>
| January 17-19    | Introduction to scientific research in psychology | Chapter 1  
|                  |                                               | Thursday: Evidence Assignment                                                 |
| January 24-26    | Hypothesis Development                        | Chapter 3 (p. 50-59), Ch. 4  
|                  |                                               | Thursday: Research question and search terms                                  |
| Jan 31-Feb 2     | Reliability and Validity                      | Chapter 3 (p. 45-49)                                                        |
| February 7-9     | Ethics in Research                            |                                                                              |
| February 14-16   | Observational Designs                         |                                                                              |
| February 21-23   | Tuesday: APA Format and Style                 | APA manual Ch. 2, 6                                                          |
|                  | **Thursday: Exam 1**                          |                                                                              |
| February 28-March 2 | Survey Designs                               | Chapter 11                                                                  |
| March 7-9        | Tuesday in Class: Writing an Introduction Workshop  
|                  | Thursday: Observation Project Work Day        | Due Thursday: Observation Project Data                                        |
| March 14-16      | SPRING BREAK: No Class                       |                                                                              |
| March 21-23      | Experimental Designs                          | Chapter 6 & &  
|                  |                                               | Thursday: Outline of Introduction Due                                        |
| March 28-30      | Quasi-Experimental Designs                   | Chapter 8                                                                    |
| April 4-6        | All Week: Observation Project Presentations in Class  
|                  |                                               | Due Tuesday: Presentations                                                    |
| April 11-13      | Analyzing and Writing about Data              | Textbook Chapter 5 (all) and 9 (p. 160-161)  
|                  |                                               | Due Tuesday: Survey Project Data                                              |
| April 18-20      | Non-reactive Designs and Complex Designs       | Ch. 9 & 13  
|                  |                                               | Due Thursday: Non-reactive data (in-class assignment)                         |
| April 25-27      | Tuesday: Wrapping up your Papers              |                                                                              |
|                  | **Thursday: Exam 2**                          |                                                                              |
| May 2 (Finals Week) | Research Proposal Paper Due to Blackboard by 5 PM | Due: Final Research Papers                                                    |