**Psychology 242: Introduction to Research in Psychology**

**3 Credit Hours**

**Spring 2017**

**Prerequisites: Grade of C or better in PSCH 100**

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| Instructor name: Candice Burkett | CRN/Course Number: Lecture: 39455Discussion: 14651 |
| Office location: BSB 1029 | Times and days class meets: Lecture: MW 12-12:50Discussion: F 11-11:50 |
| Office phone: N/A | Classroom location: Lecture: TH 216Discussion: ETMSW 2233 |
| E-mail address: cburke20@uic.edu | Office hours: M 1-2, W 2-4, or by appointment |

**Welcome to research in psychology! I’m excited to teach this course this semester!**

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| **Course Description, Goals, and Objectives**I’m excited you’re taking PSCH 242 this semester! This course is designed to provide an introduction to research methods employed by behavioral scientists and provide you with a basic understanding of those methods. You will learn to critically evaluate various aspects of research methods in order to: (1) become a more informed consumer of research in daily activities and decisions, and (2) lay a foundation from which to develop further knowledge and skills for conducting research in your future career in any field.By the end of the course, you will be able to:* Critically evaluate research-based claims and evidence, as reported in diverse sources (e.g., press, online media, and academic journals)
* Distinguish among different types of research designs and determine which design is the most appropriate to answer various types of research questions
* Formulate a psychological research question, generate a testable hypothesis and design a research study to test that hypothesis
* Interpret and present research results for a variety of data types
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**COURSE MATERIALS**

**Web Page or Blackboard**

The course website found at <http://uic.blackboard.com/> contains important course information and documents and will be used for any electronic submission of assignments. You are responsible for all information and materials that are posted on Blackboard.

**Required Text**

Cozby, P., & Bates, S. (2015). *Methods in behavioral research* (12th ed.). New York, NY: McGraw-Hill Education. A copy of the text will be on reserve in the library.

COURSE POLICIES

Attendance

Attendance during lectures and discussion section is important and counts toward your final grade. Attendance will be taken at the start of class. If you arrive after attendance is taken, let me know. If lateness becomes a chronic problem, I will need to discuss the issue with you. Points will be given for attendance and active participation (detailed below). You are allowed to miss 3 classes (lecture or discussion section) without penalty to your attendance score.

Missed or Late Work

It is expected that all assignments will be completed in full and turned in on time. All work is due at the beginning of class on the dates indicated in the course calendar below unless you have an emergency. You may hand in one assignment late (up to 3 days) with no questions asked. In addition, late assignments may be accepted in cases of emergency. This does not apply to exams. All exams that are taken must be on the scheduled date except in cases of emergency.

Electronic Communication

You are responsible for carefully reading all course-related e-mails from the instructor. Be sure that you check your UIC e-mail regularly and that you are able to receive e-mails sent through Blackboard. When e-mailing the instructor please indicate the course number and a brief description in the subject line. The instructor will make every effort to respond to e-mails in a timely manner, but please expect that it may take up to 48 hours until you receive a response.

**Courtesy**

Our goal is to develop a classroom environment based on mutual respect to provide a maximal learning experience for all. When you are in class, I ask that we all be courteous and respect others and their opinions during classroom discussion. Please minimize conversations with fellow students during lecture except during designated group discussion times.

Research has shown that distracting yourself by multitasking during class impairs your performance. Please do not listen to music, send text messages, or engage in similar distracting behaviors during lecture (e.g., using laptops, tablets, or cell phones for activities unrelated to class). You may use laptops or tablets for class-related activities.

Inappropriate and/or disruptive classroom behavior may result in you being asked to leave the room so that you are not disrespecting others and interfering with the learning of other students.

**Academic Integrity**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community–students, staff, faculty, and administrators–share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

Academic dishonesty includes, but is not limited to:

* Cheating: either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to or from another person.
* Fabrication: knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
* Facilitating academic dishonesty/plagiarism: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.
* Bribes, favors, threats: bribing or attempting to bribe, promising favors to or making threats against any person with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.
* Examination by proxy: taking or attempting to take an exam for someone else other than the student is a violation by both the student enrolled in the course and the proxy or substitute.
* Grade tampering: any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.
* Non-original works: submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

(Above guidelines from <http://dos.uic.edu/docs/Guidelines%20for%20Academic%20Integrity.pdf>)

Students caught cheating will be automatically given a 0 for that assignment. Additional disciplinary actions may be taken and are detailed in the student disciplinary policy <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf> .

**Religious Holidays**

Students who wish to observe their religious holidays should notify the instructor by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, you should notify the instructor at least five days in advance of the date when he/she will be absent. The instructor will make every reasonable effort to honor the request and make appropriate accomodations.

**Academic Deadlines**

The Add/Drop deadline for the Spring 2017 semester is: Friday, 1/20/17.

**Disability Accommodation**

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, and I am happy to provide accommodations, but you must be registered with the Disability Resource Center (DRC). If you have any additional questions or need you may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

**COURSE REQUIREMENTS, METHODS OF EVALUATION, & GRADING POLICIES**

You will write a research proposal paper, take 4 exams, complete 5 assignments, and participate in in-class activities.

**Evaluation Criteria**

**Research Proposal Paper (30%):** Students will complete a research proposal paper including a section for hypothesized results and discussion. The paper should contain approximately 8-10 pages of content (not counting references). The paper should include each of the following 4 sections: Introduction, Method, Results, and Discussion. Students will work on the paper over the course of the semester and will have a chance for feedback on each of the 4 sections before the final paper is due during the last week of class. The final paper is worth a total of 300 points, or 30% of the overall grade, (75 points for each of the 4 sections). Papers must be typewritten and all pages must be stapled together.

**Exams (45%):** The four exams will consist of a mixture of multiple-choice, matching, short answer, fill-in-the-blank and open-ended writing questions (requiring multiple sentences to answer adequately). The exams are not formally cumulative, but they do build on each other. In other words, you must master concepts from earlier in the course to understand later material. The final exam will be cumulative. Each exam is worth 150 points. Students can drop their lowest exam score, making exams worth 450 possible points or 45% of the overall grade. Because students can drop their lowest exam score, this eliminates the need for make-up exams. If you miss the exam (for whatever reason), that exam will be dropped.

**Assignments (16%):** There are a total of 10 homework assignments that will be due at various points in the semester. Homework assignments are worth 160 points total, or 16% of the overall grade. The assignments include the following (to be explained in more detail later in the semester): office hour, e-mail, 3 mini-research paper assignments, Pseudoscience, Ethics, Survey Questions, Descriptive Results, and Correlation.

**Attendance and Participation (9%):** Attendance and participation will count for 90 total points (76 for attendance and 14 for participation).

* Attendance: You are allowed to miss up to 3 classes without penalty to your attendance score. Each class is worth 2 attendance points. If you miss only 0-3 days then you will earn full attendance points (76 points total). Each class missed above 3 will result in 2 points lost for attendance score. If there is an emergency and you will either be late or have to leave early, please inform me as soon as possible.
* Participation: There will be 10 unannounced participation activities at various points in the semester. Students who participate in the activities will receive 2 points for each activity. The three lowest activity scores will be dropped- resulting in 7 activity scores worth 14 total points.

**Grading Scale:**

You will earn the following points on each of the course requirements:

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| --- | --- |
| Course Requirement | Point Value |
| Research Proposal Paper | 300 |
| Exams | 450 |
| Assignments | 160 |
| Attendance and Participation | 90 |
| Total Points | 1000 |

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| --- | --- | --- | --- | --- | --- |
| Letter Grade | A | B | C | D | F |
| Minimum Points | 900(90%) | 800(80%) | 700(70%) | 600(60%) | 0 |

To calculate your grade in the course add up the total numbers of points you have received and divide that by the total possible points available at that point in the semester. For example, if you are calculating your grade toward the end of the semester and all 1,000 points are possible add up all of your scores and divide your overall score by 1,000.

Grades will be posted on Blackboard. It will be your responsibility to keep track of your scores on Blackboard. Be sure to keep copies of all of your graded assignments in case any discrepancies arise. If you notice that a score has been incorrectly entered into Blackboard, you must show the original paper with the correct grade to me by Monday of finals week. If you are unable to produce the graded work, you will receive the grade that appears in Blackboard.

**TENTATIVE CALENDAR OF MAJOR COURSE EVENTS AND DEADLINES**

The following pages contain a listing of topics and assigned readings. All readings will come from the required textbook. You are expected to have read the required readings before the class in which each topic is covered.

Note: This topic schedule is tentative. Topics may take more or less time to cover depending on class understanding of various topics. It is your responsibility to track these changes.

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| ***Week*** | ***Day/Date*** | **Textbook Chapter** | ***Topic/Activity During Class*** | **Assignment Due** |
| Week 1 | M 1/9 |  | Introduction |  |
|  | W 1/11 | Chapter 1 | Ways of knowing |  |
|  | F 1/13 | Chapter 1 | Discussion Section: Science vs. pseudoscience | E-mail due |
| Week 2 | M 1/16 | **\*\*No class – MLK Day\*\*** |
|  | W 1/18 | Chapter 2 | Research questions, hypotheses and predictions |  |
|  | F 1/20 | Chapter 2  | Discussion Section: Reading research articles | Pseudoscience Assignment Due |
| Week 3 | M 1/23 | Chapter 3 | Ethics |  |
|  | W 1/25 | Chapter 4 | Variables |  |
|  | F 1/27 |  | Paper workshop: Research questions, predictions and sources | Office hour due |
| Week 4 | M 1/30 | Chapter 4 | Variables | Ethics Assignment due |
|  | W 2/1 | Chapter 5 | Measurement scales |  |
|  | F 2/3 | Chapter 5 | Discussion Section: Variables and measurement scales |  |
| Week 5 | M 2/6 | Chapters 4 & 5 | Validity and reliability | Paper Assignment: Research question, predictions and sources due |
|  | W 2/8 | Chapters 4 & 5 | Validity and reliability |  |
|  | F 2/10 |  | Paper workshop: Introduction section |  |
| Week 6 | M 2/13 | **Exam 1** |
|  |  |  |  |  |
|  | W 2/15 | Chapter 6 | Review Exam 1Observational data and methods |  |
|  | F 2/17 | Chapter 6 | Discussion Section: Observational data activity |  |
| Week 7 | M 2/20 | Chapter 7 | Self-report/Survey data | Paper Assignment: Introduction draft due |
|  | W 2/22 | Chapter 7 | Sampling |  |
|  | F 2/24 |  | Discussion Section: Survey Activity |  |
| Week 8 | M 2/27 | Chapter 8 | Experimental Design |  |
|  | W 3/1 | Chapter 8 | Experimental Design | Survey Question Assignment Due |
|  | F 3/3 | Chapter 9 | Discussion Section: Conducting Experiments Activity |  |
| Week 9 | M 3/6 | Chapter 9 | Conducting Experiments |  |
|  | W 3/8 | **Exam 2** |
|  | F 3/10 | Chapter 10 | Discussion Section: Complex Experimental Design |  |
| Week 10 | M 3/13 | Chapter 10 | Exam 2 ReviewComplex Experimental Design |  |
|  | W 3/15 | Chapter 11 | Single-case and quasi-experimental research |  |
|  | F 3/17 |  | Paper Workshop: Methods section |  |
| **SPRING BREAK** |
| Week 11 | M 3/27 | Chapter 12 | Understanding and presenting research results: description | Paper Assignment: Revised Intro and Methods section draft due |
|  | W 3/29 | Chapter 12 | Understanding and presenting research results: description |  |
|  | F 3/31 | Chapter 12 | Discussion Section: Description Activity |  |
| Week 12 | M 4/3 | Chapter 12 | Understanding and presenting research results: correlation | Descriptive results Assignment Due |
|  | W 4/5 | Chapter 12 | Understanding and presenting research results: correlation |  |
|  | F 4/7 |  | Paper Workshop: Discussing results |  |
| Week 13 | M 4/10 | **Exam 3** |
|  | W 4/12 | Chapter 13 | Understanding and presenting research results: statistical inference |  |
|  | F 4/14 | Chapter 13 | Discussion Section: Statistical Inference Activity |  |
| Week 14 | M 4/17 | Chapter 13 | Understanding and presenting research results: statistical inference | Paper Assignment: Revised Intro, Methods and Results Section Draft due |
|  | W 4/19 | Chapter 14 | Generalizability |  |
|  | F 4/21 |  | Discussion Section: Critiquing research in daily life |  |
| Week 15 | M 4/24 |  | Paper Workshop: Discussion Section & APA format |  |
|  | W 4/26 |  | Student’s Choice: Vote on a topic to cover |  |
|  | F 4/28 |  | Discussion Section: Course Review Activity | Final Paper Due |
| FINALS | 5/1-5/5 | **FINAL EXAM** |

**UIC RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don’t hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. If you’re not sure what additional support services are available feel free to ask me, your advisor, or see the following link:

https://advising.uic.edu/files/2015/08/UIC-Resources-Cards-425x6-Updated.pdf

**The Writing Center**,located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at [www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing) for more information.

**The UIC Library**: The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

## Public Computer Labs: These labs are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they’re open, go to [www.accc.uic.edu/pclabs](http://www.accc.uic.edu/pclabs). NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Location: Student Services Building; 1200 W Harrison St. Suite 2900; Phone: (312) 413-0031.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

**Campus Advocacy Network**: Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC’s Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC’s Title IX office, contact TitleIX@uic.edu or (312) 996-5657.

**ADDITIONAL RESOURCES**

**APA Style:** Your paper should be written in APA (American Psychological Association) format. You are responsible for following APA style and citation format in all your writing assignments for this course, when applicable. The most complete resource for APA style is the Publication Manual of the APA, but Purdue’s Online Writing Lab (OWL) is a free online reference at the following link: <https://owl.english.purdue.edu/owl/resource/560/01/>

**Psi Chi Tutoring:** Students in UIC’s Psi Chi chapter with expertise in various psychology courses hold office hours throughout the week in BSB 2048. The tutoring schedule is usually established a few weeks into the semester and will be posted on the door of the tutoring office in BSB 2048.