

**Psychology 242**  
**Introduction to Research in Psychology, Spring 2016**

**Lecture:** M/W 11–11:50am  
BSB: 146

**Instructor:**  
Alexander P. Demos, PhD  
Email: ademos@uic.edu  
Office hours: T 9:30 -11:30 am and by appointment  
Office: 1018A BSB

**Discussion Sections:** Fridays  
9-9:50am  
11-11:50am  
1-1:50pm  
2-2:50pm  
3-3:50pm

**Teaching Assistants:**  
Chelsea Perschon  
Email: chelseaperschon@gmail.com  
Ihor Kohut  
Email: ikohut2@uic.edu  
Office hours to be announced

**Course Description and Objectives:** This class is an introduction to the way psychologists research human thought and behavior. Throughout the course we will be discussing the following big ideas: What is it the scientific method and how does it relate to psychology? How do psychologists go about designing and conducting research and interpreting their findings? How do you find, read, and evaluate psychological research both in academic journals and in the popular press? While not all of you are not Psychology majors, but this course should still provide you with valuable skill of science literacy. By the end of the semester, you should become a conscientious consumer of research and have the skills to go about asking and answering your own questions regarding human behavior.

**Required Material:** *The psychologist as detective* (Smith & Davis, 2016). A simple calculator will be needed for some of the homework and exams. Smartphones as calculators can be used during class, but not during exams.

**Exams:** We will have a 2 exams and a final exam. They require you to answer multiple choice questions and solve problems. Missed exams will count as a 0 unless a legitimate\* excuse is provided where the missing exam is dropped and the other exam count for the full amount. There are no make-up exams. (\*family emergency or major illness with documentation)

**Homework:** Specific short assignments will be assigned in class or discussion. Homework is a check on your understanding of concepts covered in class. ***I encourage you to work in groups, but assignments must be handed in individually.*** Homework should be given to your TA and you can turn it early. *Homework will not be accepted late. If you miss discussion, you can scan/photo your homework and email the scans to your TA before or during your regularly scheduled lab time when homework is due.*

**Discussion Section:** Discussion sections are a time you have to do group assignments and review concepts you found confusing. You will do hands on work in your discussion sections based on the material we cover in class. This may take the form of short group projects or individualized problems. Discussion attendance/participation will be graded weekly and will be posted on blackboard. If you arrive too late to participate or you choose not to participate the TA may grade you as a zero for the day. You can miss two discussion sections with no penalty for the semester.

**Grading breakdown:**

Exams	60%
Homework (2 assignments can be skipped)	30%
Discussion Sections (2 can be skipped)	10%
<b>Total</b>	<b>100%</b>

**Letter grades:**

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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**Email:** When emailing Dr. Demos or your TA, please indicate the course number, your section time, and a brief description of the issue in the subject line of all course-related emails. However, before emailing, please check this syllabus, the information on the Blackboard course site, and previous emails you have received to see if your question has already been answered. While we will respond to emails in a timely manner, do not expect a reply to questions that have already been addressed.

**Attendance:** Attending lecture will make the readings clearer and I will be giving examples, so attendance will ensure you doing well in the class. **Not all topics we cover appear in the book.** Coming to class is necessity. Missing discussion will hinder your ability to practice under an experienced eye. We reserve the right to give unannounced extra credit for in-class assignments or unannounced pop-quizzes. There are no makeups for missing these opportunities or for missing class demonstrations, projects, etc. that occur during class or discussion time.

**Excuses:** Disasters happen and normal life gets disrupted. It happens to all of us. This is why you can drop two quizzes/homework/discussion sections. Every excuse might be legitimate, but I am not going to play judge so no matter your reason do not ask for your excuse to override the established policy\*. \*The one exception is religious holidays on the days of exams, quizzes, and discussions. See me one week BEFORE the holiday so we can work out an alternative.

**Blackboard:** I will post relevant information about the assignments and other course information on our website. It is **your** responsibly to check it before coming to class. Please be sure to update Blackboard with your UIC e-mail address. If you fail to check your e-mail, or if e-mail sent to you is returned as undeliverable, you are still responsible for the content of that e-mail. *Note: This is not an online class so announcements made in class are not always going to be duplicated on blackboard.*

**Academic Integrity & Class Conduct:** Don't be a twit and tweet during class. Distract me or your fellow class members with your social media nonsense (facebook, twitter, texting) may result in public embarrassment. You have been warned. There will be no tolerance for plagiarism or cheating. Cheating during exams is a serious matter and will not be tolerated. In this course, plagiarism/cheating will result in loss of credit for the exam or assignment and/or suspension from the university (see *Student Disciplinary Policy* for what qualities are academic integrity:  
<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>)

**Students with Disabilities:** Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Information about reasonable accommodations is found at <https://drc.uic.edu/guide-to-accommodations/>

**Getting Help:** As the semester progresses I expect you will need help. **Do not delay in seeking help. The longer you stay confused the harder it will be to catch up.** The TAs and I am here to help you as much as we can, and if there is a problem, it is always easier to address it **before** the fact rather than after it.

**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. 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.

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**Tentative Schedule**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1	1/11	Introduction & Research Process	Ch 1
	1/13	Research Ideas	Ch 2 p. 14 - 29
	1/15	<i>No discussion</i>	
2	1/18	No Class	
	1/20	Qualitative Methods Overview	Ch 3
	1/22	<i>Worksheet on research ideas</i>	
3	1/25	Qualitative Methods Types	Ch 4
	1/27	Scientific Method	Ch 5
	1/29	<i>Design a qualitative study</i>	
4	2/1	Experimental Design I	Ch 6
	2/3	Experimental Design I	Ch 6
	2/5	<i>Work on experimental designs</i>	
5	2/8	Review/Catch-up	
	2/10	<b>Exam 1</b>	
	2/12	<i>No discussion</i>	
6	2/15	Ethics I	Ch 2. p. 30-49
	2/17	Experimental Design II	Ch 7
	2/19	<i>Design an experiment I</i>	
7	2/22	Internal Validity I	Ch 8 p151-160
	2/24	External Validity	Ch 8 p161-174
	2/26	<i>Design an experiment II</i>	
8	2/29	Descriptive Statistics: Variables, CLT, & Variance	Ch 9 p. 175 – 194
	3/2	Correlations & T-tests	Ch 9 p. 195-204
	3/4	<i>Statistics worksheets</i>	
9	3/7	Two Groups Experiments: Design	Ch 10 p. 207-222
	3/9	Two Groups Experiments: Analysis	Ch 10 p. 224-232
	3/11	<i>Practice t-tests</i>	
10	3/14	Review/Catch-up	
	3/16	<b>Exam 2</b>	
	3/12	<i>No discussion</i>	
11	3/22	Spring Break	
	3/24	Spring Break	
	3/25	Spring Break	
11	3/28	Three or more groups: Design	Ch 11 p. 235 – 246
	3/30	Three or more groups: Analysis	Ch 11 p. 246 – 260
	4/1	<i>Design 3 level study</i>	
12	4/4	Two factor design: Design	Ch 12 p. 263 – 286
	4/6	Two factor design: Mean effects & Interactions I	Ch 12 p. 286 – 290
	4/8	<i>Interactions practice</i>	
13	4/11	Two factor design: Mean effects & Interactions II	
	4/14	Two factor design: Analysis of output	Ch 12 p. 290 - 300
	4/16	<i>Read output</i>	
14	4/18	Internal Validity II	Ch 13 p. 305 - 311
	4/20	Experimental Case Studies	Ch 13 p. 312-325
	4/22	<i>Study write-up (APA style)</i>	
15	4/25	Quasi-Experimental Designs	Ch 13 p. 325-335
	4/27	Review/Catch-up	
	4/29	<i>Exam review</i>	
<b>Final Exam</b>			