

Psychology 242 (CRN 35518)
Introduction to Research in Psychology
 MW 2:00 PM – 2:50 PM
 Lecture Center D1

Eric W. Gobel, Ph.D.
Email: egobel@uic.edu
Office: BSB 2056C

Office Hours: Mon 11:30 AM – 12:30 PM
 Thu 9:30 AM – 10:30 AM
 or by appointment

Teaching Assistants	Email	Office	Office Hours
Avital (Tali) Ness-Cohn	nesscoh1@uic.edu	BSB B143	Your TA is
Felix Pambuccian	fpambu2@uic.edu	BSB 1079	available to meet
Aeroelay (Chyei) Vinluan	avinlu2@uic.edu	BSB 1049	by appointment

Please include both “242” and a **brief description** in the **subject line** of all course-related emails

Friday Discussion Sections	Location	TA
DD1: 8:00 AM – 8:50 AM (CRN 36845)	BSB 215	Chyei
DD2: 9:00 AM – 9:50 AM (CRN 36846)	Lecture Center A3	Chyei
DD3: 11:00 AM – 11:50 AM (CRN 36847)	ETMSW 2435	Felix
DD: 1:00 PM – 1:50 PM (CRN 35519)	Lecture Center A3	Felix
DD4: 1:00 PM – 1:50 PM (CRN 36848)	ETMSW 2419	Tali
DD5: 2:00 PM – 2:50 PM (CRN 36849)	BSB 289	Tali

Course Description

Introduction to the scientific methods of psychology research, including research designs, measurement, reliability and validity, descriptive statistics, sampling techniques, and principles of experimental design. Emphasis on evaluating the validity of research-based claims about behavior. Exercises involve research participation, data collection, and critical analysis. 3 credit hours. *Prerequisite: Grade of C or better in PSCH 100.*

Course Objectives

By the end of the course, you will be able to:

- explain the scientific approach and distinguish among different types of research designs
- complete research ethics training to become certified for conducting research
- measure variables using multiple techniques and discuss issues related to measurement
- summarize and visualize data using descriptive statistics and graphing techniques
- describe various sampling techniques and discuss issues related to generalization
- distinguish among various types of experimental designs and choose the design most appropriate for a given situation
- draw sound conclusions based on the design and results of a psychological research study
- formulate a psychological hypothesis and design a research study to test that hypothesis
- critically evaluate research-based claims about behavior, as reported in diverse sources such as the popular press, online media, and academic journals

Materials

Required Textbook

Morling, B. (2014). *Research methods in psychology: Evaluating a world of information* (2nd ed.). New York, NY: W. W. Norton & Company. ISBN: 978-0-393-93693-3 (paperback), 978-0-393-90610-3 (looseleaf).

Note: It is essential that you use the 2nd edition of this textbook due to numerous improvements and other changes from the previous edition.

Electronic versions of this textbook are also available. The e-book can be rented or purchased at <http://books.wwnorton.com/books/webad.aspx?id=4294990345> or http://www.amazon.com/Research-Methods-Psychology-Evaluating-Information-ebook/dp/B00SLB5NWU/ref=mt_kindle (where you can find a free preview of the first 30 pages).

i>clicker Student Response System (Clickers)

We will be using one of the current UIC standards for student response systems (clickers), the **i>clicker platform**. An **i>clicker 2 remote** is required for in-class participation in this course. The i>clicker technology is a response system that allows you to respond to questions posed during class, and you will earn participation and performance points based on that feedback and/or your in-class participation.

You may already have an **i>clicker 2 remote** from a previous course and will likely use it in other courses. It is available for purchase from the UIC Bookstore for \$43 or online (www.iclicker.com/purchase). You must then **register your i>clicker 2 remote ID for this course on the Blackboard course site**. The 8-character remote ID is the series of numbers and letters found below the barcode on the back of your i>clicker 2 remote. Instructions for using the i>clicker 2 are also on the back of the remote. *Note: the i>clicker 2 remote (with the LCD screen) is highly recommended. Use the original i>clicker and i>clicker + remotes, which provide little feedback about your votes being recorded, at your own risk.*

In order to receive your credit for participation, you will need to **register your i>clicker 2 remote ID for this course as soon as possible within the first two weeks of class**. To do this, simply find the **i>clicker Remote/GO ID Registration** module on the **Home Page** of the Blackboard course site, type your i>clicker 2 remote ID in the text box, and click the **Register** button. More detailed instructions for finding your remote ID can be found by selecting i>clicker Student Registration from the Tools area, then clicking on *More Help* at the top of the page. While you can register at any time, you must have come to class at least once and voted on at least one question in order to complete the registration process.

To ensure that you earn your participation points, be sure to bring your working i>clicker response device with you to every class session. It will be used every day in class, and you are responsible for bringing your i>clicker response device daily. The first two class sessions will be “practice” clicker sessions that do not count toward your course grade. Following each of these practice sessions, however, you should make sure that your clicker points are recorded in the **My Grades** area of Blackboard. ***It is your responsibility to make sure that your i>clicker response device is working properly, that you are using it appropriately, and that your clicker points are being recorded on Blackboard.*** Anyone found using an i>clicker response device unethically would **lose all lecture participation points** for the semester.

If you need technical support for i>clicker2, please contact (866) 209-5698 or support@iclicker.com. The i>clicker website (www.iclicker.com) also has support documentation, video tutorials, and FAQs for students.

Microsoft Office Software

This course will require you to complete assignments using software in the Microsoft Office suite, such as Word, Excel, and/or PowerPoint. The on-campus computer labs will have this software installed, and you can download Microsoft Office 365 at no cost using your UIC account (see <http://acc.uic.edu/service/office-365>).

Course Website

The Blackboard course website found at <https://uic.blackboard.com/> contains important course information and documents (including lecture slides in PDF format, assignment instructions, additional required readings, helpful resources, and any revisions to the course schedule) and will be used for electronic submission of assignments. ***You are responsible for all information and material that is posted on Blackboard.***

Textbook Website

Your textbook has a companion blog website (entitled the “Everyday Research Methods Blog: Interrogating the Popular Press”) at <http://www.everydayresearchmethods.com>. The author posts current examples of research methods concepts along with questions for thought.

Assessment

Course Requirements

Students will take four exams, complete six assignments, participate in discussion section activities, and actively participate during lecture using student response system technology:

Exams (50%): The *four exams* will consist of a mixture of multiple-choice, short answer, and writing questions (requiring answers of several sentences in length). The exams are not *formally* cumulative, but you must master concepts from earlier in the course in order to understand later material. The first three exams will be during class time, as indicated on the course schedule. At the end of the semester, ***your lowest midterm exam score will be dropped.*** Therefore, there will be ***no make-up exams***; a missed midterm exam will count as your drop. The ***Final Exam*** must be taken during finals week on the date and time designated by the final exam schedule and cannot be dropped. All exams will be in the same room as lecture.

Assignments (25%): There are a total of *six assignments* during the semester, designed to reinforce key concepts from lecture and discussion section activities. Detailed instructions for each assignment will be posted on Blackboard. ***Late assignments submitted after the date indicated on the Course Schedule will not be accepted, and there are no drops.***

1. Intro Quiz (25 points)
2. CITI Training (25 points)
3. Science vs. Pseudoscience (50 points)
4. Questionnaire Research Exercise (50 points)
5. Psychological Science in the News (50 points)
6. Interrogating an Empirical Article (50 points)

Discussion Section Participation (10%): During each discussion section session, ***you can earn up to 10 discussion section points through active participation*** in activities that reinforce course material. Obviously, you can't participate in discussion section without physically being there, so ***it is critical that you regularly attend your Friday discussion section.***

Your highest 10 discussion section participation scores will count toward your grade; the remaining scores will be dropped. *At the end of the semester*, you will receive a discussion section participation grade consisting of your highest 10 scores. Your remaining discussion section participation scores will be dropped.

Note that while these drops are primarily intended as a buffer for days on which you absolutely must miss discussion section, you are still ***expected to attend all discussion section sessions*** (except in the case of an excused absence such as athletic team travel, illness, emergencies, etc.). The ***discussion section activities are designed to reinforce important concepts in the course***, so attending discussion section every week will also maximize your performance on assignments and exams.

Exceptions will not be granted for missing discussion section, as you can apply one of your drops if you absolutely must miss that day. In the event of an ***excused absence*** that is approved by your TA, it may be possible to make up participation scores for ***some*** activities (discuss these arrangements with your TA ***before*** the corresponding discussion section). However, if your schedule prohibits you from regularly attending discussion section, you should register for a different discussion section or take this course during a different semester.

Active Lecture Participation (15%): You can earn *clicker points* through active participation during each class lecture session. Usually, this will be through the use of the i>clicker student response system (occasionally other activities or quizzes may be used). **Therefore, be sure to bring your i>clicker response device with you to every class session.** Using your response device to participate in class will earn you *participation points*. To maximize your *performance points*, you should do the assigned reading *before* the corresponding lecture and *pay active attention* during class. Please note that **simple clicker question(s) based on the assigned reading will often precede the lecture itself**, therefore it is essential that you complete the reading assignments before class.

For each class lecture session in which points are available, you can earn up to 10 points from answering a number of questions posed to the class and participating in activities. For some questions with an objectively correct answer, you will earn one performance point for each question that you answer correctly. Participation points comprise the remainder of the 10 points, which you can earn from active participation in all clicker questions.

You will accumulate clicker scores that count toward your course grade beginning in the third week of class. Of these, **your highest 15 clicker scores will count toward your grade; the remaining scores will be dropped.** At the end of the semester, you will receive a clicker grade consisting of your highest 15 scores. Your remaining clicker scores will be dropped.

There are an ample number of drops built into the course, so **please do not ask for a chance to make up clicker points – they cannot be made up for any reason, even for excused absences.** Therefore, if your schedule prohibits you from regularly attending class, you should take this course at a different time or during a different semester.

Note that while these drops can be used as a buffer for days on which you absolutely must miss class or have technical difficulties (e.g., forgot your response device, batteries died), you are **expected to attend all class sessions** (except in the case of an excused absence such as athletic team travel, illness, emergencies, etc.). Regularly attending and participating in lecture will also maximize your performance on assignments and exams.

Grading Scale

You will earn points from your performance on each of the course requirements:

Midterm Exams (two highest scores x 150 points each)	300
Final Exam.....	200
Assignments.....	250
Discussion Section (10 highest scores x 10 points each)	100
<u>Active Lecture Participation (15 highest scores x 10 points each).....</u>	<u>150</u>
Total Points Available	1000

Based on the total number of points you have earned at the end of the semester, the grading scale shown below will be used to assign letter grades in this course:

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

Course Policies

Expectations

It is expected that you will:

- Show up on time to every class session
- Bring your i>clicker response device to every class session and actively participate
- **Be respectful** of your classmates, Dr. Gobel, and the TA(s)
- Complete reading assignments prior to the corresponding class session
- Submit all assignments on time
- **Read all course emails thoroughly**
- Not have side conversations during lecture
- Not use your phone or computer for non-course-related activities during class
- **Not pack up your materials before being dismissed**
- Ensure that all writing you submit is written clearly, is grammatically correct, and follows APA format and style (when applicable)

Attendance Policy

It is the student's responsibility to ***attend all class sessions on time*** (except in the case of an excused absence). We will ***begin class promptly at the course start time***. Participation points will be earned during class sessions, so attendance (and active participation) will have a direct effect on your course grade. In addition, your learning and performance in other aspects of the course will be maximized through your regular attendance.

Policy on Late Assignments

It is expected that all assignments will be completed in full and turned in on time. ***Late assignments will not be accepted.***

Email Policy

As indicated above, you are also ***responsible for carefully reading all course-related emails*** from Dr. Gobel and the TA(s). Therefore, be sure that you ***check your UIC email regularly*** and that you are able to receive emails sent through Blackboard.

When emailing Dr. Gobel and/or your TA(s), please indicate the ***course number*** and a ***brief description of the issue*** in the subject line of all course-related emails. Make sure the subject line reflects the topic of your email (therefore, do not simply reply to the most recent email from me unless its subject line is relevant to your email). If applicable, please also identify your ***TA and discussion section time*** in your email.

Before emailing, however, please check this Syllabus, the information on the Blackboard course site (including the FAQs section), and previous emails you have received to see if your question has already been answered. ***While we will reply to emails in a timely manner, do not expect a response to questions that have already been answered.***

Appropriate Classroom Behavior

College students are adults and I will grant you the respect that comes with that. Therefore, please behave like adults during class and follow these guidelines about appropriate classroom behavior. Appropriate classroom behavior is simply a matter of *respecting the rights of others* in class and *maximizing your own learning*.

Maintain focus on class material during lecture and discussion. Research has shown that distracting yourself by multitasking during class impairs your learning and performance, and it may be disruptive or distracting to other students and is disrespectful to your instructors.

Therefore, *please do not use your cell phone during class* except in extraordinary circumstances. The use of laptops or tablets for course-related purposes is perfectly fine, but please avoid using them for non-course-related activities during class. *Minimize talking* with other students during class, except when directed to discuss as part of an activity.

It likely goes without saying, but during discussion, please respect others and their opinions, and *refrain from discriminatory or hateful speech*. Inappropriate and/or disruptive behavior may result in you being asked to leave the room so that you are not interfering with the learning of other students.

Finally, *please do not pack up before being dismissed at the end of the class period*. It is extremely disruptive to other students and disrespectful to Dr. Gobel.

Disability Services

“Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).”

If you require accommodations due to a documented disability, please bring a letter from the DRC documenting the necessary accommodations and discuss these accommodations with Dr. Gobel (in person or by email) no later than the end of the second week of class or within one week of receiving new documentation.

Religious Holidays

I have tried to ensure that no major assignment due dates or exams fall on major religious holidays. However, *if there is a conflict with a religious holiday that you observe, please let me know by the end of the second week of class* and an appropriate accommodation will be made (note that you can always submit an assignment early).

Additional Information and Resources

APA Style

Most papers in psychology must 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 an excellent, concise, and free online reference documenting APA style:

<http://owl.english.purdue.edu/owl/section/2/10/>

Writing Center

Tutors at the Writing Center can help you to organize and edit your writing. All students are welcome and encouraged to make an appointment to improve their writing. The optimum use is to ***visit the Writing Center while preparing your draft of a writing assignment*** and to make several visits. More information can be found at <http://www.uic.edu/depts/engl/writing/about/>

Psi Chi Tutoring

Students in UIC's Psi Chi chapter with expertise in various psychology courses hold office hours throughout the week. The tutoring schedule is usually established a few weeks into the semester, and the relevant information will be posted on Blackboard when it becomes available.

Academic Honesty and Plagiarism

All work should be your own. You are allowed, and even encouraged, to seek feedback from others, but all the writing you submit should be your own. Plagiarism is representing the words or ideas of others as your own, without crediting the source, and thus also includes copying or paraphrasing from your classmates or papers on the Internet. Major writing assignments will be submitted electronically via SafeAssign to automatically screen for potentially plagiarized material and ensure academic honesty.

Familiarize yourself with violations of academic honesty and the student disciplinary policy at <http://www.uic.edu/depts/dos/studentconduct.html>. Some FAQ's about crediting others and avoiding plagiarism are available at http://tigger.uic.edu/~edelberg/crediting_others/index.htm.

Guidelines Regarding Academic Integrity

As an academic community, the University of Illinois at Chicago 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, administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the *Student Disciplinary Policy*.

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.
- **Nonoriginal Works:** Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

Above guidelines from the UIC Undergraduate Catalog (www.uic.edu/ucats/catalog/GR.shtml)

Tentative Course Schedule

	Week	Day	Date	Sess	Topic / Activity	Reading or Assignment Due		
Psychological Science	1	Mon	1/11	L-01	Course Introduction	Ch. 1 (p. 3-8)		
		Wed	1/13	L-02	Ways of Knowing	Ch. 2 (p. 23-38)		
		Fri	1/15	-	<i>NO DISCUSSION SECTION</i>			
	2	Mon	1/18	-	<i>NO CLASS - MLK DAY</i>			
		Wed	1/20	L-03	Psychological Science	Ch. 1 (p. 8-19)		
		Fri	1/22	D-01	<i>Ways of Knowing</i>	Intro Quiz due 1/25		
	3	Mon	1/25	L-04	Sources of Research Information	Ch. 2 (p. 39-49)		
		Wed	1/27	L-05	Science vs. Pseudoscience	Distinguishing Sci. from Pseudosci.		
		Fri	1/29	D-02	<i>Empirical Journal Article</i>	CITI Training due		
	4	Mon	2/1	L-06	Research Ethics	Ch. 4 (p. 89-119); Belmont Rep.		
		Wed	2/3	L-07	Research Designs and Claims	Ch. 3 (p. 55-66)		
		Fri	2/5	D-03	<i>Ethics Exercise</i>	Science vs. Pseudoscience due		
	5	Mon	2/8	-	EXAM 1 (Topics 1-7)			
		Wed	2/10	L-08	Validity of Research-Based Claims	Ch. 3 (p. 66-81)		
		Fri	2/12	D-04	<i>Identifying Variables</i>	Sayette et al. (2009)		
Measurement & Data	6	Mon	2/15	L-09	Measurement: Types and Scales	Ch. 5 (p. 121-128)		
		Wed	2/17	L-10	Reliability of a Measure	Ch. 5 (p. 129-135)		
		Fri	2/19	D-05	<i>Scales of Measurement</i>			
	7	Mon	2/22	L-11	Construct Validity	Ch. 5 (p. 136-150)		
		Wed	2/24	L-12	Self-Report Measures	Ch. 6 (p. 157-168)		
		Fri	2/26	D-06	<i>Questionnaire Wording</i>			
	8	Mon	2/29	L-13	Observational Measures	Ch. 6 (p. 168-177)		
		Wed	3/2	L-14	Sampling and External Validity	Ch. 7 (p. 181-193)		
		Fri	3/4	D-07	<i>Naturalistic Observation Plan</i>	Questionnaire Exercise due		
	Frequency & Association	9	Mon	3/7	-	EXAM 2 (Topics 8-13)		
			Wed	3/9	L-15	Descriptive Statistics for Distributions	DS (p. 441-452)	
			Fri	3/11	D-08	<i>Naturalistic Observation Research</i>		
		10	Mon	3/14	L-16	Validity of Frequency Claims	Ch. 7 (p. 194-197)	
			Wed	3/16	L-17	Descriptive Statistics for Relationships	DS (p. 452-461)	
			Fri	3/18	-	<i>NO DISCUSSION SECTION</i>		
<i>SPRING BREAK</i>								
11		Mon	3/28	L-18	Correlational Research (Bivariate)	Ch. 8 (p. 203-221)		
		Wed	3/30	L-19	Validity of Association Claims	Ch. 8 (p. 221-230)		
		Fri	4/1	D-09	<i>Correlational Research Exercise</i>	Psych in the News due		
Experimental Research		12	Mon	4/4	-	EXAM 3 (Topics 14-19)		
			Wed	4/6	L-20	Between-Subjects Designs	Ch. 10 (p. 271-287)	
			Fri	4/8	D-10	<i>Experimental Research Exercise</i>		
		13	Mon	4/11	L-21	Within-Subjects Designs	Ch. 10 (p. 288-295)	
			Wed	4/13	L-22	Validity of Causal Claims	Ch. 10 (p. 295-302)	
	Fri		4/15	D-11	<i>Confounding Variables</i>			
	14	Mon	4/18	L-23	Factorial Designs	Ch. 12 (p. 343-353)		
		Wed	4/20	L-24	Main Effects and Interactions	Ch. 12 (p. 353-361, p. 370-373)		
		Fri	4/22	D-12	<i>Factorial Exercise</i>			
	15	Mon	4/25	L-25	(More) Threats to Internal Validity	Ch. 11 (p. 307-323)		
		Wed	4/27	L-26	Generalization and the Real World	Ch. 14 (p. 424-437)		
		Fri	4/29	D-13	<i>Design a Study</i>	Interrogating Research due		
	FIN	Wed	5/4	-	FINAL EXAM (Topics 20-26) at 1:00 PM			

Note that you should complete each reading assignment *prior* to the corresponding class session.

This schedule is **subject to revision**; any revisions will be announced and posted on Blackboard.

Add / Drop deadline: Friday, January 22nd

Withdrawal deadline: Friday, March 18th