Introduction to Research in Psychology
Psychology 242 (Sec AL1 – CRN 14661)
Mon / Wed 9:00 AM – 9:50 AM (lecture)
Lecture Center D1

Instructor: Eric W. Gobel, Ph.D.
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Office: BSB 2056C

Office Hours: Mon 11:30 AM – 12:30 PM
Wed 2:30 PM – 3:30 PM
or by appointment

*Please include "**242**" and a **brief description** in the **subject line** of any course-related emails*

Teaching Assistants

Shaun Bhatia (sbhatia1@uic.edu)	Office Hours: Fri 11am – 12pm in BSB 1022A
Shannon Knoblauch (sknobl2@uic.edu)	Office Hours: Thu 11am – 12pm in BSB 1073
Vinod Nair Das (vnaird2@uic.edu)	Office Hours: to be determined in BSB 1079
Erin Sovansky (esovan2@uic.edu)	Office Hours: Fri 11am – 12pm in BSB 1015
	TAs are also willing to meet by appointment

Friday Discussion Sections	**Location**	**TA**
9:00 AM – 9:50 AM (AD9-31091)	EPASW 2217	Erin
10:00 AM – 10:50 AM (AD2-14651)	EPASW 2219	Erin
10:00 AM – 10:50 AM (AD1-31087)	BSB 331	Shaun
11:00 AM – 11:50 AM (AD3-14652)	EPASW 2217	Shannon
12:00 PM – 12:50 PM (AD4-14653)	EPASW 2217	Vinod
1:00 PM – 1:50 PM (AD5-14654)	EPASW 2217	Vinod

Course Description
"Techniques and problems associated with the study of behavior. Emphasis on measurement, descriptive statistics, and the principles of experimental design. Exercises involving data collection. Participation in research." 3 credit hours [UIC Course Catalog]. Students will take three exams covering the content of the course, participate in activities during discussion section and complete related assignments, and actively participate during lecture (using iClicker2 technology).

Prerequisite: Grade of C or better in PSCH 100.

Course Objectives
Students will be able to:

- define common terms and explain the general concepts of scientific research design and methods
- understand the role of theories and hypothesis-testing in science
- describe how to generate research ideas and appropriately operationalize variables of interest

- gain an appreciation for the ethical considerations of scientific research, complete ethics training requirements, and become certified to collect research data
- describe and distinguish among different types of research designs and settings; understand the strengths, weaknesses, and other issues that are characteristic of each
- identify the scale of measurement for a measure, assess the reliability and validity of a measure, and consider other issues related to measurement
- describe various sampling techniques and other issues in selecting participants for research
- identify techniques for summarizing data, including descriptive statistics and graphical displays
- describe various types of experimental designs along with their strengths and weaknesses, and be able to identify the type of design most appropriate for a given research question
- critically read and evaluate findings from research in psychology, as reported in both the popular press and academic journals
- draw sound conclusions based on the design and results of a psychological research study
- formulate a psychological hypothesis and design a research study that appropriately tests that hypothesis

Materials

Required Textbook

Bordens, K. S., & Abbott, B. B. (2014). *Research design and methods: A process approach* (9th ed.). New York, NY: McGraw-Hill Education. ISBN: 978-0-07-803545-6 (hardcover), 978-0-07-751209-5 (e-book)

Note: The first chapter is viewable online at http://www.coursesmart.com/007751209X/ch003 The entire e-textbook can be purchased using this link (choose at least 120 days): http://www.coursesmart.com/IR/4690877/007751209X?__hdv=6.8

Second Note: The 9th edition is highly recommended, but the 8th edition (ISBN: 978-0-07-353202-8) is acceptable (note that the page numbers for the reading assignments will not be exactly the same).

Textbook Website

Your textbook has a companion website (the "Online Learning Center") at http://highered.mcgraw-hill.com/sites/0078035457/student_view0/index.html, which includes some helpful resources and practice quizzes.

iClicker2

An **iClicker2 remote (ISBN: 1429280476)** is required for in-class participation in this course. If you do not already have one from a previous course, you may purchase the remote through the bookstore or online at http://iclicker.com/purchase/. Instructions for using the iClicker2 are on the back of the remote. The iClicker2 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. *Note: the iClicker2 remote (with the LCD screen) is highly recommended. Use the original iClicker and iClicker+ remotes, which provide little feedback about your votes being recorded, at your own risk.*

In order to receive this credit, you will need to ***register your iClicker2 remote on Blackboard within the first two weeks of class (by Friday, January 24th)***. To do this, simply find the iClicker Registration Module on the course Blackboard home page, type your remote ID in the text box, and click the Register button (alternatively, you can go to Tools > iClicker Remote Registration, which also includes instructions for finding your remote ID). The remote ID is the series of numbers / letters found on the bottom of the back of your iClicker2 remote. 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.

During the first two weeks of class, you should bring your iClicker2 remote and participate during "practice" clicker sessions. Following each of these sessions, you should make sure that your clicker points are recorded in the My Grades are of Blackboard. ***It is your responsibility to make sure that your iClicker2 remote is working properly and that you are using it appropriately***. Anyone found using an iClicker2 remote unethically would lose all lecture participation points for the semester (15% of the course grade).

To ensure that you earn your participation points, be sure to bring your working iClicker2 remote with you to every class session. It will be used every day in class, and you are responsible for bringing your remote daily. If you need technical support for iClicker or iClicker2, please contact (866) 209-5698 or support@iclicker.com from 9AM-11PM EST, M-F. The iClicker website (www.iclicker.com) also has support documentation, video tutorials, and FAQs for students.

Course Website

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

Microsoft Office Software

This course may 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, but UIC students can obtain a personal copy of Microsoft Office from the ACCC at no cost.

- Windows: https://webstore.illinois.edu/Shop/product.aspx?zpid=1532
- Mac: https://webstore.illinois.edu/Shop/product.aspx?zpid=1533

Assessment

Course Requirements

Three Exams (60%): The three exams will consist of a mixture of multiple-choice, short answer, and writing (requiring answers of several sentences in length) questions. The exams are not *formally* cumulative, but you must master concepts from earlier in the course in order to understand later material. The first two exams are during class time on ***February 17 (15%)*** and ***March 19 (20%).*** The ***Final Exam (25%)*** will be at ***6:00***

PM – 8:00 PM on Thursday, May 8 (location to be announced at a later date). Please note that this combined section final exam is *different* from the time indicated in the final exam schedule for your specific section.

Discussion Section Participation (10%): You can earn up to one point for active participation in activities during each discussion section session. Obviously, you can't participate in discussion section without physically being there, so ***it is critical that you regularly attend your Friday discussion section***.

Of a total of 14 opportunities to earn discussion section points, your top 10 will count toward your grade; the remaining 4 lowest discussion section grades will be dropped. Therefore, ***exceptions will not be granted for missing discussion section as you can apply one of your drops if you absolutely must miss that day***. Note that while these drops are primarily intended as a buffer for days on which you absolutely must miss discussion section, the discussion section activities are designed to reinforce important concepts in the course, so attending discussion section every week will maximize your performance on course assignments and exams (and therefore will maximize your course grade).

Weekly Assignments (13%): You can earn up to one point for completing each assignment, which are often related to discussion section activities. Each weekly assignment must be submitted prior to the start of your next discussion section. ***There are no drops for weekly assignments***.

Experimental Proposal Form (2%): The final assignment is an experimental research proposal form, which is due on the last day of class.

Active Lecture Participation (15%): During each class lecture session, you earn points for active participation. Usually, this will be through the use of iClicker2 (occasionally other activities or quizzes may be used). ***Therefore, be sure to bring your iClicker2 with you to every class session***. Using the iClicker2 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.

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 those questions with a correct answer, you will earn one performance point for each question that you answer correctly. The remainder of the 10 points will come from active participation.

Of a total of 22 class lecture sessions with points available, ***your top 15 will count toward your grade; the remaining 7 lowest scores will be dropped***. Note that these drops are primarily intended for days that you don't do as well on your performance points (thus maximizing your grade), but can be applied to days on which you absolutely must miss class or if you forgot your iClicker2 remote for that day. Again, regularly attending and participating in lecture will maximize your performance on assignments and exams.

There are an ample number of drops built into the course, so ***please do not ask for a chance to make up participation points – they cannot be made up for any reason***.

Therefore, if your schedule prohibits you from regularly attending class, you should drop this course.

Grading Scale
The grading scale shown below will be used in this course. However, a curve *may* be implemented that decreases the threshold percentage (i.e., minimum value of Net Weighted Total) for achieving the corresponding letter grade. In other words, if a curve is applied it would only improve the letter grade you receive. However, *do not assume a curve as it is not obligatory and, if one is applied, it cannot be determined until the end of the semester*.

Letter Grade	A	B	C	D	F
Minimum Percentage	90	80	70	60	0

Course Policies

Expectations
It is expected that you will:

- Show up on time to every class session with your iClicker2 remote and participate in class
- **Be respectful** of your classmates, Dr. Gobel, and the TAs
- 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)

Appropriate Classroom Behavior
College students are adults and I will grant you the respect that comes with that. Therefore, please behave like adults (at least 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 Dr. Gobel and TAs. 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 of the professor.

Email Policy
As indicated above, you are also ***responsible for carefully reading all course-related emails*** from the professor and the TAs. 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 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 (including the FAQs section), 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 Policy
It is the student's responsibility to attend ALL class sessions ON TIME, out of respect to your classmates, Dr. Gobel, and yourself. We will begin class promptly at the course start time. ***Participation points will be earned during class sessions, so attendance (and 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 fully completed and turned in on time. ***Late assignments will not be accepted.***

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 no later than the end of the second week (Friday, January 24th) 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 Friday, January 24th* and an appropriate accommodation will be made (note that you can always submit an assignment early).

Additional Information and Resources

APA Style
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 as it becomes available.

Important Course Registration Deadlines
The deadline to add or drop the course (without a W) is the end of the 2nd week (Friday, January 24th). The deadline to withdraw from the course (with a W) is the end of the 10th week (Friday, March 21st).

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
from the UIC Undergraduate Catalog (http://www.uic.edu/ucat/catalog/GR.shtml):
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.

Tentative Course Schedule

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.

Week	Day	Date	Topic Num	Topic / Activity	Reading or Assignment due
1	Mon	13-Jan	1	Course Introduction	
	Wed	15-Jan	2	Psychology as a Science	Ch. 1
	Fri	17-Jan	-	*NO DISCUSSION SECTION*	
2	Mon	20-Jan	-	*NO CLASS - MARTIN LUTHER KING, JR. DAY*	
	Wed	22-Jan	3	Theories of Behavior	Ch. 2
	Fri	24-Jan	D1	*Ways of Knowing*	**A1 due: Syllabus Quiz (online)**
3	Mon	27-Jan	4	Developing Research Ideas	Ch. 3 (p. 56-73)
	Wed	29-Jan	5	Performing Library Research & Reading Journal Articles	Ch. 3 (p. 73-84, 95-98)
	Fri	31-Jan	D2	*Psychological Research Questions*	**A2 due: Science vs. Pseudoscience**
4	Mon	3-Feb	6	Research Ethics with Human Participants	Ch. 7 (p. 193-206)
	Wed	5-Feb	7	Research Ethics with Animal Subjects	Ch. 6 (p. 182-192), Ch. 7 (p. 207-210)
	Fri	7-Feb	D3	*Ethics Exercise*	**A3 due: Reading an Empirical Journal Article**
5	Mon	10-Feb	8	Types of Research Designs and Variables	Ch. 4 (p. 99-111)
	Wed	12-Feb	9	Research Settings and Internal/External Validity	Ch. 4 (p. 111-122)
	Fri	14-Feb	D4	*Research Design Exercise*	**A4 due: Identifying Variables from an Empirical Article**
6	Mon	17-Feb		**EXAM 1**	
	Wed	19-Feb	10	Data Collection Techniques	Ch. 5 (p. 123-126, 141-144), Ch. 8 (p. 232-242)
	Fri	21-Feb	D5	*Operationalization Exercise*	**A5 due: Psychological Science in the Media**
7	Mon	24-Feb	11	Participant Reactivity and Experimenter Bias	Ch. 5 (p. 145-157)
	Wed	26-Feb	12	Scales of Measurement	Ch. 5 (p. 131-137)
	Fri	28-Feb	D6	*Scales of Measurement Exercise*	**A6 due: Scales of Measurement Worksheet**
8	Mon	3-Mar	13	Reliability and Validity of a Measure	Ch. 5 (p. 126-131)
	Wed	5-Mar	14	Adequacy of a Measure	Ch. 5 (p. 137-140)
	Fri	7-Mar	D7	*Reliability and Validity Scenarios*	**A7 due: Issues in Measurement**
9	Mon	10-Mar	15	Observational Research / Behavioral Coding	Ch. 8 (p. 219-232)
	Wed	12-Mar	16	Self-Report Questionnaires	Ch. 9 (p. 255-266, 272-275)
	Fri	14-Mar	D8	*Naturalistic Observation Data Collection and Analysis*	**A8 due: Naturalistic Observation Research Plan**
10	Mon	17-Mar	17	Questionnaire Administration	Ch. 9 (p. 266-272)
	Wed	19-Mar		**EXAM 2**	
	Fri	21-Mar	D9	*Questionnaire Exercise*	**A9 due: CITI Training (submit Completion Report)**
				SPRING BREAK	
11	Mon	31-Mar	18	Sampling / Acquiring Participants	Ch. 6 (p. 158-166), Ch. 9 (p. 275-287)
	Wed	2-Apr	19	Volunteer Bias and Deception	Ch. 6 (p. 167-182)
	Fri	4-Apr	D10	*Internet Research Scenarios*	**A10 due: Questionnaire Research Results**
12	Mon	7-Apr	20	Describing Data: Distributions	Ch. 13 (p. 388-395, 401-404)
	Wed	9-Apr	21	Describing Data: Descriptive Statistics	Ch. 13 (p. 405-413)
	Fri	11-Apr	D11	*Descriptive Statistics Exercise*	**A11 due: Descriptive Statistics Worksheet**
13	Mon	14-Apr	22	Describing Data: Graphing and Evaluating Relationships	Ch. 13 (p. 395-401, 413-423)
	Wed	16-Apr	23	Correlational and Quasi-Experimental Research	Ch. 11 (p. 331-335), review Ch. 4 (p. 99-105)
	Fri	18-Apr	D12	*Correlational Research Exercise*	**A12 due: Graphing Data Exercise**
14	Mon	21-Apr	24	Error Variance and Between-Subjects Experimental Design	Ch. 10 (p. 288-300), review Ch. 4 (p. 105-111)
	Wed	23-Apr	25	Within-Subjects Experimental Design	Ch. 10 (p. 300-314)
	Fri	25-Apr	D13	*Single-Factor Experiment Exercise*	**A13 due: Confounding Variables Scenario**
15	Mon	28-Apr	26	Factorial Experimental Designs	Ch. 10 (p. 314-325), Ch. 11 (p. 326-330)
	Wed	30-Apr	27	Pretest-Posttest and Developmental Designs	Ch. 11 (p. 339-352)
	Fri	2-May	D14	*Describing Main Effects and Interactions Exercise*	**Experimental Proposal Form due**
FIN	Thu	8-May	6:00 PM		**FINAL EXAM (location to be determined)**