

# SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE (BASS) DEPARTMENT

## PSY 4330 Course Syllabus – Spring 2022

Course Title:	Research in Psychology
Required Text:	Lewandowski, Jr., G. W., Ciarocco, N. J., & Strohmetz, D. B. (2019). <i>Discovering the scientist within: Research methods in psychology</i> . (2 <sup>nd</sup> Ed.). Worth Publishers. Access the text through Blackboard using <a href="#">Perusal</a> .
Contact Information:	Alicia M. Trotman, Ph.D. – <a href="mailto:alicia.trotman@sulross.edu">alicia.trotman@sulross.edu</a>
Office (LH 306) Hours:	Mondays (2:30 to 5:00pm), Tuesdays (Online: 1:00 to 2:30pm), Wednesdays (2:00 to 6:00pm) and Thursdays (1:00 to 3:00pm) Appointment: <a href="https://calendly.com/amtsulross/office-hours-appointment">https://calendly.com/amtsulross/office-hours-appointment</a>
Office Phone:	432-837-8147
Prerequisites:	PSY 1302 & PSY 3305 (Statistics for the Behavioral Sciences)

### Course Description:

This course reviews experimental research in psychology, with a preliminary focus on qualitative research designs (case studies) and quantitative research designs (true experiments and t-tests and ANOVA). The course takes a form of half-seminar and half-lecture. The lecture format will cover basic concepts in research methods and statistics and the seminar format offers you the opportunity to practice these techniques in your real study. You are required to read course materials before each week's meeting and participate in course discussions during the class, such as giving oral presentations to the assigned course materials, working in groups critiquing published research papers, and participating in various class activities. For your personal study, you will conduct a class project, from generating a research question, conducting a literature review, forming a testable hypothesis, choosing a methodology and designing the method, collecting data, to analyzing and interpreting the data. Toward the end of the semester, you are required to write your research study using the techniques learned throughout the semester.

### Course Objective:

In this research in psychology course, you will learn how to strengthen your research skills through working individually and collaboratively and with a strong emphasis on what you **can** do. You will build knowledge in constructing a coherent argument to position your interest in the discipline of psychology. Your argument will eventually be linked to ethical concerns and limitations, epistemology, methods and analytic lens used to generate results and discussion.

### Student Learning Outcomes:

The primary student learning outcome is “**You will be able to demonstrate your critical thinking skills, via tasks related to student thought complexity and originality**”. Throughout the course, these are the outcomes that we will aspire to gain:

1. **Characterize** the nature of psychology as a discipline and describe the basic characteristics of the science of psychology. Describe basic research and statistical concepts in scientific psychology, including qualitative,

experimental and/or correlation methods.

**Method of Formative Assessment:** Quiz and Study assignment

2. Understand the purpose of research in psychology, and establish familiarity with, and critically think about major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Explain the necessity for ethical behavior and social responsibility in all aspects of the science and practice of psychology.

**Method of Formative Assessment:** Quiz and Study assignment

3. Design effective and respectful research questions, review literature, and understand and apply quantitative and qualitative research designs. Learning the English language, controlling your tense and recognizing the power of numeracy and/or written excerpts to enhance your arguments

**Method of Formative Assessment:** Final project

4. Apply psychological principles in research to guide learning trajectory of psychology in practice. Strengthen intercultural competence and civility when engaging psychological principles to present the testability (and falsifiability) of your argument. Evaluate how psychological knowledge, skills, and values are used in professional pursuits in a variety of settings, and everyday life.

**Method of Summative Assessment:** Final project

## Course Requirements:

1. The text must be obtained.
2. Respect for students and lecturer must be maintained at all times when we meet. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

## SRSU Accessibility and Counseling Services:

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

For more information see: <https://www.sulross.edu/counseling-and-accessibility-services/>

## Library Services Statement

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## Honoring Academic Integrity

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right

to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Academic Honesty Policy](#) under Undergraduate Academic Regulations.

## Marketable Skills:

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

## Observing Class Guidelines

### Class Participation

This is a course that requires online and in-class discussion and experiences. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth 15% of the final grade, and includes *prompt and regular attendance, active listening, writing, participating via polls or quizzes, and engaging in discussions.*

Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. Excused absences due to established religious observance, or emergency, university-authorized, legal or medical issues and events will not count toward the absence limit but do require written documentation. At your earliest convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to attend a class session for other circumstances, please discuss the reason with me and make arrangements with another student to obtain any notes, handouts or assignments you may have missed.

**Excessive unexcused absences (more than 3 missed class sessions) WILL result in a failing grade for the course.**

*Online Meetings – You are expected to attend our online Microsoft TEAM meetings from 11:00am to 12:30pm when scheduled. I elaborate further on the textbook readings and answer your questions about your research studies.*

**DISTANCE EDUCATION STATEMENT** - Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the [Student Handbook](#).

**REGULAR COMMUNICATIONS WITH THE PROFESSOR** - It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is by email, meeting with me during our weekly Microsoft Team meetings or scheduling a meeting with me via Calendly. The syllabus which provides you with contact hours for the rest of the semester. GENERAL QUESTIONS are to be posted on the Blackboard discussion board for all in the Virtual Office. For PERSONAL or PRIVATE ISSUES email me at [alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu) or call me at 432-837-8147 or make an appointment with me (<https://calendly.com/amtsulross/office-hours-appointment>) or text me on Microsoft Teams. I strive to respond as

soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email or text me. I strive to respond as soon as possible.

## COURSE BEHAVIORS - RESPECT AND DISRUPTIONS

Watch the VIDEO on NETTIQUETTE - [https://www.youtube.com/watch?v=FWMk\\_Zv7nB8](https://www.youtube.com/watch?v=FWMk_Zv7nB8) and <https://www.youtube.com/watch?v=80uRE972uQ0>

You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

## CHILDREN IN THE CLASSROOM

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.
6. Don't forget to check out and utilize the ADA-compliant SRSU Lactation Room on the 2nd floor (Room 205) of Lawrence Hall!

## Late Assignments/Projects/Checklists

You are expected to meet assignment/checklist deadlines. Quizzes and assignments for the final project are marked **zero** after the due dates. Late study assignments will be reduced by 10% of the overall assignment for the first day of lateness and 40% for lateness beyond that for unexcused absences. In other words, your grade for assignments and journal posts will be reduced by 50% with excessive unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

## Discussing Evaluation

**Quizzes** – This is an online short-answer quiz to ensure that you have read the chapter and understand the most pertinent concepts. These checklists are available the chapter is discussed in class and are **due** by the date listed. These are automatically graded so you will obtain immediate feedback.

**Study assignments** – These assignments are short exercises to ensure that you understand the major elements of psychology research. For example, you will have exercises to demonstrate that you understand plagiarism, ethics generation of hypotheses or operational definitions, correlations, and/or the structure of a research papers. These assignments will be given bi-weekly. More than one assignment may be given every two weeks. In addition, extra practice for any of these assignments may be proffered as extra credit.

**Final Project** – The goal of this assignment is for you to write your research study individually. You will glean all that you have learned from this and previous psychology courses you have taken to write a study that is of interest to you. This assignment counts to a total of **700 points** involving each stage of the research process – draft literature review, draft proposal design (with methods), ethical procedures (Institutional Review Board and Consent Forms), data collection, analysis, final manuscript and presentation. You will have to schedule one meeting with me outside of class to obtain feedback for your study. In addition, you will present this study at the end of the semester as a poster presentation at our Undergraduate Research Conference (date TBA). You will also present again on Thursday May 9<sup>th</sup> to the SRSU community, and as a thank-you to your participants.

## Grading

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will complete a final project.

<b>Grading:</b>	<b>1000 points total</b>	<b>Final Grade</b>
Quizzes (4):	80 (4 @ 20 points each)	8%
Attendance/Participation:	150 points total	15%
Study Assignments (4):	120 (4 @ 30 points each)	12%
Draft Literature Review:	80 points	8%
Draft Proposal (with Methods):	120 points	12%
Instruments(30), IRB (50) & Consent Form(20):	100 points	10%
Participant Recruitment:	50 points	5%
Final Manuscript (with Discussion):	200 points	20%
Final Presentation (of project):	100 points	10%

## Course Outline

(This schedule and the topics listed below are subject to modification by the instructor.)

### Unit 1 – What is Research in Psychology? Why conduct a study?

Day	Content
Week of January 10 <sup>th</sup> <b>MODULE 1</b>	Chapters 1 & 2 <i>Psychology as a Science: Thinking like a Researcher &amp; The Research Process: Ideas to Innovations</i> (Jan. 13 <sup>th</sup> : <b>LAST Day</b> for late registration and schedule changes)
<b>Homework</b>	Syllabus Quiz; Knowledge Exercise; Find Journal Article (to be posted on Perusall)
Week of January 17 <sup>th</sup> <b>MODULE 2</b>	Chapter 3 <i>Ethics: Making Ethical Decisions in Research</i>
<b>Homework</b>	Reading Journal Articles Exercise; Plagiarism Exercise;
Week of January 24 <sup>th</sup> <b>MODULE 3</b>	Chapter 3 & Research Designs Article Summary Reviews (Reading Journal Articles Exercise) (January 26 <sup>th</sup> : <b>LAST Day</b> to drop a 16-week term course without creating academic record)
<b>Homework</b>	Quiz 1 on Chapter 1; Quiz 2 on Chapter 2;
Week of January 31 <sup>st</sup> <b>MODULE 4</b>	Chapter 4 <i>The Psychologist's Toolbox: Tools for building better designs</i> Thursday: Inquire, Inspire (10am online)
<b>Homework</b>	Choosing your six articles and beginning to write your draft proposal...
Week of February 7 <sup>th</sup> <b>MODULE 5</b>	Chapter 4 & Writing Draft Proposal <i>In a nutshell: An overview of psychological research methods</i>
<b>Homework</b>	Choosing your six articles and beginning to write your draft proposal...

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### UNIT II: Generating Research Questions & Implementing Designs

Day	Content
Week of February 14 <sup>th</sup> <b>MODULE 6</b>	Writing Draft Proposal <i>Working on Draft Proposal, Consent Forms, and IRB Proposal</i> Draft Literature Review with Instruments Due on <b>Friday February 19<sup>th</sup> at 11:59pm</b>
<b>Homework</b>	Writing Literature Review and Research Design Proposal
Week of February 21 <sup>st</sup> <b>MODULE 7</b>	Working on Draft Proposal, Consent Forms, and IRB Proposal Final Draft Literature Review with Instruments Due on <b>Friday February 26<sup>th</sup> at 11:59pm</b>
<b>Homework</b>	Writing Literature Review and Research Design Proposal
Week of February 28 <sup>th</sup> <b>MODULE 8</b>	Review of Draft Proposal (with Methods) <b>Friday March 5<sup>th</sup>: Submit IRB and Consent Forms</b>
<b>Homework</b>	Plagiarism Exercise; APA Exercise
Week of March 14 <sup>th</sup> <b>MODULE 9</b>	Recruiting Participants and Advertising Study

<b>Homework</b>	<b>Enjoy Spring Break!</b>
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### UNIT III: Research Analysis & Discussion; Translating your study for your audience

Day	Content
Week of March 21 <sup>st</sup> <b>MODULE 10</b>	Finalizing Literature Review – Reliability and Validity Issues <b>Tuesday March 22<sup>nd</sup> – Participant Recruitment (Cafeteria – 12:30 to 1:30pm)</b>
<b>Homework</b>	Quiz 3 on Chapter 3; Quiz 4 on Chapter 4
Week of March 28 <sup>th</sup> <b>MODULE 11</b>	Data Collection March 28 <sup>th</sup> : LAST Day for instructor initiated drop for excessive absences March 28 <sup>th</sup> : LAST Day to withdraw from the 16 week course with grade of 'W' March 28 <sup>th</sup> : LAST Day to apply for May/December graduation without a late fee
<b>Homework</b>	Statistical or Qualitative Analysis;
Week of April 4 <sup>th</sup> <b>MODULE 12</b>	Data Collection <b><a href="#">SRSU Undergraduate and Graduate Research Conference (Date TBA)</a></b>
<b>Homework</b>	Statistical or Qualitative Analysis;
Week of April 11 <sup>th</sup> <b>MODULE 13</b>	Writing Results and Discussion in APA Style; Common Threats to Validity and Brief Overview on Statistics
<b>Homework</b>	Writing Results and Discussion
Week of April 18 <sup>th</sup> <b>MODULE 14</b>	Writing Results and Discussion in APA Style; Common Threats to Validity and Brief Overview on Statistics
	Finalizing Results and Writing Discussion (Editing your Study)
Week of April 25 <sup>th</sup> <b>MODULE 15</b>	Chapter 13 - <i>Telling the World About It</i> & Putting it All Together (Manuscript) Final Review
	Presentation Format of your Study
<b>Monday May 2nd 10:30am to 12:30pm</b>	<b>Donut Party &amp; Class Presentations</b>