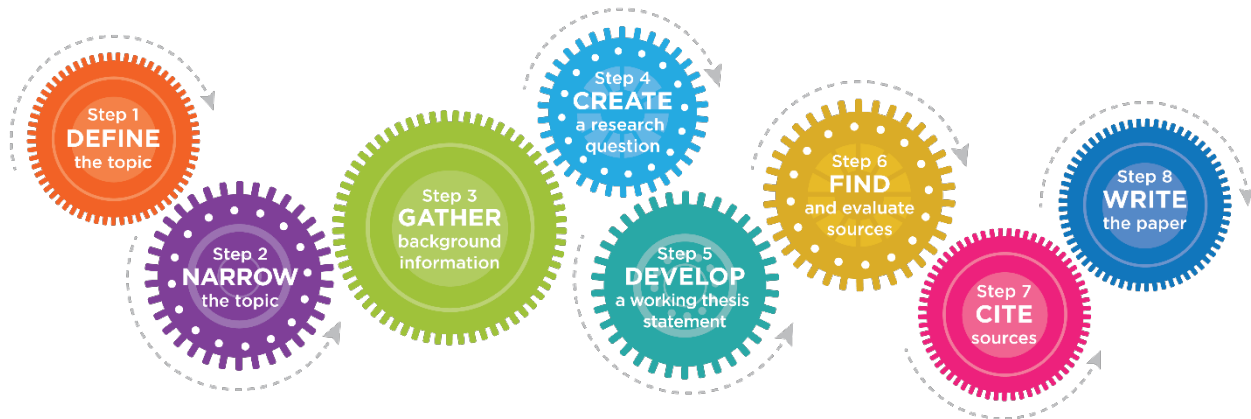


SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL  
SCIENCE (BASS) DEPARTMENT  
PSY 4330 Course Syllabus – Spring 2025



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Course Title:	Research in Psychology
Required Text:	PsycLearn. (2021). <i>Research methods</i> . American Psychological Association. Link: <a href="https://www.bkstr.com/sulrossstore/course-materials-results?shopBy=course&amp;divisionDisplayName=&amp;departmentDisplayName=PSY&amp;courseDisplayName=4330&amp;sectionDisplayName=002&amp;programId=5275&amp;termId=100087225">https://www.bkstr.com/sulrossstore/course-materials-results?shopBy=course&amp;divisionDisplayName=&amp;departmentDisplayName=PSY&amp;courseDisplayName=4330&amp;sectionDisplayName=002&amp;programId=5275&amp;termId=100087225</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 5:30pm); Tuesdays (2:00 to 4:00); Wednesdays (11:00am to 12:00pm; 3:00 to 5:30pm) 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 the 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. **Investigate** 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** so you have access to the PsycLearn Research Methods platform.
2. Respect for students and lecturer must be maintained at all times when we meet online and in person. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights 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:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU’s Accessibility Services

Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu).

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and Sul Ross International students.

### 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](https://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 by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](https://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

### Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these 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. Further information about Academic Honesty can be read in the [SRSU Student Handbook](#).

### 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.**

**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>

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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/Quizzes

You are expected to meet assignment/quizzes deadlines. Quizzes and assignments for the final project are marked **zero** after the due dates. Late study exercises will be reduced by 5% of the overall exercises for the first day of lateness and 10% for lateness beyond that for unexcused absences. In other words, your grade for all assignments connected with the Final Project may be reduced up to 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 after 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 paper. These assignments will be given throughout the course of the semester. Those assignments that are for your research study will be marked as zero after their due dates. Those exercises that are given to help you work on your research project have more flexible due dates. 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 in April as a poster presentation at our Undergraduate and Graduate Student Research Conference (**Friday April 11th**).

## 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%
Exercises (4):	120 (4 @ 30 points each)	12%
Literature Review:	40 points	4%
Draft Literature Review (with RQ):	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?

<b>Day</b>	<b>Content</b>
Week of January 16 <sup>th</sup>	Introductions Familiarizing yourself with the syllabus and purchasing PsycLearn Research Methods Syllabus Quiz
Week of January 21 <sup>st</sup> <b>MODULE 1</b>	Psychology and Science <i>Thursday January 25<sup>th</sup> – Sharing research ideas with past SRSU psychology majors</i> (Jan. 21 <sup>st</sup> : LAST Day for late registration and schedule changes) (Jan. 23 <sup>rd</sup> : Last day to drop classes without creating an academic record)
<b>Homework</b>	PsycLearn Orientation, Psychology and Science & Getting Started
Week of January 28 <sup>th</sup> <b>MODULE 2</b>	Research Designs <i>Reviewing Past Students' Proposals</i>
<b>Homework</b>	Ethical Practices, Reviewing the Literature & Research Questions & Designs
Week of February 4 <sup>th</sup> <b>MODULE 3</b>	Research Designs Article Summary Reviews (Reading Journal Articles Exercise)
<b>Homework</b>	Working on your single-spaced four-page proposal and obtaining instruments
Week of February 11 <sup>th</sup> <b>MODULE 4</b>	IRB Guidelines & Research Designs <i>Thursday February 13<sup>th</sup> – Draft Literature Review (with Research Questions) Due</i>
<b>Homework</b>	Sampling and External Validity and working on your IRB proposal

Week of February 18th <b>MODULE 5</b>	IRB Guidelines & Research Designs
<b>Homework</b>	Correlational Design and Construct Validity, Measuring and Reliability, Within Group and Between Groups Research Design and working on your IRB proposal...

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UNIT II: Generating Research Questions & Implementing Designs

Day	Content
Week of February 25th <b>MODULE 6</b>	Finishing <i>Proposal, Consent Forms, and IRB Protocol</i> <b>All Documents Due on Tuesday February 25th at 11:59pm</b>
<b>Homework</b>	Submitting to IRB.net
Week of March 4 <sup>th</sup> <b>MODULE 7</b>	Finishing touches on Proposal, Consent Forms, and IRB Protocol
<b>Homework</b>	Quizzes 1 and 2, Assignments 1 and 2
<b>Homework</b>	<b>Enjoy Spring Break!</b>
Week of March 18th <b>MODULE 8</b>	Reviewing additional Research Designs
<b>Homework</b>	Quizzes 3 and 4; Assignments 3 & 4;
Week of March 25 <sup>th</sup> <b>MODULE 9</b>	Recruiting Participants and Advertising Study <b>Tuesday March 25<sup>th</sup> – Participant Recruitment (Cafeteria – 12:30 to 1:30pm)</b>
<b>Homework</b>	Working on Research Poster

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## UNIT III: Research Analysis &amp; Discussion; Translating your study for your audience

Day	Content
Week of April 1st <b>MODULE 10</b>	Working on Research Poster April 4th: LAST Day to withdraw from the 16-week course with grade of 'W'
<b>Homework</b>	Working on Poster and Getting ready for Data Collection
Week of April 8 <sup>th</sup> <b>MODULE 11</b>	Data Collection April 11th: Deadline to apply for Spring 2025 graduation; LAST Day to apply for May/December graduation without a late fee <b>SRSU Student Research Conference (Friday April 11th)</b>
<b>Homework</b>	Statistical or Qualitative Analysis;
Week of April 15 <sup>th</sup> <b>MODULE 12</b>	Data Collection
<b>Homework</b>	Statistical or Qualitative Analysis;
Week of April 22 <sup>nd</sup> <b>MODULE 13</b>	Manipulating Variables, Analyzing and Interpreting Data
<b>Homework</b>	Writing Results and Discussion
Week of April 29 <sup>th</sup> <b>MODULE 14</b>	Reporting Results
	Finalizing Results and Writing Discussion (Editing your Study)
<b>Monday May 5<sup>th</sup> 10:30am to 12:30pm</b>	<b>Cake Party &amp; Class Presentations</b>

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<sup>i</sup> [This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)