

## Experimental Psychology II: Methods Spring 2008

Instructor: Alexandra F. Corning, PhD  
Class Time: 1:30–2:45pm Mondays and Wednesdays and 9:30–10:45am Tuesdays and Thursdays  
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Office Hours: Tuesdays & Thursdays 11:00am–12:00pm                      By appointment  
& by appointment

### COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to introduce students to the methods used to generate scientific research in psychology. As a part of the learning process, students will become familiar with the various research designs commonly used by psychologists and gain an understanding of the process of research – from inception of the research question through the design of a testable hypothesis, through the analysis of data and interpretation of results, to communicating findings in professional forums. This course provides both instructional and practice components for the student to become versed in the various stages of research.

### REQUIRED TEXTS & MATERIALS

American Psychological Association (APA) (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.  
Shaughnessy, J. J. (2006). *Research methods in psychology* (7<sup>th</sup> ed.). New York: McGraw Hill.

The Department requires a lab fee of \$20.00 to cover the cost of photocopying and other materials associated with the course. Checks are payable to the Department of Psychology and are due to the instructor by the end of the second week of the semester.

### REQUIREMENTS

To meet the objectives of the course, the following assignments have been developed.

Examinations (3 @ 50 points each)	150 points
Draft Sections of Research Proposal	85 points
Final Research Proposal	75 points
Lab and Class Assignments	90 points
Final Examination	100 points

The grade scheme used in this course is as follows.

A	≥ 93%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	≤ 59%

## REQUIREMENTS (continued)

The lecture and laboratory portions of this course function together within the same broader purpose. As such, we do not separate lecture and lab points although some assignments are assigned and collected in one forum, and some in the other.


A few basic expectations that help ensure class success have to do with attendance, disability needs, and academic honesty. First, your active participation through your questions and thoughtful perspective contributes to your learning experience and that of others. As such, attendance is required at each class for the duration of each class and consistent participation is expected. Only excused absences (i.e., documented personal illness or death in family) are acceptable reasons for excused absences, and an excused absence is a rare event. If a student expects to miss a class or any part of a class meeting, the student is required to inform the relevant instructor or TA in advance and to take responsibility for understanding the applicability of the attendance policy. Finally, in the case that a student does miss a class, it is her or his responsibility to obtain notes from peers. Reading assignments should be completed before the lecture portion convenes.

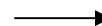
Second, class members with disabilities are expected to familiarize themselves with the student resources offered by the University and to discuss with the instructor at the outset of the semester how both classroom and outside learning needs can best be met.


Finally, academic integrity is required. We will not tolerate academic dishonesty in any form. The University provides a clear statement regarding academic dishonesty that reminds our community of our shared purpose both within the institute of academia and as members of a broader humanity; the statement also outlines policy violation procedures. Any questions regarding academic integrity, particularly regarding assignments in this course, should be directed to the instructor or TA.

## SCHEDULE OF EVENTS


WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
1	Jan 15 Jan 16 Jan 17	Course Overview and Introductions  Field Work with Partner: Generating Research Questions  Library Tutorial: Meet at the Library Concourse @ 9:30	Shaughnessy Ch. 1
2	Jan 21 Jan 22 Jan 23 Jan 24	What Exactly is a (Good) Research Question? The Science of Psychology  I have plenty of Style, Why do I need APA's?  Writing Workshop: Citations and References  Library Tutorial II: RefWorks Librarian Meets Us in Class	Psychology as Science  Shaughnessy Ch. 2 Bring <i>APA Publication Manual</i> to class Monday, Tuesday, and Wednesday of this week.

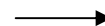
3	<p>Jan 28</p> <p>Jan 29</p> <p>Jan 30</p> <p>Jan 31</p>	<p>SHOULD WE, OR SHOULDN'T WE?: Ethical Considerations</p> <p>NIH Human Participants Protection Tutorial</p> <p>Watch the 1960s' Guys in Stanley Milgram's Shocking Obedience Studies tell us how they are "feeling" afterwards (Were they freaked out?; Would they have admitted it – or even known it – if they were?)</p> <p>Ethics Debate and Research Idea and 5 References Due</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Psychology as Science</p> <p>Shaughnessy Ch. 3 and APA Ethics Code on Research (Section 8)</p> <p><a href="http://cme.cancer.gov/clinical_trials/learning/humanparticipant-protections.asp">http://cme.cancer.gov/clinical trials/learning/humanparti cipant-protections.asp</a></p>
4	<p>Feb 04</p> <p>Feb 05</p> <p>Feb 06</p> <p>Feb 07</p>	<p>Examination Review and Writing Workshop: Developing an Outline</p> <p><i>Examination I</i></p> <p>Writing Workshop: Honing the Research Question</p> <p>Writing Workshop continued</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Psychology as Science</p>
5	<p>Feb 11</p> <p>Feb 12</p> <p>Feb 13</p> <p>Feb 14</p>	<p>I JUST WANNA' WATCH: Observational Research</p> <p>Naturalistic Observation without Intervention</p> <p>Naturalistic Observation with Intervention and I LIKE TO RUN ANALYSES AFTERWARD: Correlational Research</p> <p>Small Group Work on Survey Development</p> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Descriptive Methods</p> <p>Shaughnessy Ch. 4</p> <p>Shaughnessy Ch. 5</p>



6	Feb 18	Correlational Research continued	<u>Descriptive Methods</u>	Shaughnessy Ch. 6
	Feb 19	I WANT TO WATCH WITHOUT ANYONE KNOWING: Unobtrusive Means of Measuring Behavior		
	Feb 20	Introduction Outline Due		
	Feb 21	Unobtrusive Means continued		
7	Feb 25	Examination Review		
	Feb 26	<i>Examination II</i>		
	Feb 27	Writing Workshop: Individual Meetings		
	Feb 28	Writing Workshop: Individual Meetings		
8	Mar 03	 <b>We adjourn for our Spring Break</b>		
9	Mar 10	<b>BOYS GONE WILD:</b> "The Wild Boy of Aveyron" and Other Case Studies: Single-Case Designs	<u>Applied Research Methods</u>	Shaughnessy Ch. 10
	Mar 11	Writing Workshop: The Introduction and <b>PSEUDOATTEMPTS</b> <b>AT STRAIGHTENING OUT THE</b> <b>FACTOIDS OF LIFE:</b> Quasi-Experimental Designs		Shaughnessy Ch. 11
	Mar 12	Introduction Draft Due to Writing Partner		
	Mar 13	Introduction Draft Due @ Noon		



10	<p>Mar 17</p> <p>Mar 18</p> <p>Mar 19</p> <p>Mar 20</p>	<p>Writing Workshop: Refining the Introduction and Quasi-Experimental Designs continued</p> <p><b>I NEED TO BE IN CONTROL:</b> Independent-Group Designs and the Minimization of Threats to Validity</p> <p>Independent-Group Designs (continued)</p> <p>[Lab]</p>	<u>Experimental Methods</u>	Shaughnessy Ch. 7
11	<p>Mar 24</p> <p>Mar 25</p> <p>Mar 26</p> <p>Mar 27</p>	<div data-bbox="500 688 695 844" style="text-align: center;">  </div> <p><b>Easter Monday No Classes</b></p> <p>Introduction Section Due and Independent-Group Designs continued</p> <p>Writing Workshop: The Methods Section and <b>IT'S NOT ENOUGH; I NEED MORE POWER:</b> Within-Subject Designs</p> <p>Writing Workshop: Individual Assistance with the Method Section</p>	<u>Experimental Methods</u>	Shaughnessy Ch. 8
12	<p>Mar 31</p> <p>April 01</p> <p>April 02</p> <p>April 03</p>	<p>Within-Subjects Designs continued</p> <p><b>SPICING IT UP:</b> Complex Designs</p> <p>Complex Designs continued</p> <p>Method Section Due to Writing Partner</p>	<u>Experimental Methods</u>	Shaughnessy Ch. 9



13	April 07	Complex Designs (continued)	<u>Measurement</u>	
	April 08	Method Section Due and Examination Review		
	April 09	<i>Examination III</i>		
	April 10	ALL THOSE PRIVATE THOUGHTS: Assessing Implicit Cognitions		
14	April 14	Instrument Development	<u>Measurement</u>	
	April 15	Instrument Development continued		
	April 16	Writing Workshop: Refining the Research Proposal and The Abstract		
	April 17	[Lab]		
15	April 21	Full Research Proposal Due to Writing Partner	<u>Measurement</u>	
	April 22	Reliability		
	April 23	Validity		
	April 24	Final Research Proposal Due		
16	April 28	Evaluating Research	<u>Overview</u>	
	April 29	THAT WAS UNBELIEVABLE: A Look Back		
	April 30	Final Examination Review		
17	May 07	Final Examination (tentatively set for 8:00 – 10:00am)		



