

Experimental Psychology II: Methods

Fall 2009

Instructor: Alexandra F. Corning, PhD
Class Time: 1:30–2:45pm M & W and 9:30–10:45am T & R
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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., Zechmeister, E. B., & Zechmeister, J. S. (2009). *Research methods in psychology* (8th 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.

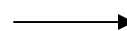
REQUIREMENTS

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	Aug 25	Course Overview and Introductions	Shaughnessy Ch. 1
	Aug 26	Field Work with Partner: Generating Research Questions	
	Aug 27	Library Research Tutorial	Meet Librarian, Cheryl Smith, at the Library Concourse at 9:30am


continues →

2	<p>Aug 31</p> <p>Sept 01</p> <p>Sept 02</p> <p>Sept 03</p>	<p>What Exactly is a (Good) Research Question? The Science of Psychology</p> <p>I have plenty of Style, Why do I need APA's?</p> <p>Writing Workshop: Citations and References</p> <p>Writing Workshop: Citations and References and Class Guest from Writing Center for "Tutor Talk"</p>	<i>Psychology as Science</i>	<p>Shaughnessy Ch. 2</p> <p>Bring <i>APA Publication Manual</i> to class Wednesday and Thursday</p>
3	<p>Sept 07</p> <p>Sept 08</p> <p>Sept 09</p> <p>Sept 10</p>	<p>NIH Human Participants Protection Ethical Tutorial</p> <p>Ethical Considerations</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 even have known it if they were?)</p> <p>Ethics Debate and Research Idea and 5 References Due</p>	<i>Psychology as Science</i>	<p>http://www.cancer.gov/clinicaltrials/learning/humanparticipant-protections</p> <p>Shaughnessy Ch. 3 and APA Ethics Code on Research (Section 8)</p>
4	<p>Sept 14</p> <p>Sept 15</p> <p>Sept 16</p> <p>Sept 17</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>	<i>Psychology as Science</i>	

5	<p>Sept 21</p> <p>Sept 22</p> <p>Sept 23</p> <p>Sept 24</p>	<p>Observational Research</p> <p>Naturalistic Observation without Intervention</p> <p>Naturalistic Observation with Intervention and Correlational Research</p> <p>Small Group Work on Survey Development</p>	<p>Shaughnessy Ch. 4</p> <p>Shaughnessy Ch. 5</p> <p style="text-align: center;"><u>Descriptive Methods</u></p>
6	<p>Sept 28</p> <p>Sept 29</p> <p>Sept 30</p> <p>Oct 01</p>	<p>Correlational Research continued</p> <p>Unobtrusive Means of Measuring Behavior</p> <p>Introduction Outline Due</p> <p>Unobtrusive Means continued</p>	<p style="text-align: center;"><u>Descriptive Methods</u></p> <p>Shaughnessy Ch. 6</p>
7	<p>Oct 05</p> <p>Oct 06</p> <p>Oct 07</p> <p>Oct 08</p>	<p>Examination Review</p> <p style="text-align: center;"><i>Examination II</i></p> <p>Writing Workshop: Individual Meetings</p> <p>Writing Workshop: Individual Meetings</p>	

8	<p>Oct 12</p> <p>Oct 13</p> <p>Oct 14</p> <p>Oct 15</p>	<p>“The Wild Boy of Aveyron” and Other Case Studies: Single-Case Designs</p> <p>Writing Workshop: The Introduction and Quasi-Experimental Designs</p> <p>Introduction Draft Due to Writing Partner</p> <p>Introduction Draft Due @ Noon</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><u>Applied Research Methods</u></p>	<p>Shaughnessy Ch. 10</p> <p>Shaughnessy Ch. 11</p>
9	<p>Oct 19</p>	<p><i>We adjourn for our Autumn Recess</i></p> 	
10	<p>Oct 26</p> <p>Oct 27</p> <p>Oct 28</p> <p>Oct 29</p>	<p>Writing Workshop: Refining the Introduction and</p> <p>Quasi-Experimental Designs continued</p> <p>Independent-Group Designs and the Minimization of Threats to Validity</p> <p><i>Caution Students: It's Halloween in our laboratory...</i></p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><u>Experimental Methods</u></p> <p>[Lab]</p>	<p>Shaughnessy Ch. 7</p>

11	<p>Nov 02</p> <p>Nov 03</p> <p>Nov 04</p> <p>Nov 05</p>	<p>Introduction Section Due and Independent-Group Designs continued</p> <p>Writing Workshop: The Methods Section and Within-Subject Designs</p> <p>Writing Workshop: Individual Assistance with the Method Section</p> <p>Writing Workshop: Individual Assistance with the Method Section</p>	<p style="text-align: center;"><u>Experimental Methods</u></p> <p>Shaughnessy Ch. 8</p>
12	<p>Nov 09</p> <p>Nov 10</p> <p>Nov 11</p> <p>Nov 12</p>	<p>Within-Subjects Designs continued</p> <p>Complex Designs</p> <p>Complex Designs continued</p> <p>Method Section Due to Writing Partner</p>	<p style="text-align: center;"><u>Experimental Methods</u></p> <p>Shaughnessy Ch. 9</p>
13	<p>Nov 16</p> <p>Nov 17</p> <p>Nov 18</p> <p>Nov 19</p>	<p>Method Section Due and Examination Review</p> <p><i>Examination III</i></p> <p>[Lab]</p> <p>Assessing Implicit Cognitions</p>	<p style="text-align: center;"><u>Measurement</u></p>

14	Nov 23	Instrument Development	<i>Measurement</i>
	Nov 24	Instrument Development continued	
	Nov 25	<i>We adjourn for</i>	
	Nov 26	<i>our Thanksgiving Recess</i> 	
15	Nov 30	Writing Workshop: Refining the Research Proposal and The Abstract and Title Page	<i>Measurement</i>
	Dec 01	Full Research Proposal Due to Writing Partner	
	Dec 02	Reliability	
	Dec 03	Validity	
16	Dec 07	Final Research Proposal Due	<i>Overview</i>
	Dec 08	Evaluating Research	
	Dec 09	Final Examination Review	
	Dec 10	A Look Back	
17	Dec 14	Final Examination 10:30am – 12:30pm	

ASSIGNMENTS

Examinations

Three regular examinations will be administered to provide you and the instructors with an assessment of your knowledge of the course material. The examinations will be administered in class on September 15th, October 6th, and November 17th, and take the form of multiple choice and short-answer questions. Each exam is non-cumulative and worth 50 points, with the possible total across them being 150 points.

