**PSY 311-02 [32633]: Research Methods in Psychology**

**Instructor: Melanie Fessinger**

**Email: mfessinger@jjay.cuny.edu**

**Office Hours:** **Thursdays from 2pm-3pm or by appointment**

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| **Quick Reference Information** |
| **Office Hours:**  | Thursdays 2pm-3pm in my office (NB 10.63.25) or by appointment.  |
| **Course Prerequisites:**  | Students MUST have already taken the following courses: ENG 201, PSY 101, PSY 200, and STA 250.   |
| **Required Textbook:**  | Crump, M. J. C., Price, P. C., Jhangiani, R., Chiang, I. A., & Leighton, D.C. (2017). Research methods for psychology. Open access and free from: <https://crumplab.github.io/ResearchMethods/index.html> |
| **Recommended Books:** | American Psychological Association (2020). Publication manual of the American Psychological Association (7th Edition). Washington, DC: American Psychological Association.Mitchell, M., Jolley, J., & O’Shea, R. (2013). Writing for Psychology (4th Edition) Strunk, W. & White, E.B. (2000). The Elements of Style (4th Edition). |

# BASIC COURSE INFORMATION

##### Course Description

The purpose of this course is to expose you to some of the research methods used in psychology. You will learn about general research methods concepts and how to conduct experimental research. By the end of the course, you will complete a research project in which you will collect data, analyze the data, and then write an APA-style research report on your findings. Your grade will be based on discussion board posts, lecture participation, class activities, research report activities, and a final research paper.

##### Course Objectives

The objectives of this course are to 1) assist students in developing an understanding of the research methods used in psychology; 2) teach students to think critically about other people’s research; 3) demonstrate to students how to design and execute your own research project; 4) provide students with a clearer understanding of how statistics are incorporated in research methods; and 5) assist students in developing a clear and more concise technical-writing style.

**Course Structure**

This course will meet twice per week in person unless otherwise announced. Class sessions will be a mixture of traditional lectures and practical workshops. I strongly urge students to attend all class sessions because I will cover topics in more depth than the textbook and I will give you an opportunity to see practice examples that are not otherwise available. If you miss a class session, I recommend you borrow notes from a classmate to learn about what you missed.

# GRADING & ASSIGNMENTS

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| **Assignments** | **Points** |
| Attendance Quizzes (10%) | 100 |
| Course Activities (30%) | 300 |
| Research Report Activities (30%)  | 300 |
| Research Report Paper (30%)  | 300 |
| **Total** | **1000**  |

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| **Letter Grade Assignments** |
| **A** | 93.0 - 100.0% | **C** | 73.0 - 77.0% |
| **A-** | 90.0 - 92.9% | **C-** | 70.0 - 72.9% |
| **B+** | 87.1 - 89.9% | **D+** | 67.1 - 69.9% |
| **B** | 83.0 - 87.0% | **D** | 63.0 - 67.0% |
| **B-** | 80.0 - 82.9% | **D-** | 60.0 - 62.9% |
| **C+** | 77.1 - 79.9% | **F** | < 60.0% |

**Grade Breakdown**

Your total grade will be calculated out of 1,000 points. It will be made up of points from attendance quizzes, course activities, research report activities, and the research report paper.

***Attendance Quizzes***

Randomly throughout the semester, I will administer unannounced attendance quizzes at the beginning of class. Attendance quizzes motivate students to attend class, arrive on time, and complete the assigned readings. Attendance quizzes will contribute to 10% of your final grade. If you are absent from class or arrive late after the quiz has been distributed, you will not be allowed to take the quiz.

***Course Activities***

You will complete course activities relevant to the readings and lecture topics. More information about the course activities will be announced during the corresponding week.

***Research Report Activities***

You will complete several class activities throughout the term that each represent a component of the research process. By the end of the term, you will have completed each step of the research process which you will then put together to produce your final report. More information about this project can be found in the course materials on Blackboard.

* **Research Report Activity # 1:** Conducting a literature review (February 22)
* **Research Report Activity # 2:** Generating hypotheses (due March 1)
* **Research Report Activity # 3:** Writing questions (due March 8)
* **Research Report Activity # 4:** Collecting survey data (March 15)
* **Research Report Activity # 5:** Collecting experimental data (March 22)
* **Research Report Activity # 6:** Writing first draft (March 29)
* **Research Report Activity # 7:** Analyzing descriptive data (April 5)
* **Research Report Activity # 8:** Analyzing inferential data (April 26)
* **Research Report Activity # 9:** Presenting your data (May 10)
* **Research Report Activity # 10:** Preparing for replication (May 17)

***Research Report Paper***

You will prepare a 10-page individual APA-style research paper on the experiment we conducted in the research report activities. All papers must be typed in accordance to APA-style format. Your paper should include a thorough literature review, statement of hypotheses, description of methods, data analyses, and discussion. The paper must be typed in 12-inch Times New Roman font and double-spaced with 1-inch margins. The paper must include a minimum of 8 references in APA style. References must be primary sources (e.g., scholarly journal articles or books) and the majority should be current (i.e., from the last 10 years). It should be 10-pages excluding the title page, abstract, references, tables, and figures. Although we will work on the research projects as a class, **you are responsible for writing your own unique paper.** I will provide more information about the requirements for this paper as the deadline approaches.

**Class Policies**

***Attendance***

I expect students to attend lectures and to learn the material presented in class. I also expect students to arrive on time and to remain throughout the entire class period.

***Late Assignment Policy***

I expect students to submit all work by the deadlines provided. I will deduct 10% of your score for each day that an assignment is late (up to a maximum of 50%). It is better to turn research report activities in late than not at all because you will need to incorporate our feedback for your final report. Do your best to make sure assignments are turned in on time.

***Incomplete Grade Policy***

It is within my discretion whether or not to give a grade of incomplete for this course. Generally, I will only give an incomplete if: 1) you cannot complete the remainder of the course requirements due to an unforeseen circumstance, and 2) you would otherwise get a passing grade if you were to satisfactorily complete the rest of the course requirements. An Incomplete Grade does not allow you to retake the class next semester or redo any assignments you have already turned in. We will follow all CUNY policies regarding incomplete grades.

***Extra Credit Policy***

I will provide a few opportunities for you to earn extra credit points during the term. I will provide more information about the extra credit assignments during the applicable weeks. Extra credit will be due as announced and/or listed on the syllabus. You must do the extra credit by the due date. I will not provide any additional extra credit assignments other than those listed in the syllabus.

***Academic Dishonesty***

I adhere to John Jay’s procedures regarding instances of cheating, plagiarism, and any other form of academic dishonesty as described on page 307 of the Undergraduate Bulletin. I will not accept as an excuse that you were unaware that your behavior constituted plagiarism. Familiarize yourself with the concept of cheating and plagiarism stated in the Undergraduate Bulletin. Plagiarism or other cheating may result in automatic failure in the course. Do not share your assignments or papers with other students in the class. If they copy parts of your assignments or papers, you will both fail the course.

John Jay defines plagiarism as “the act of presenting another person’s ideas, research or writings as your own." The following are some examples of plagiarism, but by no means is it an exhaustive list: copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source; presenting another person’s ideas or theories in your own words without acknowledging the source; using information that is not common knowledge without acknowledging the source; failing to acknowledge collaborators on homework and laboratory assignments.

I will use SafeAssign to check all submitted assignments for unoriginal content against other assignments from class, across sections, from other semesters, and from the internet.

**Resources**

***Disabilities/Special Needs Accommodations***

Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at John Jay. If you feel you may be in need of an accommodation, please contact the Office of Services for Students with Disabilities at (212) 237-8031 (<http://www.jjay.cuny.edu/johnJay/johnJayDisability.asp>).

***Writing Center***

Make use of John Jay College’s Writing Center if you have any difficulties with college level writing for any reason. I cannot stress enough how important and helpful this resource is to have. Not only is it recommended, it is expected for you to use it if needed. You can make an online appointment at <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>.

***Counseling Services***

If you feel that you need counseling and/or emotional support, please contact the Counseling Services Department at (212) 237-8111  (<http://www.jjay.cuny.edu/counseling>).

***Blackboard***

The course materials will be hosted on Blackboard ([**https://www.jjay.cuny.edu/
blackboard**](https://www.jjay.cuny.edu/blackboard)). If you have trouble accessing the site, contact DoIT immediately for assistance at helpdesk@jjay.cuny.edu or 212-237-8200.

***Email***

Please make sure to regularly check your email. All course emails will be sent to whatever email address you have listed on Blackboard. Consistently check that email account so that you do not miss important class announcements.

***SPSS***

SPSS is a statistical software that we will use in this course. You can access SPSS through the CUNY Virtual Desktop (<https://www.cuny.edu/about/administration/offices/cis/virtual-desktop/>). Alternatively, you can sign up for a free 30-day trial directly from IBM (<https://www.ibm.com/products/spss-statistics>).

**COURSE SCHEDULE**

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| Week | Dates | Topics | Readings | Assignments | Due Date |
| 1  | February 1 | Welcome & Introduction!  |  | Course Activity: Introductory Discussion Board | February 8 |
| February 3 | Psychological Science  | Crump Chapter 1  |
| 2 | February 8  | - No Class - | Crump Pages 48 - 54 | Course Activity: Research Question Generation | February 15 |
| February 10 | Psychological Inquiry |
| 3 | February 15 (online)  | APA Style, Plagiarism  | Crump Chapter 2  | Course Activity: Plagiarism Quiz Research Report: Activity #1  | February 22 |
| February 17(online) | Literature Review |
| 4 | February 22 | Hypotheses and Theories | Crump Chapter 6Crump Chapter 3 | Research Report: Activity #2  | March 1 |
| February 24 | Measurement (IVs, DVs, Defining Variables) |
| 5 | March 1 | Measurement Continued (Types, Reliability & Validity) | * “[Top Ten Common Problems in Designing Effective Surveys](https://online225.psych.wisc.edu/wp-content/uploads/225-Master/225-UnitPages/Unit-11/Beretta_Satrix_2014.pdf)”
* “[Tip Sheet on Question Wording](https://online225.psych.wisc.edu/wp-content/uploads/225-Master/225-UnitPages/Unit-11/HarvardPSR_TipSheet_2007.pdf)”
* “[Examples of Bad Questions & Suggestions of How to Fix Them](https://online225.psych.wisc.edu/wp-content/uploads/225-Master/225-UnitPages/Unit-11/Rennison_SurveyItems_NoDate.pdf)”
 | Course Activity: Measurement Quiz Research Report: Activity #3  | March 8 |
| March 3 | Question Construction |
| 6 | March 8 | Non-Experimental Research | Crump Chapter 9Crump Chapter 10 | Course Activity: Qualtrics Setup Research Report: Activity #4  | March 15 |
| March 10 |
| 7 | March 15  | Experimental Research (Basics) | Crump Chapter 4Crump Chapter 5 | Research Report: Activity #5  | March 22 |
| March 17(online) |
| 8 | March 22  | Experimental Research (Single-Factor, Complex Designs)  | - | Course Activity: Design Quiz Research Report: Activity #6  | March 29 |
| March 24 |
| 9 | March 29 | Descriptive Statistics | Crump Chapter 13 | Research Report: Activity #7  | April 5 |
| March 31 |
| 10 | April 5 | Inferential Statistics | Crump Chapter 14 | Course Activity: Practice Data Analysis  | April 12 |
| April 7 |
| 11 | April 12 | Inferential Statistics Continued | - | Research Report: Activity #8 | April 26 |
| April 14 |
| 12 | April 19 | - No Class - | - | - | - |
| April 21 |
| 13 | April 26 | Inferential Statistics Wrap-Up, Writing Research Report | Crump Chapter 12 | Course Activity: Visualizing Data Research Report: Activity #9 | May 3 |
| April 28 | Presenting Research |
| 14 | May 3 | Ethics | Crump Chapter 7 | Course Activity: CITI Training Extra Credit: Ethics Commentary | May 10 |
| May 5 | Open Science & Replication |
| 15 | May 10 | Applying Your Knowledge |  | Course Activity: Peer Review Research Report: Activity # 10  | May 17 |
| May 12 | Psych Research @ JJay Guest Speakers |
| 16 | May 17 | Wrap Up | * [APA Careers in Psychology Guide](https://www.apa.org/education-career/guide/careers)
* [Careers with a Bachelor’s Degree in Psychology](https://psychologymajor.osu.edu/careers/careers-bachelors-degree)
* [Advice from Graduate Students](https://psychologymajor.osu.edu/careers/preparing-graduate-school/advice-graduate-students)
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| Research Report Paper Due May 24 |