

Psychology 310: Research Methods Winter 2018

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Prerequisite courses: Psych 210 (History of Psychology), Psych 307 (Writing within Psychology), Psych 308 (Psychological Statistics)

Course Objectives:

1. Describe, compare and contrast various research approaches including identifying strengths and weakness of approaches
2. Specify research problems and questions and make relevant and timely predictions
3. Identify relevant literature to their research question through critical evaluation and summarizing
4. Collect research data
5. Analyze and interpret data
6. Present research questions, analysis and results both in writing and orally

Required Text:

Gorvine, B., Rosengren, K., Stein, L., & Biolsi, K. (2018). *Research Methods: From Theory to Practice*. Oxford University Press.

APA, (2009). *Publication Manual of the American Psychological Association* (6th ed.). APA.

Recommended Text:

Beins & Beins, (2012). *Effective Writing in Psychology: Papers, Posters, and Presentations* (2nd Ed.), Wiley-Blackwell.

Expected Learning Outcomes: Each BYU program has developed a set of expected learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the psychology major go to [Expected Learning Outcomes](#). We welcome feedback on the expected learning outcomes. Comments or suggestions can be sent to FHSS@byu.edu.

Course Requirements:

Class Preparation

- I expect that you will read the material, as listed in the course schedule, prior to class. This will help you to better understand the topic and allow us to have more productive discussions in class.
- Bring the PowerPoint slides to class in paper or electronic form with you to class. It easiest to learn and take notes when you have an outline to follow.

Research Project. The major project of this semester will consist of planning, implementing and presenting a research project. Your project will have the following components:

1. Title Page and Abstract that follows APA style.
2. Literature Review based with a minimum of 5 primary research articles from peer-reviewed journals. Each article review should reflect the same pattern as the literature reviews of the articles you reviewed. You should follow the APA manual (6th Edition). You may use the section on Abstracts as a guide on how the summarize these articles (pp. 25-27).
3. Research purpose, goals, and hypotheses. These paragraphs present the problem, summarize your literature, and present the goals of your project and your hypothesis. Operationalize variables that are being investigated.
4. The methodology section, including *participants*: sampling procedure, sample size and demographic/descriptive data (two paragraphs); instrumentation: the measures data will be collected, such as surveys or tests (one paragraph to two paragraphs per instrument); *procedure*, describes the setting, time span, any intervention or treatment with duration or quantity, and the type of design (i.e. descriptive, quasi-experimental, between-group, within-group, factorial design). Include any incentives or activities used to increase compliance, if any.
5. The results section, or the statistics used to analyze the data and the analysis. Includes a review of the hypothesis and identification of your methodology design.
6. The discussion section, which presents your analysis against your results and ties your results into the broader field. How does your research fit within your literature review?
7. The reference section that follows APA style.
8. Appendices that include tables and figures as outline in APA 6th Edition Style Manual. Tables would be one appendix, figures, or graphs, would be a second. If you created your own survey instrument, a copy of this survey would be a third appendix.

There is a rubric for this project and you will receive a copy during the first half of the semester. You can review how you will be evaluated.

Presentations:

- At the end of the semester, you will present their findings in the form a PowerPoint presentation. Students are expected to present in a professional manner during presentations. There is a rubric for your presentation. You will receive a copy one week prior to presentations.
- The order of presentations in class will be determined randomly. Each student must be prepared to present whenever their name is called.
- Because professionalism includes listening to others' presentations, you will also be graded on your attendance and attention during the presentations given by other teams. Do not schedule other activities or plan on attending other events during class time.

Your grade will be calculated from a weighted total of each type of activity. There are four types: participation, assignments, research project, and presentation. The percentage of each type is as follows:

Grade Accumulation	
In-class Participation	20%
Assignments	30%
Research Project	40%
Presentation	10%

Traditionally, undergraduate students are expected to spend 2 to 3 hours studying outside of the class per course. This time will vary throughout this course. Expect to spend more time on this course when working on your literature review, and again, on the data collection. It is difficult to gauge how much time each activity takes and these two tend to take more time than expected.

Letter grades will be assigned according to the following scale:

Percentage Range	Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 and below	F

Late Work:

If you miss class, you will be able to make up projects and assessments. You will not be able to turn in-class participation activities, unless prior arrangements were made. If you believe you should be allowed to turn in work because of extenuating circumstances, you can discuss this with me during office hours or other appropriate time.

Disclaimer:

Dr. Campbell reserves the right to make changes in (a) the course schedule, (b) course requirements, or (c) the course grading procedures and/or any other aspects of the course at any time. Any alterations will be made in the best interests of the students, the course, and the professor.

BYU Policies:

Academic Dishonesty: All students sign the honor code which obligates them to not engage in plagiarism or cheating; clear instances of cheating on exams or plagiarism on papers will be noticed and due action taken. We do understand that you may need to learn how to correctly cite sources and that access to the internet has made it easy to cheat in a variety of ways. Thus, we will take time in class you systematically lead you through the paper - writing process and give you support in your assignment. See <http://www.byu.edu/honorcode> for specific examples of intentional plagiarism, inadvertent plagiarism, and fabrication and falsification.

Plagiarism: Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career. It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation). Doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism.

Classroom Technology: Use of laptops or other products can be helpful and are allowed to students who wish to use them to take notes. However, they can be distracting if used for other purposes. In order to prevent distracting other students (or being distracted yourself), focus on only taking notes for class, but nothing else, even if you think it is distantly related to class (for example, doing your homework during a class discussion is not appropriate even though it is a class-related activity.) Our policy is to trust students until we are given a reason not to trust them. Details will be discussed on the first day of class.

Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours) or contact the Honor Code Office at 422-2847.

Students with Disabilities: BYU is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities (SSD) office at 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated by the SSD office. If you need assistance or feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.