

Summer Session 2, 2016
Faye Crosby
Wed lab

Social Sciences 1 – room 110
Tues & Thurs 9-12:30 and

PSYCH 100
Introduction to Research Methods
SYLLABUS

Aims and Goals

The aim of this course is to teach you about research methods in Psychology. We hope you will become an expert consumer of psychological research and a good producer of information. We also hope that you will experience the sheer fun of conducting good research.

We have some specific goals for the course. You must master the basics of APA style. You will learn about observational studies, knowing what they are and how to conduct them. You will learn about surveys, becoming sophisticated about sampling and instrumentation, by conducting one. You will learn about experiments, becoming knowledgeable about design, implementation, and analysis – and again you will learn through doing.

More generally, it is important to know which arguments can be settled by empirical evidence and which cannot. Thus, one goal of the course is for you to gain a true appreciation of the uses (and limitations) of using empirical evidence to draw inferences and to reach conclusions.

Learning as much as you can in this course will help you in every other psychology course that you take. If you are well versed about research, the instructors of later courses will be well pleased and you will need to do less remedial work. In addition, the more you understand about what makes research solid or not, the better help you can be to other students in all your psychology classes. Your mastery of APA style will help you communicate ideas logically and succinctly.

Learning as much as you can in this course will also help you in life. Everyday life is filled with references to research. How many times have you seen someone on T.V. or in a newspaper say “studies show...”? Probably a lot. By the end of the course, you will be able to judge the value of statements presented in many public discussions.

Preliminary Notes of Caution

We care about precision. It is not enough for you to gain a vague or general idea about research. We want you to acquire a great deal of specific knowledge and to develop a number of specific skills. So, you need to work hard, work well, and coordinate with others.

Past experience has shown me that the best work groups are those that include motivated students whose life circumstances allow them to meet their obligations. Perfectly good students might become slackers because life is conspiring against them, because they have too strong of a sense of entitlement, or for various other reasons. But stronger than my sympathy for the slackers is my desire to help the majority of students flourish.

I have thus developed a way to prevent slackers from bringing down the groups in which they function. In the past, we have had a lot of success with a system of two entry exams, which, if failed, will cause you to fail the course. It is within your power to pass these exams. In your lab on Wed, **July 27**, you will take Quiz 1 (which covers the syllabus). Then, on **Thurs, July 28**, you will take Quiz 2 (APA style) in class.

If you obtain a score of 13 or lower on either entrance exam, you will receive an F in the course.

Because some people might have test anxiety or- be ill one day, we will have a special “make up” exam. If you think that you failed either the syllabus quiz or the APA quiz, you can come to Social Sciences 2, room 358, at 8 AM on Friday, July 29, and take a last-chance make-up exam. Again, a score of 13 or lower means you will fail the course. Please be mindful of the date for dropping the class without penalty (at the time of this printing, that date is August 1).

To help students learn APA and pass the APA quiz handily, I have commissioned some videos. Please consult them as soon and as frequently as you wish; they contain the same information as each other, but present it in different formats. Students report that these videos help a lot. Please consult:

http://www.youtube.com/playlist?list=PLweBMLPEQgQ3tMXJmCuA_om0St-KX5ldI

<http://www.youtube.com/watch?v=DS8R6dS11FQ>

Also, if you are the type of student who likes to avoid stress, you may wish to obtain a copy of the APA publication manual and familiarize yourself with it.

Over the years, many minds have bent themselves to the task of designing an engaging course for a class with a reputation of being difficult and dry. We have arranged materials in a way that makes the acquisition of all the concepts easy, even as you prepare for and take the two entrance exams. The point of this course is for you to learn, not for you to suffer needlessly; in fact, if you attend class (lectures and labs) and do the assigned reading and the assigned group projects, the course should be fairly easy—despite the rush of a 5-week summer course. The work is time-consuming, and there really is no way to condense an hour of observations into 10 minutes. However, while lengthy, the work is not difficult. Please note that though the reading for the course is light, it is essential, as is the group work. Please read the articles in the binder by the dates signified on the Table of Contents (TOC).

If you fall behind, the work can quickly become very difficult. What you learn in week 3 depends on what you learn in week 2, which in turn builds on what you learn in week 1; those who slack off early in the course may be lost. This is another reason for the entrance exams. Because a firm foundation is needed, we spend a lot of time at the outset on issues of operationalization, and later in the course surveys and experiments are done in quick order. If you want to minimize stress, look ahead and think about what topics are of interest for your survey or experiment.

At your first lab meeting, you will form work groups. Each group might (or might not) determine a single topic to be the theme of your work throughout the course. This theme could be the basis of your SOS, your survey, and your experiment. You might, for example, research sex differences, mood variations, or cognitive styles. If your group wants to focus on a single topic, it should identify one that can be studied: without asking participants anything or applying treatments (through systematic observation); by asking participants questions (through a survey); and by applying treatments (through an experiment). As soon as possible, you should start reading journal articles on your topic.

Teaching you the methods of psychological research is like teaching you how to drive a car; just as passively sitting in a lecture hall and listening to someone lecture about how to drive a car will not actually make you a highway-ready driver, listening to an instructor lecture about “confounds” will not teach you about confounds to the same degree that having you engage in empirical projects will. This version of Psych 100 is very hands-on. You will spend less time reading and listening to lectures in this course than in most courses, but you will spend more time *doing* projects. If you think about what you are *doing* in the course, the concepts and knowledge you acquire will generalize beyond this course. So, please, *think* while you *do*.

You will be working in groups, usually of 4 students, for each of the three empirical projects (systematic observational study; survey; experiment). Knowing that students often have non-overlapping schedules, we have set aside class time for some of your group meetings. Overall, two-thirds of your grade will be determined by your work in groups, as two of the three papers are written in groups, while one (the survey paper) is an individually-written paper reporting on group work.

Attendance. If you miss more than 60 minutes of section in the summer without a valid excuse, you will fail the course. You must also attend the lecture slots set aside for group work; accordingly, if you miss more than one of these without a valid excuse, you will obtain no better than a C in the course. Please note that we also grade your *participation* in sections; it is not enough to show up but sleep through the lab.

Please note that minor adjustments in the syllabus may be made during the course of the term; announcements of small changes and clarifications may be made at the beginning of class. If you fail to attend class or arrive late, it is your responsibility to find out from your fellow students what you missed in terms of announcements and content. Also, please check your UCSC email *daily* as I send out a lot of email notes to the class.

Also note that plagiarism and other forms of cheating will not be tolerated. If the evidence convinces me that you have cheated on a quiz or plagiarized in a paper, I will give you a failing grade. We distinguish between cooperative papers (working in teams; sharing data) and plagiarized papers; if you have any questions or doubts about whether or not you are plagiarizing, please consult with your TA. As a rule of thumb, any time more than 5 words in a row are taken from some other source (even a web site), they need to be in quotation marks, and the references needs citation. If you present information that you found in an article or book, you should cite that reference even if you do not use a direct quote. Avoid websites, and avoid lifting material from them at all costs!

Graded Assignments and Calculating Your Grade

Altogether, 1000 points can be earned in the class. Points are then translated into grades for those who are getting a grade in the course. The translation is as follows:

Points and Grades	Points and Grades	Points and Grades
1000-996 = A+	869-831 = B	729-701 = C-
994-931 = A	829-801 = B-	700- 601 = D
929-901= A-	799-771 = C+	599-0 = F
899-871 = B+	769-731 = C	

If you are taking the course **PASS-FAIL**: 701 and above is passing; 701 and below is failing.

For each of the three papers, you need to have: a cover page; an abstract; an introduction that includes information from three separate articles and is at least four paragraphs long; a complete methods section; a complete results section; a complete discussion section; references; and whatever tables, figures, and appendices your TA requires. The work for all three papers will be done in a team of about 4 people. The first paper (reporting on your systematic observational study) and the third paper (on your experiment) will be written as a group – one paper per team. However, the survey papers will be written individually. You may find the articles together, and you will construct the instrument and analyze the data together; but you will then write papers separately. It is okay to have the method and results sections of each paper look very similar across students in the group, but each introduction and discussion section-must be unique.

Please note one aspect of the writing of your three papers: the literature searches. When making these searches, be sure to use only referred journals as sources of information. Articles in a referred journal are accepted for print after a rigorous process in which peers of the author (i.e., other researchers) look over the work and critique it. All APA journals are referred. Note too that if you have a theme for all three papers, like “sex differences,” literature searches become easier.

Assignment	Total Points	Points per individual assignment
Quizzes	200	20 points per quiz
SOS research report	160	
Survey research report	210	
Experiment research report	260	
Participation in Section	100	20 points per section: 10 pts for showing up; 10 more for staying alert and participating
Research O Rama	15	Points for participating in 8 experiments during ROR
Group member evaluations	10	
Cumulative Exam	45	This exam covers material from the entire course

Extra Credit

There may be a chance for extra credit; I am not sure. I am working on the details, so don't count on it, but if the opportunity arises, hurrah!

The Inherent Problem of Group Work

Over the years, we have found that most groups work extremely well together; 90- 95% of the teams have no major problems. However, for a small minority, problems arise. Ambitious, engaged student can feel frustrated if her or his grade is lowered by sloppy work from teammates. In addition, the TAs and IAs, not to mention students themselves, feel offended when a lazy group member rides on the coattails of her or his teammates to getting a high grade.

As time has gone by, we have tried to decrease this problem of freeriding, but no solution is perfect. As of now, we require that the survey paper be written individually to out students who are just humming along. If you feel that one team member is not pulling his or her weight, tell your IA and your TA, and that person's section grade will be adjusted.

We will collect your term-long evaluations of your teammates during the last day of class – 8/25. If you are not present on that day, you give up the right to evaluate others.

Reading and Workbooks

Publication Manual of the American Psychological Association, 6th edition

You are required to use the 6th edition of the American Psychological Association (APA) manual of style, available for purchase at the Bay Tree Book Store or online from the American Psychological Association (APA). Copies are also available in McHenry Library for reference. If purchasing the Manual is a financial hardship, please see the instructor. Also, please avoid the first printing of the 6th edition, as it contained mistakes.

Workbooks

Workbooks include the following: copies of power point lectures with spaces for lecture notes, links to the readings (besides the APA manual), a glossary of terms, example quiz questions for studying, and numerous handouts and worksheets to use in your research projects. Workbooks will be available for purchase from the instructor on 7/25. If purchasing the workbook is a hardship, please tell me; if you cannot afford full price, then you will pay part of the price or get the book for free. You must bring the workbook

(or at least relevant portions) to every lecture and lab. No computers are allowed in lecture, but you will sometimes need a calculator. Please *do* bring laptops to lab section.

Disability Accommodations

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me as soon as possible, preferably within the first week of the Summer Session. Contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at drc@ucsc.edu for more information.

The Teaching Team

This class is lucky to have both TAs and IAs. Your two TAs are Priscilla Sung and Sarah Harsey. Your three IAs are: Satveka Ilango, Aditi Sheth, and Tias Webster.

READ THEIR EMAILS PROMPTLY AND THOROUGHLY. If there is anything you don't understand, call on your IA -- ASAP, SVP.

Your TA and IA will devise the schedule for feedback on preliminary drafts of your paper and let you know the according schedule for each of the three major assignments. In the past, students who got feedback on their early drafts tended to do much better in the course than other students. In a 5-week term, quick turn around is important, so please be considerate of TA and IA time, and allow ample time for replies. And, of course: read those darn emails carefully as well as promptly. The compressed schedule of the summer means that we must all stick strictly to deadlines.

Whenever we have more than one TA, there may be variation in how they grade and what they assign. So be it! I will always try to back up my TAs and my IAs.

Office Hours

Every Tues and Thurs from 7:30 AM to 9AM, I will be in our classroom. You can take pot luck or make an appointment. You can email me, but if you do, please be sure to write PSYCH 100 in the subject line. My email address is: fjcrosby@ucsc.edu.

Schedule of Lectures and Lab Meetings

Please note that the labs all occur between the Tues and Thurs lectures, and are essential to the course. Attendance at the lab sections is required.

Bring your workbook and your laptop (if you have one) to every lecture and lab. You will need calculators for some, so it's best to have them on hand. No open computers are allowed in lectures, unless I specify otherwise.

Below you can see the entire term laid out for you in a grid. Lecture topics are *in italics*. Times when you need to be present for group work are marked with an asterisk.

TUES CLASS 9 – 12:30	Wed LAB	THURSDAY CLASS 9 – 12:30
7/26 <i>L: Overview</i> <i>L: Mechanics of the course</i> <i>L: APA style</i>	7/27 Q1: Syllabus Form groups How to find articles online Topics for SOS Review APA style	7/28 Q2: APA style Q3: Overview <i>L: Operationalization</i> <i>L: Quant and Qual</i> <i>L: Data Analysis</i> <i>Mini-L: SOS; Reliability</i>
8/2 Q4: Operationalization *Work in groups to articulate and test your operational measures for the SOS; try to establish reliability	8/3 Collect your data—once reliability is established, do this individually	8/4 Bring your data to class. Also bring calculators <i>L: Chi square</i> <i>L: Good writing</i> <i>L: Sampling for surveys</i>
8/9 Paper 1 is due Q5: Chi square <i>L: Instrument construction - parts one and two</i> Select survey design and topics	8/10 Q6: Surveys Construct your surveys, knowing exactly how to score. Get sign off from TA	8/11 Survey swap <i>L: Pearson's r or t-test</i> Calculate scores, conduct statistical tests

<p>8/16 Paper 2 (individually written) is due</p> <p><i>L: Experimental design IVs and DVs, L: Implementing experiments L; Main and interaction effects</i></p>	<p>8/17</p> <p>Q7: IV and DV Q8: Main and interaction</p> <p>Design your experiment: determine your manipulation and your measures</p>	<p>8/18</p> <p>Draft of intro due.</p> <p><i>L: Field and quasi experiments L: Ethics</i></p>
<p>8/23</p> <p>RESEARCH-O-RAMA</p>	<p>8/24</p> <p>Write up experimental methods, results – get sign off Start discussion section</p>	<p>8/25</p> <p>Paper 3 is due Q9: Field and quasi experiments Q10: Ethics Evaluations</p> <p>Cumulative exam</p> <p>Short celebration</p> <p>Small surprise</p>