

**Course Syllabus**  
**PSY 300 – Section 08 (Online, Asynchronous)**  
**Research Methods in Psychology**  
**Grand Valley State University, Fall 2024**

**Instructor Information and Course Overview**

**Professor:** Zach Salander

**Please Call Me:** Professor Salander (pronouns: he/him/his)

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**Email:** [salandez@gvsu.edu](mailto:salandez@gvsu.edu) (weekdays—M-F 9am-5pm—response window: ~12-24 hours; weekend—after 5pm on F—response window: ~24-48 hours)

**Office:** 2112 Au Sable Hall (ASH)

**Office Hours:**

- Tuesdays and Thursdays from 12:30-2:00pm (in my office or over Zoom)
- By appointment (please contact me and we can discuss other possibilities)

**Zoom Information:** <https://gvsu-edu.zoom.us/j/6607658845?pwd=SmtRaGJIR0FsMVV5Z3RhY28xNGxhZz09>

**Prerequisites**

PSY 101 *and* STA 215 or STA 312 (minimum grades: D)

This course is designated Supplemental Writing Skills (SWS). Completion of WRT 150 with a grade of C or better (not C-) is a prerequisite. SWS credit will not be given to a student who completes this course before completing the prerequisite. SWS courses adhere to certain guidelines. Students turn in a total of at least 3000 words of writing. Part of that total may be essay exams, but a substantial amount of it is made up of essays, reports, or research papers. The instructor works with the students on revising drafts of papers, rather than simply grading the finished piece of writing. At least four hours of class time will be devoted to writing instruction. At least one third of the final grade in the course is based on the writing assignments. Students must complete the course with a grade of “C” or better in order to receive SWS credit. Students may receive SWS credit for taking the course as Credit/No Credit provided the student passes the course with a “Credit” grade.

**Course Description**

Claims about psychological research are all around us: in the news, on social media, in conversations with family and friends, and in communication with psychological scientists themselves. But when we see claims made about psychology, how do we know whether to believe them, or not? In this course, you will learn the tools for answering this question. You will gain foundational knowledge about psychology as a science, including how to evaluate research findings in psychology, how to conduct psychological research, and how to communicate scientific information (APA style). While only some of you may pursue psychological science as

a career, all of you will be faced with decisions about which psychology-based claims to believe, or to be skeptical about. This course is designed to help you think like a scientist and to provide you with research skills that you will use throughout the rest of your courses in psychology and beyond.

### **Learning Objectives**

Upon successful completion of this course, students will be able to:

- Identify the fundamental scientific principles and procedures involved in psychological research.
- Critically evaluate claims made about psychological research from both academic and non-academic sources.
- Conduct the major steps in the research process, including hypothesis generation, study design, ethical considerations, data collection, and data analysis.
- Communicate your scientific ideas/questions and research findings.

### **Tips for Success**

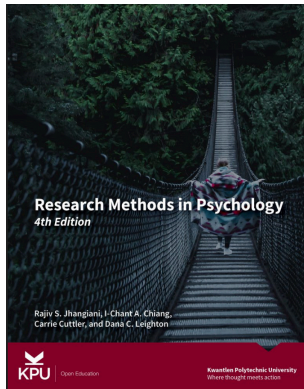
1. Read this syllabus and consult it throughout the semester.
2. Read the assigned readings and complete all assessments on time.
3. Watch the lecture recordings! Doing so will likely help you to earn a higher grade in the course.
4. Take notes. I recommend you do this while watching the recordings, but also when you are reading/studying.
5. Keep up with the material and study regularly throughout the week. Please don't try and cram information all at once, nor at the last minute. (Tip: Get sleep before an exam! Your body and brain will thank you/me later.)
  - a. Something to consider: Research suggests students should spend ~2-4 hours *per week* per credit hour they take. PSY 300 is a 3-credit course. This equates to spending ~6-12 hours a week on this class (including time spent in the classroom).
6. Communicate your questions and concerns in a timely manner.
7. Be respectful to everyone!

### **Technology Requirements**

For this course, we will use the Blackboard Ultra Learning Management System (<https://lms.gvsu.edu/>). Therefore, you are strongly encouraged to seek out regular access to a computer/tablet and a reliable, high-speed internet connection. If you plan to use Zoom (either for this class, another class, and/or if we must transition back to online learning), you'll also want a device with a video camera and microphone. Headphones are a bonus as they can help to keep conversations more private and can help filter out any unwanted noise.

If you do not have access to a computer or reliable internet, please talk with one of your professors and/or consult the "Student Resources" folder on Blackboard. These resources include information about on-campus computer labs, supplemental funding, etc.

## **Course Materials**



### **Textbook**

Jhangiani, R. S., Chiang, I. A., Cuttler, C., & Leighton, D. C. (2019). *Research Methods in Psychology: 4<sup>th</sup> edition*. Retrieved from <https://kpu.pressbooks.pub/psychmethods4e/>

This textbook **is required**, but it is also **FREE!**

Our textbook is pre-loaded into Blackboard and available to you the first day of class.

### **Recommended Text**

Publication Manual of the APA (7<sup>th</sup> edition; should be available at the library)

**\*\*Useful Website:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## **Course Requirements**

### **1) Pre-Class Assignments (30 points)**

- Introductory Questionnaire (only professor sees this) = **10 points (for completing)**
- Introduction Discussion Board w/ Picture (everyone sees this) = **10 points**
- Syllabus Quiz = **10 points**

### **2) Class Activities (120 points)**

There will be 15 unannounced class activities (10 points each). They are “unannounced” in that they are not included in the course schedule; they will be randomly announced on Blackboard for you to complete. These may take the form of multiple-choice questions, short answer quizzes, group discussions, written responses, drafts of parts of a research report, or other activities related to the readings/research examples/projects (see below for these) discussed in the lecture recordings. **Your 12 highest grades will count towards your final grade.**

***Make-Up Activity Policy:*** Because you can drop your three lowest grades, make-up activities will not be honored except under validated circumstances. Please refer to the “Course Policies and Resources” section later in this syllabus for more information. **You are responsible for knowing it!**

### **3) Non-Cumulative Exams (100 points)**

There will be two non-cumulative exams throughout the semester (please see course schedule at the end of this syllabus). Each exam will be worth 100 points and will be based on assigned readings (whether covered in lecture recordings or not), lecture recordings, and class activities. **You must take both exams.** At the end of the semester, your lowest grade will be dropped.

#### **4) Cumulative Final Exam (100 points)**

At the end of the semester (i.e., during Finals Week), there will be a cumulative Final Exam (please see course schedule at the end of this syllabus). It will be worth 100 points and will be structured similarly to the non-cumulative exams. **You must take the Final Exam.**

**\*\* For all Exams, please put all their dates in your calendar in advance!!! \*\***

***Make-Up Exam Policy:*** Make-up exams will not be honored except under validated circumstances. Please refer to the “Course Policies and Resources” section later in this syllabus for more information. **You are responsible for knowing it!**

#### **5) Individual Research Project (55 points)**

There will be an individual research project that involves collecting data, analyzing that data, and reporting your results. The purpose of this project is to gain exposure to psychological research and to gain practice with scientific writing. More information about this project will be provided during the semester.

#### **6) Group Research Project (120 points)**

You will do a group research project with other students in the class (~ 4-5 people per group). Completing a research project as a group gives you an opportunity to get to know some of your peers and work as a team toward a common goal. As a group, you will choose a topic, develop hypotheses, design a study, and possibly (as extra credit) propose an “analysis plan”; however, **your grade on this project will come almost entirely from your *own* written work.** Additional details about this project will be covered later in this semester. Assignments for this project will include:

- **Research Project Report Drafts (30 points):** You will prepare a research report of your findings from the group research project. **Though you will design the project as a group, you will each write your own paper on the project.** The paper will be broken into the following sections:
  - **Draft of Introduction Section:** This draft should include summaries and citations from four recent (last 5-10 years) peer-reviewed journal articles. Please also include an APA-formatted references list.
  - **Draft of Method Section:** This draft should include enough detail such that another researcher could replicate your procedures.
- **Final Revised Research Paper (70 points):** You will have received constructive feedback on your drafts above. Put all of the revised components together to create a final version of your research paper (APA-formatted). Please make sure to address any feedback that you receive from your instructor in your final version. **You will each write your own paper on the project.** The due date for this paper is included in the course schedule at the end of this syllabus.

- **Peer Evaluation (20 points):** At the end of the project, you will provide anonymous feedback about the contributions of each member of your group, which will be used as the basis for the Peer Evaluation grade.

### 7) Additional Assignments

The course instructor reserves the right to require individual students to complete additional assignments based on their performance, progress, and needs related to course materials. Contingencies related to these assignments will be described on an as-needed basis.

## Grading Policy

### Final Grading Criteria

A ≥ 93%	B 86.99-83%	C 76.99-73%	D 66.99-60%
A- 92.99-90%	B- 82.99-80%	C- 72.99-70%	F < 60%
B+ 89.99-87%	C+ 79.99-77%	D+ 69.99-67%	

## Course Policies and Resources

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

### Withdrawing from a Course

100% Tuition Refund Deadline: 08/30 by 5:00pm

75% Tuition Refund Deadline: 09/20 by 5:00pm

Withdraw with a “W” Grade Deadline: 11/08 by 5:00pm

### Accommodations for Late Work/Make-Ups

Although this is an online class, your professor is required to monitor missed deadlines and determine standards and a process by which students can make-up missed work. Importantly, if a student misses the deadline for an assessment and they are seeking an accommodation (i.e., permission to turn it in late), they must **contact the professor via email within 48 hours of the deadline with an explanation**. From there, **the professor will grant accommodations based upon 1) the cause for the missed deadline, and 2) the extent to which the student’s ability to complete the assignment was impaired**.

Specifically, the reason for the missed deadline is key. The University makes a distinction between “excused” and “unexcused” absences, and although we aren’t keeping track of absences, this language is useful for characterizing the types of missed deadlines – we can miss deadlines for “excused” reasons (due to something unexpected or beyond our control, despite our best efforts) or “unexcused” reasons. Consistent with University policy, missed deadlines are excused and eligible for accommodations for the following reasons:

- 1) active participation in an intercollegiate event;
- 2) observance of religious holidays,
- 3) military duty;

- 4) jury duty, or appearance in court or other government hearings;
- 5) student medical conditions that limit time or ability to engage with the course material;
- 6) birth or adoption of child;
- 7) attendance at an academic and/or professional conference;
- 8) medical or professional appointments (e.g., job interviews);
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) funerals or memorial services; and
- 11) previously scheduled family celebrations (e.g., weddings, etc.).

As you might guess, unexcused reasons are things like forgetting or mixing up deadlines, failure to properly upload the assignment on Blackboard, leaving campus early for the weekend, etc. Ideally, documentation should be provided and is easily available for most of the reasons listed above, but if documentation is not available, we can discuss that. In general, if you are unsure whether you are eligible for an accommodation or need to provide documentation, just ask! Academic life continues to be strange and challenging, and we all know that the pandemic can have both physical AND psychological impacts on a person. Please reach out if you are struggling.

### **Blackboard Access**

The course Blackboard website is essential to your success. It is the student's responsibility to visit Blackboard regularly and stay up to date with the material posted in this forum. Blackboard will be used in the following ways:

- 1) Grades:** All grades will be posted in the Blackboard Gradebook in a timely manner. For security reasons, I only discuss grades over email if the student initiates that conversation and uses their GVSU email account.
- 2) Assignments/Assessments:** Assignments will be posted in corresponding folders in the Assignments section of BB. These folders will also have a place to upload completed assignments (as Word or PDF documents).
- 3) Announcements:** All major announcements and reminders will be posted on Blackboard. Announcements posted on Blackboard are also sent to students via email.

### **Course Conduct**

Please be kind, compassionate, and understanding. We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). Let's maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues can result in grade deductions.

### **Diversity Statement**

In recognition and affirmation of the worth and dignity of all persons, the instructor of this course is dedicated to upholding the values of diversity and inclusion and to minimizing disparities in access to learning. All students who are willing to learn are equally welcome without regard to age, race, ethnicity, birthplace, sex, gender identity, disability, sexual orientation or identity, socioeconomic status, political party or beliefs, or other group affiliation

or personal characteristics. All students are likewise expected to accord each other the same level of respect, bearing in mind that becoming more respectful and inclusive is a journey rather than a destination. We will all have stumbling points along the way, including the instructor, and these are often valuable learning opportunities. If I ever say or do anything insensitive in this course, I sincerely welcome students to call me out or communicate their discomfort to me in person after class, during office hours, by email, or anonymously.

### **Accommodations for Students with Disabilities**

If you have special needs because of a learning, physical, or other disability, please contact your professor as well as Student Accessibility Resources (SAR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with SAR, please connect with your faculty member to discuss your specific needs. You may also access resources at <https://www.gvsu.edu/accessibility/>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

### **Statement on Academic Dishonesty**

The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking phone during an exam, completing exams together) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course. The University is implementing a new oversight process for cases of academic dishonesty – this process requires all professors to report all cases

to the Office of Student Conduct and Conflict Resolution, which then investigates each case and makes a determination. Doesn't this sound like an anxiety-provoking time suck? Just don't cheat.

### **Artificial Intelligence (AI) Statement**

AI-based assistance, such as ChatGPT and Copilot, is treated the same way collaboration with other people is treated; you are welcome to talk about your ideas and work with other people, as well as with AI-based assistants.

However, all work you submit **must be your own**. You should never include in your assignment(s) anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, the following is recommended:

1. Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment(s). Instead, use your interaction with the AI assistant as a learning experience, then let your assignment(s) reflect your improved understanding.
2. Do not have your assignment(s) and the AI agent open at the same time. Similar to above, use your conversation with the AI assistant as a learning experience, then close the interaction down, open your assignment(s), and let your assignment(s) reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission(s), so also avoid using tools that directly add content to your submission(s).

### **Psych Friends Resource**

If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate>. Questions? Email [psychfriends@gvsu.edu](mailto:psychfriends@gvsu.edu)

### **Fred Meijer Center for Writing**

**Program Information:** <https://www.gvsu.edu/wc>

**Appointment Scheduling:** <https://www.gvsu.edu/bookit/>

**Contact:** [virtualwc@mail.gvsu.edu](mailto:virtualwc@mail.gvsu.edu) – (616) 331-2922

**Main Location:** Lake Ontario Hall, Room 120 (Allendale)



**Satellite Locations:** Mary Idema Pwe Knowledge Market (1<sup>st</sup> floor) and Steelcase Knowledge Market (Devos Building A)

**Online:** Virtual writing support is available during all hours of operation for both drop-ins and scheduled appointments. Email support is also available (provided within 72 hours of submission).

The Fred Meijer Center for Writing provides writing assistance to all GVSU students, on any type of project and at any stage of the process. The Writing Center employs both undergraduate and graduate writing consultants from across majors and disciplines. Consultants are trained to help writers brainstorm, organize, or develop their ideas; and they can help writers edit their own work and document sources correctly. The Center's services are FREE, and students can work with an idea, assignment prompt, or draft of their paper.

Writing Center services are available in-person and online for both drop-ins and scheduled appointments. In-person support is available at our physical locations, however hours vary by location so please check [Book It](#) and our program website for up-to-date information – [www.gvsu.edu/wc](http://www.gvsu.edu/wc). Online support and appointment scheduling can be accessed via Book It (<https://www.gvsu.edu/bookit/>) where students can virtually drop-in and/or schedule an online or in-person appointment. Both appointments and drop-ins are available during all service hours: (M-Th 9am-11pm, F 9am-3pm, Sun 2-11pm).

## Course Schedule

**\* This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced on Blackboard. \***

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### **WEEK 1 (08/26 – 08/30):**

**\*\* Topics Covered:**

1. Welcome and Course Syllabus/Overview

**\*\* *Introductory Questionnaire due by 11:59pm on Tuesday, 09/03***

**\*\* *Introduction Discussion Board w/ Picture due by 11:59pm on Tuesday, 09/03***

**\*\* *Syllabus Quiz due by 11:59pm on Tuesday, 09/03***

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### **WEEK 2 (09/02 – 09/06):**

**\*\* *For this week, please read the following:***

- *Chapter I, Sections 1-4*
- *Chapter II, Sections 7-13*

**\*\* Topics Covered:**

1. What is the Science of Psychology?
  2. What is the Scientific Method?
  3. Research Questions and Hypotheses
  4. Applying the Scientific Method
- 

**WEEK 3 (09/09 – 09/13):**

**\*\* For this week, please read the following:**

- *Chapter XI, Sections 48-49*
- *Chapter III, Sections 15-17*

**\*\* Topics Covered:**

1. Reading and Writing Scientific Articles
2. Research Ethics I: Moral Foundations
3. Research Ethics II: Ethics Codes
4. Research Ethics III: Putting Ethics into Practice

**\*\* *Begin Individual Research Project***

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**WEEK 4 (09/16 – 09/20):**

**\*\* For this week, please read the following:**

- *Chapter IV, Sections 19-21*

**\*\* Topics Covered:**

1. Psychological Measurement I
  2. Psychological Measurement II
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**WEEK 5 (09/23 – 09/27):**

**\*\* *Non-Cumulative Exam #1 will open at 5:00pm on Wednesday, 09/25. It will cover material from Weeks 1-4. The deadline to take the Exam is 11:59pm on Friday, 09/27 (please don't wait until the last minute to start the Exam; once it is 11:59pm, the Exam will close) \*\****

**\*\* For this week, please read the following:**

- *Chapter VII, Sections 34-36*

**\*\* Topics Covered:**

1. Survey Research I
  2. Survey Research II
-

**WEEK 6 (09/30 – 10/04):**

**\*\* For this week, please read the following:**

- *Chapter V, Sections 23-24*

**\*\* Topics Covered:**

1. Experimental Research I: Experiment Basics
2. Experimental Research II: Experimental Design

**\*\* Individual Research Project due at the end of this week (11:59pm)**

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**WEEK 7 (10/07 – 10/11):**

**\*\* For this week, please read the following:**

- *Chapter V, Sections 25-26*

**\*\* Topics Covered:**

1. Experimental Research III: Validity
2. Experimental Research IV: IDing Features of Experiments
3. Experimental Research V: Practical Considerations

**\*\* Begin Group Research Project**

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**WEEK 8 (10/14 – 10/18):**

**\*\* For this week, please read the following:**

- *Chapter VI, Sections 28-30*

**\*\* Topics Covered:**

1. Non-Experimental Research I: Overview
  2. Non-Experimental Research II: Correlation Research
  3. Non-Experimental Research III: Complex Correlation
- 

**WEEK 9 (10/21 – 10/25; FALL BREAK MONDAY, 10/23 AND TUESDAY, 10/24):**

**\*\* For this week, please read the following:**

- *Chapter VI, Sections 31-32*

**\*\* Topics Covered:**

1. Non-Experimental Research IV: Qualitative Research
  2. Non-Experimental Research V: Observational Research
  3. Catch-up on Material (if necessary)
- 

**WEEK 10 (10/28 – 11/01):**

***\*\* Non-Cumulative Exam #2 will open at 5:00pm on Wednesday, 10/30. It will cover material from Weeks 5-9. The deadline to take the Exam is 11:59pm on Friday, 11/01 (please don't wait until the last minute to start the Exam; once it is 11:59pm, the Exam will close) \*\****

***\*\* For this week, please read the following:***

- *Chapter XII, Sections 52-55*

***\*\* Topics Covered:***

1. Descriptive Statistics
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**WEEK 11 (11/04 – 11/08):**

***\*\* For this week, please read the following:***

- *Chapter XIII, Sections 57-60*

***\*\* Topics Covered:***

1. Inferential Statistics I
2. Inferential Statistics II
3. Replication and Transparency

***\*\* Group Research Project Drafts due at the end of this week (11:59pm)***

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**WEEK 12 (11/11 – 11/15):**

***\*\* For this week, please read the following:***

- *Chapter VIII, Sections 38-39*

***\*\* Topics Covered:***

1. Quasi-Experimental Research I
  2. Quasi-Experimental Research II
- 

**WEEK 13 (11/18 – 11/22):**

***\*\* For this week, please read the following:***

- *Chapter IX, Sections 41-42*

***\*\* Topics Covered:***

1. Factorial Designs I
  2. Factorial Designs II
  3. Factorial Designs III
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**WEEK 14 (11/25 – 11/26; THANKSGIVING RECESS 11/27 – 12/01):**

***\*\* Topics Covered:***

1. Catch-up on Material (if necessary)
  2. Continue working on the Group Research Project!
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**WEEK 15 (12/02 – 12/06):**

**\*\* Topics Covered:**

1. Single Subject Research (we may or may not cover this)
2. Review and Wrap-Up

**\*\* *Final Group Research Project due at the end of this week (11:59pm)***

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**\*\* *Cumulative Final Exam will open at 12:00pm (noon) on Monday, 12/09. The deadline to take the Exam is 11:59pm on Thursday, 12/12 (please don't wait until the last minute; once it is 11:59pm, the Exam will close) \*\****