

Research Methods in Psychology: PSY300, Fall 2024
Section 4 (20967) & Sections 11 (17126)
Instructor: Robert Deaner, Ph.D., Professor

Instructor's Office: 1315 Au Sable Hall

Instructor's Office Hours: Monday, Wednesday, and Fridays 11:00 – 11:30; and by appointment. “Walk-ins” are welcome, but students with appointments have priority. It is strongly recommended that you email the instructor for an appointment.

Meetings may occur in the instructor's office or via Zoom. Please check with the instructor to find a mutually agreeable format.

If meeting by Zoom, use this link:

<https://gvsu-edu.zoom.us/j/94416373802?pwd=WMT6SDeDjrPgUsnlftD18IDKN5M4Pb.1>

Meeting ID: 944 1637 3802 (that you probably won't need)

Passcode: 892282 883510 (that you probably won't need)

Instructor's Email: robert.deaner@gmail.com (recommended and preferred to deanerr@gvsu.edu); always type “PSY300-4” or “PSY300-11” in the subject line and include your full name in the message.

Instructor's Phone: 331-2423 (definitely not recommended; I don't check phone messages.)

Course time: M, W, & F; **sect 4:** 10:00 – 10:50 AM; **sect 11:** 9:00 – 9:50 AM

Course Location: **sect 4:** 226 Lake Superior Hall; **sect 11:** 2120 Lake AuSable Hall

Prerequisites (passed already): PSY101 or HNR234, STA215 or STA312, & WRT150 (C or better)

Required text: Morling, B. Research Methods in Psychology: Evaluating a World of Information (Fourth Edition, 2020) ISBN-13: 978-0393536263. Electronic versions of the book are fine. Either the 3rd or 4th edition is acceptable, but getting the 4th edition is preferable. The most affordable and convenient way to get access is probably through the GVSU Save program, which will allow digital access to the 4th edition through Blackboard. All students are by default automatically enrolled in the GVSU Save program. If you want to opt out of the program and not be charged for it, you must do so by Friday September 6.

Course Format:

We will be using a traditional classroom format. This means:

- A major part of the course is learning the material from the textbook. We will cover all chapters except 12 and 13. We will not cover the chapters in sequence. See the schedule (below) for details.
- Class meetings will occur in the classroom, not on Zoom.
- The instructor will post lecture outlines in powerpoint format at least three days before the class meeting when they will be discussed. Prior to the relevant class meeting, students are expected to read the appropriate pages in the textbook and take notes on the posted powerpoint files.
- During classroom meetings, the instructor will lecture about and review the key points from the powerpoint. This will often involve activities to reinforce these points. These activities will sometimes occur in groups. Working with your classmates will be an enjoyable and valuable aspect of this course. However, there are no assignments that will require working in groups.
- Students are expected to attend each classroom meeting, take notes, ask questions, and participate in activities. Attendance is not required for classroom meetings, but it is strongly recommended.
- The instructor will NOT record classroom meetings or provide notes. The instructor will NOT provide video recordings to accompany the powerpoint files. Attendance is therefore crucial.
- If you miss a classroom meeting, you should get notes from a peer. If you anticipate missing many classroom meetings, you should not remain in this section of PSY300.

PSY 300

- After some classroom meetings, students will have an opportunity to take a low-stakes extra credit quiz on Blackboard. Although these quizzes are not worth many points, they are a crucial way for students to gauge their understanding of the lectures and readings. The quizzes are also an important part of preparing for the exams. Students can take quizzes even if they did not attend that day's classroom meeting.
- This is an SWS course, and roughly one-third of classroom meetings will focus on scientific writing and research. The focus of our writing will be a research proposal; each student will write their own proposal. The final draft is due during finals week. There will be four assignments to prepare students to do well on the research proposal. These assignments are Annotated Bibliography #1, Annotated Bibliography #2, First Draft of the Introduction, and First Draft of the Methods. The instructor will provide feedback after several of these assignments.
- When classroom meetings focus on scientific writing, we will often read articles written by professionals and also articles written by previous PSY300 students.

Course Description:

Examination of basic research methods in psychology. Emphasis on the logic of psychological research, the formulation and testing of hypotheses, research design, sampling procedures, and the ethics of conducting research.

This course is designated 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 for taking the course.

Syllabus of Record Objectives

Every course at Grand Valley State University has certain core learning objectives, described in the "Syllabus of Record." Every topic covered in this course will include elements directly relevant to meeting these objectives.

The aim of this course is to acquaint students with basic research methods in psychology while exploring practical, theoretical, and ethical issues regarding research design and its implementation in psychology.

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

- 1) Comprehension/Describe: Describe the details of and summarize the essence of research articles.
- 2) Application/Write: Write clearly and cogently in a scientific way.
- 3) Evaluation/Evaluate: Evaluate strengths and weaknesses of empirical studies consistent with the standards of psychological science.

Basis for Grading:

Assignment	Points
Course Connection	6
Writing Exercises (2 exercises, 10 pts each)	20
Annotated Bibliography #1	15
Annotated Bibliography #2	35
Draft Introduction	25
Draft Methods	15
Full Research Proposal	84
Exams (3 exams, 100 pts each)	300
Extra Credit Quizzes (22 pts max)	
Number Grade = Earned points/500 x 100 (no rounding up!)	500

Grading Scale

95 & above	A
90 - 94.99	A-
87 - 89.99	B+
83 - 86.99	B
80 - 82.99	B-
77 - 79.99	C+
73 - 76.99	C
70 - 72.99	C-
67 - 69.99	D+
60 - 66.99	D
59.99 & below	F

Course Connection (6 pts)

- Your first assignment is to consider your personal connection to this course. To earn all 6 points, you must complete this assignment by **Friday August 30 at midnight**. In 80 – 150 words, please tell me:
 - Your year and major(s)
 - Two things of personal interest, such as a job, hobby, pet, unusual talent, religion, disability, living situation or family situation.
 - Something about this course that concerns you or that you are curious about.
 - What you anticipate learning in this course might be relevant to your other courses or your life outside of GVSU (e.g., job, family, hobbies).
 - Upload a photo that clearly shows your face.

Writing Exercises (2 exercises, 10 pts each = 20 pts):

- Each student will complete two writing exercises. In each exercise, they will answer questions about an article selected by the instructor. More details will be provided later.

Research Proposal (174 pts; see above for breakdown):

- Each student will complete a Research Proposal during the semester. The Research Proposal will have a traditional scientific organization but will not have an Abstract, Results or Discussion section. It will have an Introduction, Methods, and References. It will be written in APA style. The instructor will provide several research topics, although there will be some scope for student creativity. The project will occur in several steps and students will receive regular feedback from the instructor.
- Students may perform some aspects of their research for the two Annotated Bibliographies in groups. However, each student will individually complete all of their writing assignments. More details, including rubrics, will be provided later in the semester.

Exams (3 exams, 100 pts each = 300 pts)

- Exam format: There will be three exams, one exam after roughly 5 weeks, one exam after roughly 10 weeks, and one exam after 14 weeks (given during Final Exam period). The third exam will be partly cumulative. Exams will consist of multiple-choice questions. Questions will be drawn from the textbook, lectures, and other readings we have discussed.
- Exam location and timing: Students will take their exams in our classroom (or a DSR space) during regular class time. **Exams cannot be taken online.**
- Make-up exams: If you miss an exam due to illness or a death in your immediate family, you must provide written documentation within 24 hours following the scheduled exam time. If you must miss an exam for any other reason, you **MUST** email the instructor with a valid excuse 24 hours in advance to schedule a make-up exam. Failure to notify me in advance will result in a zero on the exam. Because

make-up exams are difficult to create, schedule, and administer, at the instructor's discretion, the student's score for the exam may be reduced by up to 20%.

Quizzes (0 pts; up to 22 pts extra credit):

- *Description:* There will be 11 brief multiple-choice quizzes. These are for extra credit. Quizzes will be the only opportunity for earning extra credit. The quizzes will mainly address assigned textbook readings and corresponding lectures, but they may cover information from labs, in-class activities, and writing workshops. Quizzes will be given through Blackboard. Quizzes will be open book, open internet, and open notes, but students may not consult with any person, including peers.
- *Availability:* Quizzes will be available for a limited time on the day (M, W, or F) when we have had a discussion that focuses on a particular textbook chapter. The quiz will be available on Blackboard from 10 am until midnight that evening, a 14-hour window. Once a student begins the quiz, however, they will only have a few minutes to complete it.
- **Quizzes cannot be made up. If you have a great excuse for missing a quiz (even if excused by the University or a physician), you still cannot make up a quiz!** You don't need to bother asking the instructor for an exception; the answer will definitely be "no, you cannot make up a quiz."
- Most quizzes will have 5 questions, each worth 0.4 points (2 points max per quiz). There will be a total of 22 quiz points available during the semester. This is enough to boost your overall course grade. For example, a student who answers an average of 3 out of 5 questions correctly on 9 quizzes would earn an extra 10.8 points, which would raise their overall course average by about 2 points; this could be enough to push a B average to a B+.

Blackboard:

Almost all aspects of this course will require that students have access to Blackboard. If you have questions about your access, contact information technology staff: <https://www.gvsu.edu/it/>

Communication

The instructor will communicate all class announcements in class and via Blackboard email. You are expected to check your email regularly. Announcements will generally remain on Bb throughout the semester. They should be considered as official amendments to the syllabus. Please read the relevant announcement before emailing a question to the instructor.

Below is a **Provisional Schedule**, meaning dates will change based on time constraints, unanticipated events, and the instructor's discretion. However, every effort will be made to make sure there will be no changes to the exam dates, the grading scheme, or the topics covered. When the instructor makes changes, he will communicate them in class and via announcements on Bb.

DATE	READING DUE AND ACTIVITY	OTHER ASSIGNMENTS DUE
Aug 26 - M	Course overview; Discussion of a reading	
Aug 28 - W	Discussion of a reading; Chpt 1	
Aug 30 - F	Chpt 1; last day to register; 100% Refund deadline	Course Connection
Sep 2 - M	Labor Day - No Class	
Sep 4 - W	Chpt 2	(Quiz 1)
Sep 6 - F	Chpt 3	
Sep 9 - M	Chpt 3	
Sep 11 - W	Research & Writing	(Quiz 2) (Search; Try it you'll...)
Sep 13 - F	Research & Writing	Writing Exercise #1 (Counting)
Sep 16 - M	Chpt 5	
Sep 18 - W	Chpt 5	(Quiz 3)
Sep 20 - F	Research & Writing; 75% Refund deadline	Writing Exercise #2 (Search)
Sep 23 - M	Exam Review	
Sep 25 - W	Exam 1 (Chpts 1, 2, 3 & 5)	
Sep 27 - F	Chpt 10	
Sep 30 - M	Chpt 10	
Oct 2 - W	Chpt 11	Annotated Bibliography #1
Oct 4 - F	Chpt 11	
Oct 7 - M	Research & Writing	
Oct 9 - W	Chpt 8	
Oct 11 - F	Chpt 8	
Oct 14 - M	Research & Writing	Annotated Bibliography #2
Oct 16 - W	Meetings with Instructor	
Oct 18 - F	Meetings with Instructor	
Oct 21 - M	Fall Break	
Oct 23 - W	Chpt 9	
Oct 25 - F	Chpt 9; Drop with "W" deadline	
Oct 28 - M	Exam Review	
Oct 30 - W	Exam 2 (Chpts 10, 11, 8, & 9)	
Nov 1 - F	Chpt 6	
Nov 4 - M	Chpt 7	
Nov 6 - W	Chpt 7	
Nov 8 - F	Research & Writing	
Nov 11 - M	Meetings with Instructor	(Methods workshop)
Nov 13 - W	TBA	Draft Intro
Nov 15 - F	TBA	
Nov 18 - M	Chpt 4	
Nov 20 - W	Chpt 4	
Nov 22 - F	Research & Writing	
Nov 25 - M	TBA	
Nov 27 - W	Thanksgiving Break	Draft Methods
Nov 29 - F	Thanksgiving Break	
Dec 2 - M	Chpt 14	
Dec 4 - W	Chpt 14	
Dec 6 - F	Final Exam Review (Chpts 6, 7, 4, & 14)	
Final Exam	Sect 4 (usually starts at 10:00): Mon, Dec 9 10:00 - 11:50 Sect 11 (usually starts at 9:00): Wed Dec 11, 8:00 - 9:50 All Sections: Full Research Proposal due at 11:59 PM on Wed Dec 11	

About the Instructor, Robert Deaner:

- I've been teaching PSY300 at GVSU since the fall of 2006. I've taught approximately 65 sections of it now (about 1,700 students). I also teach PSY315 (Sex Differences in Behavior) and PSY375 (Comparative Psychology). I enjoy teaching those courses, but PSY300 is my favorite.
- I'm an active researcher. You can see a list of my publications here:
https://scholar.google.com/citations?hl=en&user=m2FMSIwAAAAJ&view_op=list_works&sortby=pubdate
- Undergrads contribute to or lead many of these projects. I hope a few of you will work with me on research in the future.
- I'm very interested in teaching and improving my teaching.
- Students usually call me "Dr. Deaner," although you are welcome to use something less formal such as "Professor."

Textbook Really Needed?

- Yes, you should definitely get the book. All the lectures align well with the textbook chapters.
- Either the 3rd or the 4th edition of the book will work; they are very similar.
- The folks at the bookstore assure me that getting electronic access to the 4th edition through the GVSU Save program will be the most affordable and convenient option. Purchasing a hard copy will be fine too, although I don't know if the bookstore will be stocking hard copies. You can easily rent or purchase a hardcopy from Amazon or other online retailers.

Using powerpoints

- Have the corresponding lecture powerpoint presentation open when reading is highly recommended. There will usually be underlined red blanks for you to fill in.
- You should be taking notes in addition to filling in the red blanks. Do things such as, restating things in your own words and making notes about what is unclear or confusing so that you can email me or ask at our next meeting. Studying actively leads to deep and well-retained knowledge; passive learning (only listening and/or reading) generally does not.
- Use the outlines at the beginning of each part of the lecture. These outlines are also the exam study guides. Try to figure out what the key point/message is for each item in the outline.
- There will sometimes be suggested videos and links. Most are optional. I'll let you know when they are "required" or very strongly recommended.

Office hours and meeting with the Instructor

- I'm required to list office hours on my syllabus, and they are MWF 11:00 – 11:30. However, that is only the beginning of my availability. I will work with you to make sure we find a time to chat that is convenient for both of us.
- Each of you will meet with me individually several times this semester; 6 minutes is typical, but some meetings will be longer and some will be shorter. Meeting for a minute or two at the beginning or end of a class usually works well too.

Two sections

- I'm teaching two sections of this course, one starting at 9:00 AM and one starting at 10:00 AM. These sections are using the same merged Blackboard site and same materials. The sections will all do the same things on the same dates. In other words, neither section will fall behind the other.
- Knowing there are two sections could be helpful for you. For example, if you are in the 10:00 section but you can't attend one day, you are welcome to attend the 9:00 session. However, if you'd like to attend a different section on a regular basis, please check with me. Some classrooms have seating limitations.

3 Exams

- Multiple choice but difficult. Even good students might get 80% or lower.
- Cramming doesn't really work for exams. Keeping up does. Studying with classmates can also be very effective.
- You need to build a buffer by doing well on all parts of the Research Proposal. You should take all or nearly all of the extra credit quizzes.

Falling Behind

- Don't fall behind!
- If you do fall behind, contact the instructor as soon as possible and develop a plan to get back on track.
- Dr. Deaner is generous with students who fall behind, especially for students who have been showing up and participating throughout the semester.

Course Connection

- Easy 6 points, and you don't want to miss them. It's not extra credit; it's required. It's due by Friday Aug 30 at midnight.
- Try to do it early so the instructor can begin getting to know you!

Student Accessibility Resources:

Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Accessibility Resources, indicating the existence of a disability and the approved accommodations. If the class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email to access@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the Accessibility Resources issued memo. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential.

Policies, The Student Code, Academic Dishonesty, and Plagiarism:

This course is subject to all GVSU policies: www.gvsu.edu/coursepolicies.

Students are responsible for upholding ALL aspects of the Student Code:

<https://www.gvsu.edu/studentcode/>

For example, **lying to a professor is a violation of the Code**. Here are some more details:

As described by the GVSU Student Code, "Academic dishonesty is defined as actions or behaviors that misrepresent one's contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination."

As described by the GVSU Student Code, "Offering the work of someone else as one's own is plagiarism...." "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged." "Depending on the instructor's judgment of the particular case, he/she may... give a failing grade for the ... entire course."

Simply rearranging the words or substituting synonyms in the original source is still plagiarism.

AI

- We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.
- However, all work you submit must be your own. You should never include in your assignment 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, we recommend the following:
 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. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
 2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment 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, so also avoid using tools that directly add content to your submission.

Fred Meijer Center for Writing and Michigan Authors:

Web: gvsu.edu/wc

Contact: virtualwc@mail.gvsu.edu (616-331-2922)

Location: Lake Ontario Hall, Room 120 (Allendale)

Online: Virtual writing support is available during all hours of operation for both drop-ins or 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. Students can virtually drop in or schedule an appointment; both appointments and drop-ins are available during all service hours: (Mon-Thurs 9am-11pm, Friday 9am-3pm, Sunday 2pm-11pm).

Due to COVID-19, all writing center services are available online. Limited in-person consulting may be available; please check the Writing Center’s website for up-to-date information. All service options (drop-ins, appointments, email support) can be accessed via the Writing Center’s online scheduling system - Book It. We look forward to working with you!

Knowledge Market:

“Our highly trained student consultants work one-on-one or in small groups to help with your library research, digital skills, writing, or oral presentations. We now offer online support in two ways: online peer consultations during open hours and a database of browsable resources that are available 24/7. For information about the Knowledge Market or to make a virtual appointment, visit www.gvsu.edu/library/km.”

Library Liason:

“Each department has a designated librarian to support your research needs. Christy Malmsen is our liaison librarian for Psychology. Her email is malmstec@gvsu.edu and she is available for online consultations via Zoom or email. You can also check out the Psychology Subject Guide, which is a great place to start your library research.”

Psych Friends Peer-to-Peer Mentors:

Psych Friends mentors are upper-level psychology and behavioral neuroscience students who provide guidance and support in many areas, such as: effective studying and time management techniques, understanding the PSY and BNS major requirements, careers in the field, and the process of applying for graduate school. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!