

PSY 303: Research Methods in Psychology (F18) Social/Personality

Instructor Information	Course Information
Instructor Cameron Kay MA MSc Email ckay@uoregon.edu ¹ Office 439 Straub Hall ² Office Hours Tues & Thurs 3:00-3:50pm	CRN 16798 Teaching Assistants Grace Binion & Karlena Ochoa Class Location 008 Straub Hall Class Meeting Times Tues & Thurs 4:00-5:20pm
Course Materials	
Required <ul style="list-style-type: none"> ▪ PDF files (e.g., handouts, assignments) on Canvas (http://canvas.uoregon.edu) ▪ American Psychological Association (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: APA. (Available at Duckstore) ▪ Strunk, W., Jr., & White, E. B. (2000). <i>The elements of style</i> (4th ed.). New York: Longman. (Available at Duckstore) Helpful <ul style="list-style-type: none"> ▪ Clark, H. H. (1999). Everyone can write better (and you are no exception). http://homepages.ed.ac.uk/martinc/msc/doc/hc.pdf 	

I. Course description

This course will focus on building your skills as a *producer* of research. As you gain more insight into the research process, you will also improve your skills as a critical consumer of psychological research. The course emphasizes hands-on practice for building the skills you need to conduct your own research and evaluate the research of others. Using existing datasets collected by UO professors, grad students, or their colleagues, each student will develop hypotheses based on a review of relevant literature, analyze the data to test those hypotheses, and write up, revise, and present the results of that work in either two short reports or a longer two-study paper completed in two stages. You will revise and improve your drafts based on feedback on your writing from instructors, fellow students, and peer tutors. The final written products will include a correlational research study and a related experimental or quasi-experimental research study. You will also collaborate with other students on two presentations: a summary of literature and a “future directions” research proposal in poster form.

This is the final course in the 301-303 foundation series. You will be building on the critical thinking skills you practiced in PSY 301 and the data analysis skills you gained in PSY 302 to design, implement, analyze, draw conclusions from, write up, and present scientific research in psychology.

This course may be repeated for credit a maximum of one time provided there is a change in topic.

¹ I tend to check my email twice per day (i.e., once in the morning and once in the evening), but please allow at least 24 hours for a response. If I do not respond within 24 hours, resend the email.

² I will be located in 439 Straub Hall beginning the week of October 8th. If you need to meet with me before then, please send me an email to arrange a time and location to meet.

II. Topic description for Social/Personality

The topic of this section is Research Methods in Psychology: Social/Personality Psychology. This section will emphasize research questions typical of social and personality psychology (e.g., What factors reduce conformity or predict altruism? Which behaviors do different personality facets predict?), finding literature in relevant journals, using research designs that are common in social psychology (e.g., between-subjects designs, with different “primes” used to establish experimental conditions), working with data typical of personality studies and social psychology experiments (e.g., self-report scales with established reliability), and conducting appropriate statistical analyses (e.g., factorial ANOVAs, regression).

III. Learning objectives

- (a) Literature review.** Find psychological studies relevant to your topic, identify research questions and hypotheses in those articles, and critically evaluate the research design and quality of evidence presented.
- (b) Conduct your own research.** Generate research questions and hypotheses, choose and apply appropriate basic statistical analysis techniques for specific research questions and specific datasets.
- (c) Analyze, interpret, and communicate your findings.** Introduce the background literature on which your hypotheses are based, describe the methods, and summarize and discuss the results in an APA-style report.
- (d) Collaborate.** Working with others, develop an original research study using your own method and design.

IV. Student workload

A four-credit course expects 120 hours of real student work, with 30 of those hours spent in the classroom and 90 of those hours spent working outside of the classroom. For the current course, it is expected that you will spend 30 hours in the classroom. Time outside of the classroom will be spent completing homework assignments that develop the foundations for your writing assignments (2-5 hours each), final drafts of the two research projects (30 hours), and the two presentations (about 20 hours). The workload will be less at the beginning of the term, increase as we tackle lengthier writing assignments, and then peak towards the end of the term when you are conducting, analyzing, writing up, and presenting your research.

V. Assignments, expectations, and grading

Assignment	Percent of Total Grade
Paper 1: Correlational	25%
Paper 2: Experimental	35%
Homework + 303 tutor consultation	15%
Presentation 1: Literature Review	5%
Presentation 2: Future Directions	15%
Attendance + Participation	5%

(a) Paper assignments. You will write up one study based on a correlational analysis, and one study based on an experimental or quasi-experimental analysis. The two papers must be written independently, but you will get plenty of feedback as you submit drafts of the sections as homework assignments, and feel free to seek out additional feedback beyond what is already required by course assignments. If someone else writes the paper for you, however, or you plagiarize the writing of others, that’s academic misconduct. ***Don’t do it.***

(b) Homework. Assignments include generating hypotheses, reviewing research articles, providing feedback on other students' drafts, and turning in draft sections (introduction, methods, results, discussion) that will be revised and integrated into your final papers. Homework assignments are due at the start of class unless otherwise noted and should be written independently (seeking feedback is fine). *HW = homework assignment; P1/P2 = papers.*

Homework (15%) <i>To be submitted on Canvas</i>		
HW1	Choosing a Research Question & Defining the Hypothesis(es)	P1
HW2	Research Article Summaries & References	P1
HW3	Draft Introduction & Method	P1
HW4	Draft Results Output, Write-up, & Discussion	P1
HW5	Peer Editing for Correlational Paper	P1
HW6	Draft Abstract for Correlational Paper	P1
HW7	Research Article Summaries, Reference List, & Hypothesis(es)	P2
HW8	Experimental Results Output, Write-up, & Draft Discussion	P2
HW9	Draft of Paper 2	P2

(c) Consult 303 peer tutors. 303 Peer Tutors are available to provide feedback on your drafts. They excelled in 303 themselves and have received extra training on how to help current 303 students improve their scientific communication skills. All students must consult a 303 tutor for feedback during Weeks 4-6, before turning in their final version of Paper 1. They are located in 237A Straub Hall and you can email them at psy303tutors@uoregon.edu.

(d) Class presentations. During the first part of the course, you will collaborate with other students to review and present relevant background literature for the correlational paper. During the last week of classes, you will present a future directions poster developed with one or more other students.

- **Literature review:** Your presentation should include background information from two articles. It should emphasize the specific findings from the background literature and show how they relate to specific hypotheses for the correlational study.
- **Future directions poster:** Your poster should include relevant background information, your research questions or hypotheses, and details about the planned method for collecting data to test your predictions.

(e) Class attendance and participation. Regular attendance is essential for doing well in this course. Much of what you learn in this course will come from hands-on experiences and activities, including giving and receiving feedback on drafts of the papers.

(f) Late assignments and papers. Late papers and homework will receive half credit and will not be accepted beyond a week from the due date unless advance approval is negotiated with the instructor. Late peer reviews will earn no credit if they are no longer useful.

(g) Grading. Percentage grades will be converted to letter grades using the following chart. Psychology department guidelines for the level of achievement required for each grade can be found here:

<http://psychology.uoregon.edu/courses/department-grading-standards/>

Grading Cutoffs									
A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A	93-96%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

(h) Academic honesty. All work submitted in this course must be your own. The use of sources must be properly acknowledged and documented (*when in doubt, cite! If still unsure, ask!*), and although seeking feedback on drafts is required, you must write your papers yourself (no copying from other students, or having someone else write the paper for you). If I suspect academic dishonesty (cheating, plagiarism, etc.) I will contact you directly to discuss the issue and will report it to the Office of Student Conduct and Community Standards unless the discussion convinces me that my suspicions are unwarranted. My preferred sanction is a failing grade for the paper or the course, depending on the severity of the violation. The Student Conduct Committee may decide on additional actions. If you are unclear about what constitutes academic dishonesty, see the Student Conduct Code: <https://studentlife.uoregon.edu/conduct>.

VI. Special accommodations

(a) Accessible Education Center (AEC). If you have a documented disability and anticipate needing accommodations in this course, please contact me as soon as possible. You will also need to use the Accessible Education Center portal (<https://aec.uoregon.edu/content/using-aec-connect>) to have a notification letter sent to me. If you do not know how to use the portal, please phone 541-346-1155 or email uoaec@uoregon.edu. For a list of resources provided by the Accessible Education Center, please see <http://aec.uoregon.edu>.

(b) If writing is a particular challenge for you. If you think you may have extra challenges with writing assignments, whether because English is not your native language or because your writing skills are weak for other reasons, please plan on consulting the writing tutors at the Tutoring and Learning Center (TLC) on the 4th floor of Knight Library. Drop in hours can be found here: <https://tlc.uoregon.edu/subjects/writing/>.

VII. Course schedule

Please refer to the following schedule to guide you through the course. Submit assignments on Canvas unless otherwise indicated. All due dates are also indicated on Canvas. I recommend marking your calendars with due dates for all assignments at the start of the term. *HW* = homework assignment; *P* = paper assignment, *PRES* = presentation.

Week	Date	Class Topic and Activity	Assigned	Due
1	09/25	Syllabus, Introduction to Class Topic, Choosing RQs	HW1, P1	
	09/27	Finding research articles using PsycINFO and Google Scholar; APA Citations & References; Intro to Data Set	HW2	
<i>Fri Sept 28, 5pm</i>				HW1 Due
2	10/02	Writing an Introduction, Literature as Empirical Evidence, Correlational Paper Guidelines	PRES1	
	10/04	Groups develop plan for Literature Review Presentation	HW3	
<i>Fri Oct 5, 5pm</i>				HW2 Due
3	10/09	PRES1: In-Class presentation of Literature Reviews		PRES1 Due
	10/11	Writing a Method Section	HW4	
<i>Sun Oct 14, 11:59pm</i>				HW3 Due
4	10/16	Workshop Selected Intro/Method Drafts; Peer Review	HW5	
	10/18	Data Analysis & Results; Writing a Discussion		
<i>Sunday Oct 21, 11:59pm</i>				HW4 Due
5	10/23	Workshop Some Results/Discussions; Peer Assignments		
	10/25	Peer Feedback Sessions in Class		HW5 Due (4pm)

<i>Fri Oct 26, 5pm: Selected students consult 303 Tutors this week</i>				
6	10/30	Correlational Paper Abstract Writing & Appendix	HW6	
	11/01	Abstract Workshop and Peer Review		HW6 Due (4pm)
<i>Fri Nov 2, 5pm: Paper 1 Due; Selected students consult 303 Tutors this week</i>				P1 Due
7	11/06	Introduction to Experimental Paper	HW7, P2	
	11/08	Experimental Data Analysis	HW8	HW7 Due (4pm)
<i>Fri Nov 9, 5pm: Optional (recommended) Peer Tutor Consultations this week</i>				
8	11/13	Making Figures and Tables; Peer Review Assignments	HW9	HW8 Due (4pm)
	11/15	Workshop Experimental Papers-in-Progress; PRES2 Groups formed	PRES2	
<i>Mon-Fri: Optional (recommended) Peer Tutor Consultations this week</i>				
9	11/20	In class Peer Review		HW9 Due (4pm)
	11/22	Thanksgiving; No Class		
<i>Mon-Wed: Optional (recommended) Peer Tutor Consultations this week</i>				
10	11/27	PRES2: Poster Presentations & Peer Review P2		PRES2 Due (1/2)
	11/29	PRES2: Poster Presentations & Peer Review P2		PRES2 Due (2/2)
<i>Tues Dec 4 4:00pm: Submit Paper 2 on Canvas.</i>				P2 Due

Note. Changes may be made to this course schedule.