

PSYC109: PSYCHOLOGY RESEARCH METHODS I (CRN: 90134)
Fall 2009

WELCOME TO THE MAJOR (AND MINOR) OF PSYCHOLOGY!
“THINK LIKE A RESEARCHER IN PSYCHOLOGY”

LECTURES: **Tuesday and Thursday, 4:00 – 5:15 pm**
 Billings Lecture Hall (formerly Campus Center Theater)

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Graduate Teaching Fellows (GTFs) (All offices are in John Dewey Hall)

Co-Head and A09:	Laura Selkirk	Office: 310 suite	laura.Selkirk@uvm.edu
Co-Head and A04	Joanne Kalisz	Office: 310 suite	joanne.kalisz@uvm.edu
A01 and A02	Lauren Brush	Office: 408 suite	lnbrush@uvm.edu
A03 and A08	Erin Donovan	Office: 310 suite	erin.donovan@uvm.edu
A05 and A06	Leslie Crimin	Office: 310 suite	Leslie.Crimin@uvm.edu
A07 and A10	Jamila Thomas	Office: 408 suite	Jamila.Thomas@uvm.edu
A11 and A12	Mark Huneke	Office: 310 suite	mhuneke@uvm.edu

Undergraduate Teaching Fellows (UTFs)

Christina Moore	Lecture Notes (to be posted on Blackboard)
Jessica Lowe	Individual Tutoring (by appointment) and Group Study Sessions
Kayla Kimball	Individual Tutoring (by appointment) and Group Study Sessions

Office Hours: Because of the large enrollment in this course, you are expected to address questions and problems to the Graduate Teaching Fellow (GTF) in charge of your lab. Questions about any of the procedures of this course, using Blackboard or any student requests should be directed to your assigned GTF. If your GTF believes that the situation requires the involvement of Professor Christensen, your GTF will assist you in making an appointment. Your GTF's office hours are by appointment, but you should also have plenty of time in weekly labs (especially open labs) to address any questions you may have.

REQUIRED:

TEXT: Ray, W.J. (2009). *Methods: Toward a science of behavior and experience* (9th ed.). Belmont, CA: Wadsworth Cengage Learning.
 Rosnow, R.L., & Rosnow, M. (2009). *Writing papers in psychology* (8th ed.). Belmont, CA: Wadsworth Cengage Learning.

iClicker Remote Device

Course Description

PSYC109 is required for all students who major or minor in psychology and is ideally taken in the Fall semester of the sophomore year. The course is an introduction to the basic concepts and methods used to conduct and evaluate scientific research in psychology. The information gained from this course should provide the necessary tools for success in future science-based and advanced psychology courses, as well as inspire you to become an informed and savvy consumer of research.

Course Goals:

1. To understand fundamental concepts, methods and procedures used in psychological scientific investigation through material from the text and examples from the literature.
2. To develop your skills as a “critical evaluator and consumer of research” in psychology. You will develop necessary skills to read and evaluate research and claims in primary research and the popular press.
3. To learn and apply American Psychological Association (APA) writing style and format in a proposal of your own experiment.

Course Organization and Policies:

Prerequisite: This course is required of all students who plan to major or minor in psychology. The prerequisite is completion of PSYC001 General Psychology. PSYC109 should be taken in the sophomore year.

Attendance at lectures and labs is expected of all students. It is also expected that you have completed the required reading prior to arriving at each session. The material presented in class will relate to the readings from your text, but much of the information, while complementary, will augment and illuminate the reading. Lecture attendance is essential for good performance in this course. Therefore, via the iClicker, you will be asked questions during lectures which will count towards your attendance grade. Should you choose not to attend a class, please remember that we are not responsible for the material you missed because you were not in class.

We follow the same policy as PSYC001: You are considered to have attended class if you respond with your iClicker. Full credit is given for full participation: if you fail to click in for every question, you will not get full credit. If you forget your iClicker or it malfunctions on one occasion, you will still get full credit (this is adjusted automatically; you don't need to notify the teaching staff). If your iClicker fails to respond, return it to the UVM store for a replacement (make sure you keep your receipt). If you lose it, you will need to buy another and make sure your registration is updated.

Documentation required for excused absences:

1. **Religious Holidays:** Students have the right to practice the religion of their choice. Each semester *students should submit in writing to their GTFs by the end of the second full week of classes* their documented religious holiday schedule for the semester. We will permit students who miss work for the purpose of religious observance to make up this work *only if we receive prior written notice*.
2. **Student Athletes** should present their letter “Notice of Class Absence Due to Competition” *to their GTFs by the end of the second full week of classes*. You will work with your GTF to discuss missed work.
3. **Illnesses or family crises:** If such events are serious, then you should contact your Dean's office. They will then contact us. In the case of routine illness, you will need to make an appointment with your GTF within one week of the absence. You will be asked to read and

Participation and Extra Credit Opportunities: By using iClickers to track your responses to questions and discussion items in class, we can calculate the accuracy of your responses. You can enhance your grade (see Evaluation section for grade values) by coming to class prepared; that is, complete all assigned reading and reviewing your notes from previous lectures. This will also keep you on track as far as preparation for exams. You can earn up to 9 extra credit points. We will announce these opportunities as they are available, but you should plan to attend the Keynote Address of the *Fall Institute on Racism, Heterosexism, Bias and Oppression: Visible and Invisible Stigma* on October 22 from 5:30 to 6:45 in Billings Lecture Hall. NOTE: We will not hold class that day because of the Fall Institute.

Class and lab conduct: This is a very large class and a fundamentally important course for your future success as a student majoring or minoring in psychology. Therefore, both faculty and students are expected to engage in appropriate and respectful behavior at all times. Rather than dictate a set of rules and consequences for your conduct in class and labs, we will develop our class and lab “norms” during the first week of class. We will base our class norms on a Blackboard survey which every student is expected to complete.

Blackboard: Information about all aspects of this course, including when assignments are due, changes in the exam schedule, schedule of readings, or anything else relevant to the schedule will be posted on the course Blackboard website and announced in class. It is your responsibility to keep current on what is happening in this class. **Access Blackboard by logging into My UVM or bb.uvm.edu.**

Ethics in Psychology and Academic Honesty: Ethics in psychology are extremely important and are presented in the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct (Please see: <http://www.apa.org/ethics/code2002.html>). The Preamble states “*Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work*” (APA, 2002).

Academic Honesty relates closely to these principles and is covered by the UVM Code of Academic Integrity, which defines plagiarism, collusion, cheating or fabrication. Any violation of the Code in written work or on examinations will be reported to the Center for Student Ethics and Standards (CSES) at The University of Vermont. If you are unfamiliar with this Code, you should carefully review it and be completely familiar with it. (Please see: <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>). It is against the Academic Integrity Code for you to give and/or receive unauthorized assistance on graded assignments (collusion) or to use someone else’s thoughts or words without citation (plagiarism). Finally, in-class examinations must be taken without the aid of books, notes, or assistance from others. Therefore, no student will be permitted the use of cell phones, PDA's or other networking electronic devices during an examination period. Violation of these expectations is considered cheating.

Accommodations and Special Help: Students with special needs affecting their (1) ability to participate fully in class, (2) meet all course requirements within the expected timeframes, or (3) require special examination accommodations should contact ACCESS (Accommodation, Consultation, Collaboration & Educational Support Services for Students) in A-170 Living Learning Center (656-7753) to obtain a letter of accommodation. *Students should submit this letter to their GTFs by the end of the second full week of classes.* Two Undergraduate Teaching Fellows (UTFs) will be available this semester to provide individual tutoring (sign up through your Lab GTF) and special study sessions for exams.

Lecture and Lab Note Taking: Unless you have a special accommodation, you are expected to take your own notes in lectures and labs. Research supports note taking as an important learning tool. It is essential that you strive to improve your note taking skills through preparation, practice and reflection. Your notes provide an essential tool for reviewing for exams and clarifying key concepts. The key to success is for each student to develop a personal system of note taking from lectures, labs and readings. Your note taking system should support regular review, identification of key concepts and analogous material from multiple sources, and reflective learning in which you make cognitive connections across all learning modalities (lectures and labs - what you *hear*, reading - what you *see*, lab activities - what you *discuss and do*) as it all comes together over the semester. Research has shown that learning is enhanced when you transform the material into your own words using your own thinking. Although lecture PowerPoints will not be available on Blackboard, an Undergraduate Teaching Fellow (UTF) who took this course last year will post lecture notes on Blackboard. These summaries should help you check your own notes and study for exams.

Evaluation

Grades will be posted on Blackboard and determined based upon performance on three in-class exams, a comprehensive final exam, attendance and participation, and lab performance.

Exams: The in-class exams are primarily multiple choice. The best preparation for the tests will be to read the assigned chapters prior to class, attend class, and review/study class notes and the assigned reading material prior to the exams. Test questions will be drawn from assigned readings, labs, and lectures. The final exam will be comprehensive.

Policy on missed exams: There are no make-up exams in PSYC109 because of the large class size. If you miss one of the three exams given during the semester, your score on the final exam (percentage correct) will be used to replace the missed exam. However, the final exam can replace only one missed exam given during the regular semester. If you miss a second in class exam, you will automatically receive a 0 for the missed exam. *There is no make-up or alternative time for the final exam.*

Total course grade: 300 points

Course component	Points	Course Component	Points
Exam 1	30	Lab Performance	100
Exam 2	30	Attendance	30
Exam 3	30	Participation	5
Final exam	75	Extra Credit	Up to 9 points
Exam Total = 165 points (55%)			

Grade ranges:

Grade	% of Points	Points
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A	93-100	279-300
A-	90-92	270-278
B+	87-89	261-269
B	83-86	249-260
B-	80-82	240-248
C+	77-79	231-239
C	73-76	219-230
C-	70-72	210-218
D+	67-69	201-209
D	63-66	189-200
D-	60-62	180-188
F	Below 60	0-179

Grade Concerns: If you have concerns regarding your grade at any point, please contact your GTF to help address ways to improve your mastery of the course material. The sooner you contact us regarding concerns, the more we can do for you. We will not be able to accommodate students who contact us at the end of the semester with concerns about their grade. In addition, we have two UTF's who will be available for tutoring (individual or small group) and are also planning to facilitate study sessions. There will also be an Open Lab during the week of an exam; this will give you an opportunity to get help from your GTF. You can visit the Learning Co-op (Living/Learning Center, 244 Commons) for help with writing, study skills, and exam-taking skills. Cost is \$10.00 per hour (free for some students), and appointments can be arranged at convenient sites on campus at a wide variety of days and times, even after hours and on weekends. Please call the Co-op (656-4075), visit their web site <http://www.uvm.edu/~subtutor/>, or stop by M-Th 8a-9p, F 8a-5p, Sun 6p-9p for additional information.

Grade Disputes: If a student disagrees with a grade received on an assignment, challenges to the grade must be made in writing. Thus, a student who wants to challenge a grade must carefully explain his/her reason(s) in detail on paper, and turn in the original assignment and his/her type-written justification within one week of the return of the assignment. Challenges to grades will not be accepted more than one week following return of the assignment. Challenges will be considered carefully, and students will be provided with a written response for adjusting or not adjusting the grade. Course grades will not be changed after final grades for the semester are submitted except in cases of documented errors in recording grades or in computation of total course points.

SCHEDULE

Date	Topic (Lectures may not strictly follow this schedule, but rather will depend on the difficulty of the concepts being discussed in class. Some readings may not be addressed in lecture at all especially toward the end of the semester. You are, however, responsible for the assigned reading for the date specified.)	Reading from the Ray text
Sept. 1 Sept. 3	Course Introduction “Think Like a Researcher in Psychology!” Psychology as Science	Chapter 1
Sept. 8 Sept. 10	It's All About Variability Methods of Science: The Importance of Becoming an Expert	Chapter 2
Sept. 15 Sept. 17	From Creative Ideas & Working Hypotheses to Testable Hypotheses Ethics in Psychological Research	Chapter 3 Chapter 4
Sept. 22 Sept. 24	Basic Issues in Experimental Research Exam 1	Chapter 4
Sept. 29 Oct. 1	Data Organization & Descriptive Statistics Data Organization & Descriptive Statistics: Measures of Variability	Chapter 5 Chapter 5
Oct. 6 Oct. 8	Probability Introduction to Inferential Statistics: The Null Hypothesis	Chapter 6 Chapter 6
Oct. 13 Oct. 15	Hypothesis Testing (Revisiting Variability) & Validity Control: Most to Least	Chapter 7 Chapter 8
Oct. 20 Oct. 22* <i>Extra Credit Opportunity</i>	Exam 2 (Labs on Oct 19, 20 & 21 will be “open” to prepare for this exam) <i>Keynote Address 5:30 – 6:45 - Billings Lecture Hall</i> <i>Fall Institute on Racism, Heterosexism, Bias and Oppression: Visible and Invisible Stigma</i> <i>Regular class canceled; Extra credit points available</i>	
Oct. 27 Oct. 29	Experimental Designs: Between Subjects One-Way Experimental Designs: Factorial (ANOVA)	Chapter 9 Chapter 9
Nov. 3 Nov. 5	Experimental Designs: Within-Subjects & Matched Subjects Ecological Issues in Research	Chapter 10 Chapter 11
Nov. 10 Nov. 12	Quasi-Experimental Designs Correlational Designs	Chapter 12 Chapter 12
Nov. 17 Nov. 19	Regression Analysis Exam 3	Chapter 12
Nov. 24 Nov. 25 - 27	NO CLASS Thanksgiving Break	
Dec. 1 Dec. 3	Naturalistic Observational Designs Single-Subject Designs	Chapter 12 Chapter 13
Dec. 8	Survey and Sampling Research Beyond Method	Chapter 14 Chapter 16
Dec. 10	Final Exam 3:30 - 6:30 in Billings Lecture Hall (Campus Center Theater)	