

University of Saint Francis
Department of Behavioral and Social Sciences
Graduate Programs in Psychology and Counseling

COURSE SYLLABUS

Semester/Year	Summer I 2020
Start/End Dates	May 4, 2020 – June 26, 2020
Course/Section Number	PSY 501
Course Title	Research Methods
Instructor	Mike Martynowicz, Ph.D.
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Class Time	Online

Franciscan Values

Committed to the mission of the Catholic Education and our Franciscan traditions, we will:

- Reverence the unique dignity of each person
- Encourage a trustful, prayerful community of learners
- Serve one another, society, and the Church
- Foster peace and justice
- Respect creation

Course Description

Basic methods of research and evaluation in the psychological sciences. An overview of research and evaluation designs, their strengths and limitations. Application of statistical methods and data gathering techniques.

Specific Course Objectives

- The student will prepare a paper in APA style demonstrating:
 - o An understanding of reporting research
 - o An understanding of basic research designs.
- The student will be able to conduct professional literature reviews using a variety of sources.
- The student will demonstrate an understanding of the professional ethics involved in conducting research.
- The student will be able to demonstrate an understanding of various research methods employed in the psychological sciences.
- The student will be able to demonstrate an understanding of reliability and validity as they relate to research in the psychological sciences.
- The student will be able to demonstrate an understanding of the various quantitative and qualitative methods used in the psychological sciences.

IDEA Objectives

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing skill in expressing oneself orally or in writing

Required Text

Lewandowski, G.W., Ciarocco, N.J., & Strohmets, D.B. *Discovering the Scientist Within* (1st ed.). New York, NY: Worth Publishers.

*** LaunchPad Solo access comes with this text and is required.

(Highly) Recommended Text

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

University of Saint Francis Course Policies and Procedures

- **Academic Integrity Policy** – As an institution guided by Christian principles, the University of Saint Francis places the highest importance upon honesty in all academic work. As such, academic integrity is a fundamental principle of collegial life at the University of Saint Francis and is essential to the credibility of the university's education programs. Moreover, because assessment may be competitive, students who misrepresent their academic work violate the rights of their fellow students. The University of Saint Francis, therefore, views any act of academic dishonesty as a serious offense requiring disciplinary measures, including failing the assignment, failing the course, and even expulsion from the university. In addition, an act of academic dishonesty may have unforeseen effects far beyond any officially imposed penalties. Violations of academic integrity include cheating or assisting others to cheat. Examples of academic dishonesty include plagiarism, misrepresenting data, falsification of academic records or documents, and unauthorized access to computerized academic or administrative systems.
 - **Plagiarism** – is the presenting of others' ideas as if they were your own. When you write an essay, create a project, do a project, or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator is your own work. Be aware that word-for-word copying is not the only form of plagiarism. Plagiarism is considered a serious academic offense and may take the following forms:
 - Copying word-for-word from another source and not giving that source credit.
 - Cutting and pasting from an Internet or database source without giving that source credit.
 - Paraphrasing the work of another and not giving that source credit.
 - Adopting a particularly apt phrase as your own.
 - Reproducing any published or copyrighted artwork, both fine and commercial.
 - Digitally duplicating or downloading any copyrighted software, programs or files.
 - Paraphrasing another's line of thinking in the development of a topic as your own.
 - Receiving excessive help from a friend or elsewhere, or using another project as your own.
- [Adapted from the Modern Language Association's MLA Handbook for Writers of Research Papers. New York: MLA, 1995: 26.]
- **Academic Consequences and Student Rights** – *these are strictly enforced*
 - A first offense will result in failure of the assignment and will be reported to the Academic Affairs Office or its designee by the faculty member.
 - A second reported offense will result in a semester grade of failure (F) and the student will meet with the faculty member and a representative from Student Academic Support Services.
 - A third offense will be brought forward by the Academic Affairs Office or its designee to the Admissions and Academic Progress committee. They will determine whether a one-year or permanent suspension is warranted by the third offense of academic dishonesty or plagiarism.

- If students are dissatisfied with the outcome of their individual case, they may refer to the Academic Grade Appeal Process in the University of Saint Francis Undergraduate Catalog.
- **Office of Student Success and Academic Advising** (SSAA) – offers a variety of resources and assistance at no cost to the student, to encourage academic success. Tutoring is available both in person and online through SmartThinking. This is located in PJP11 210; Phone: 260-399-8065
- **Policy Concerning Students with Disabilities** – Any student who may require class or test accommodations based on the impact of a documented disability should contact the Coordinator for Student Accessibility Services, Geneva Burgess, in Pope John Paul II Center ~ Room 210, (260) 399-7700 ext. 6075. Reasonable accommodations for students with documented disabilities will be coordinated. The student is responsible for communicating accommodations with the instructor in order to utilize those accommodations. More information in regards to registering for services and documentation can be found at www.disabilityservices.sf.edu
- **Title IX Statement** – The University of Saint Francis seeks to provide an environment that is free of bias, discrimination, and harassment. If you believe you have been the victim of sexual harassment, misconduct, and/or assault, we encourage you to report this. If you report to a faculty member, s/he must notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your options please contact the Title IX Coordinator in the Office of the Vice President for Student Affairs (260-399-8100 / 260-399-7700 ext. 6745; Trinity Hall, Room 137).

Professor’s Policies, Expectations, Grading, and Assignments

- **General expectations about preparation, readings, requirements**
Given that this course is online, it is essential that you engage with the text as it is assigned and complete all assignments in a timely manner. If you don’t read and complete the required activities and assignments, you are significantly hindering your chance to succeed.
- **Grading, Make-Up, Extensions, Extra Credit**
 - All assignments are controlled through Canvas, and the Tentative Course Schedule (end of the syllabus) will designate when assignments are due. This eliminates any confusion. Assignments are either submitted on time, or they are not. Any assignments that are “added” to the tentative course schedule (below) will be small in scope.
 - **Cheating**: Understand that Canvas shows me all kinds of “activity” statistics, and it is VERY easy to discern whether students are being academically honest – or not. Any academically dishonest (cheating) activity (including plagiarism) will be submitted to the University for review, and students will receive a zero on those assignments. If it is a summative assignment such the research essay, students could fail the course in addition to failing the assignment (which is certain).

Grading – Category Weights and Grading Scale: Grades will NOT be calculated using a total points system; they will be calculated using a category weights system. Category weights and the grading scale are below.

Category Weights

Discussion Board Postings – 20%	Topic Proposal – 5%
Article Summary – 10%	Literature Matrix – 20%
Outline – 15%	Research Proposal – 30%

Grading Scale

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
D	60-72
F	≤59

- **Student Conduct / Classroom Behaviors**

Given that this is an online course, there are a couple of important things to remember. 1 – timely communication is important. Read your e-mails, and respond promptly. Communication about potential problems in advance (when possible). 2 – HOW you communicate is very important. Respond promptly, use professional language, check spelling/grammar prior to hitting “send,” and be courteous of others in the course as well as the professor.

- **Course Assignments**

Formative Assignments (e.g., discussion board postings): These assignments serve the purpose of repetition, spaced practice, application and/or memory retrieval process development. These must be completed on time. *I provide limited, corrective feedback on these assignments* (although I do participate in the course discussions on the discussion board in Canvas).

Preparatory assignments (e.g., topic proposal, article summary, literature matrix, outline): These must be done sufficiently or the research proposal won't be read (i.e., the student will receive a grade of zero). These assignments must be done sufficiently. Students might be asked to redo an assignment of this sort if it appears rushed or is extremely poor; if the redo is not completed sufficiently, the larger (summative) assignment will receive a zero. *I provide very detailed feedback on these assignments.*

Summative Assignments (e.g., research proposal): There is a zero tolerance policy with summative assignments. The due dates are known on day one of the semester, and there have been formative/preparatory assignments completed in order to prepare for them. If summative assignments are not completed and/or turned in on time, they will receive a zero.

FORMATIVE ASSIGNMENTS

Discussion Board Postings.

Once per week, students will complete a discussion board posting. Instructions – you must write at least one full paragraph (10-12 sentences) relating something from that week's readings (the content needs to be from one of the chapters covered that week) to your developing Research Proposal, your personal or professional experience, or even potentially something currently in the news. You could also find an article where some principle/methodology is demonstrated, attach it, and explain it. In preparing these weekly postings, clearly state the term/person/measure/analysis from the textbook that you are referencing so that others can understand what you are trying to say. This should provide us with a good amount of examples to consider for your learning and application of this material, as well as the development of your research proposal. To be clear – this means one 10-12 sentence paragraph PER WEEK, not per

chapter. Each week, you will upload one Word file to Canvas (dropbox) and it will contain the entry for that week.

Also, **you must provide at least two responses to colleagues' posts.** These responses should be at least 100 words in length, and must be of substance. Please do not post responses such as, "That's a really cool story/perspective. I liked it a lot." That will not get you points. Put some thought into these responses!!

Points for DB Postings – 10 total

- 1 point for description of term/theory, 2 points for the link (or file upload), 3 points (on a 0-3 scale) for explaining the connection, and 4 points (2 each, on a 0-2 scale) for your responses to colleagues' posts.

Final note: Be sure you see (in Canvas, and on the Tentative Course Schedule at the end of this syllabus) that your discussion posts for each chapter are due on a different day (Thursday) than your responses to colleagues' posts (Sunday).

- This is to give you time to formulate appropriate responses and facilitate quality discussion.

PREPARATORY ASSIGNMENTS

Research Topic Proposal.

You must submit a paragraph clearly explaining your chosen topic. This should be 6-8 sentences, including a clear topic statement (essentially an early version of what will become your thesis statement). I will either approve your topic or suggest revisions (via Canvas feedback). If I suggest revisions to your topic, that probably means that the topic is too broad or is inappropriate, so you need to make them. See the Tentative Course Schedule for information about when this assignment is due.

Article Summary.

You must locate a peer-reviewed article based on a study that was conducted (sections it will likely have: intro/lit review, method, results, discussion) and write a 1-page summary of the article. Be sure to include a full APA citation, just as you would include on an APA References page. Essentially, shrink the article down. I'm asking you to provide more than an abstract provides, so essentially create a large abstract (with a little more information). Do not attempt to "copy and paste" the abstract for your article. I have read many, many abstracts, and either Vericite (a program I'm using in Canvas) or I would catch it. That's academic dishonesty – please do not go there. I mainly want to see that you can (a) locate a proper peer-reviewed article based on a study and (b) summarize it appropriately and (c) do a full APA citation. Look at the APA Manual or Purdue OWL (website) for APA help. See the Tentative Course Schedule for information about when this assignment is due.

Literature Matrix (to set up the Research Proposal).

You must submit a literature matrix that includes a row for each of your peer-reviewed sources (at least 7 in addition to the textbook). A sample literature matrix will be posted to Canvas. You will not be including your textbook in a row in the literature matrix. Note – these will need to be peer-reviewed articles with the following sections: intro/lit review, method, results, discussion. In other words, you will be using STUDIES for your sources and not just literature reviews. See the Tentative Course Schedule for information about when this assignment is due.

Outline (of the Research Proposal).

You must submit an outline of your proposal – paragraph by paragraph with citations – in order to get yourself organized and ready to write the Research Proposal. I will provide feedback on these. Follow the format described for the Research Proposal (below). See the Tentative Course Schedule for information about when this assignment is due.

The outline must include:

- Title of your essay (this should match the population you intend to study as well as key variables)
- Introduction (I want you to actually write out the intro paragraph – I will provide detailed feedback, or edits, to give you an idea of the level of writing that is expected)
 - Includes hook, preview of main ideas/variables with citations, thesis statement, and research question/s (to be examined in the lit review)
- Outline of the lit review
 - This should be based off of the Literature Matrix....
 - Section headings, organized for flow and message – remember, you are setting up a methods section!
 - Restate research questions WITH HYPOTHESES (which have been developed based on the lit review, right?) at the end of this section – leads into the methods.
- Outline of the methods section
 - Based on what you’ve been learned about “what needs to be included” in a methods section.....
 - This should certainly include the proposed statistical methods to be used (based on your design) – LOTS of application required, here!
- APA References page
 - List the 7+ peer-reviewed articles that you plan to use AND the textbook in full APA citations, following APA formatting rules for the References page

SUMMATIVE ASSIGNMENT

*****These assignments serve as summative assessments of student learning and understanding. These types of assignments must be completed by the due date, no exceptions. If you do experience some type of truly exceptional scenario, contact me and we can work through it.

Research Proposal.

There are formative preparatory assignments leading up to the Research Proposal; these are described above (see Formative Assignments) and are also listed on the Tentative Course Schedule. Basic directions for the Research Proposal are below, and the rubric will be posted on Canvas. The proposal will probably be 10-12 pages in length (including the APA title page, Abstract, and References page as 3 of those pages).

This will be an official research proposal, complete with an APA title page, APA abstract, introduction section, a literature review section (which develops research questions and hypotheses), a (proposed) methods section, and an APA References page (or pages).

Meetings may be scheduled with the professor; please e-mail in order to do that. If you live at a long distance, we can schedule a phone conversation and “meet” to discuss the proposal that way.

Tentative Course Schedule

(changes will be communicated to students in advance)

Week	Topic	Assigned Reading	Assignments (Due dates are Sunday night of each week at 11:59pm. This is reflected in Canvas.)
Week 1	Psychology as a Science: Thinking Like a Researcher AND The Research Process: Ideas to Innovations	Chapters 1 and 2	Discussion Board Posting #1
Week 2	Ethics: Making Ethical Decisions in Research AND The Psychologist's Toolbox: Tools for Building Better Designs	Chapters 3 and 4	Discussion Board Posting #2 Research Topic Proposal
Week 3	Qualitative Research: Getting Into the Mind of a Serial Killer AND Observational Research: The Many Forms of Discipline in Parents' Bag of Tricks	Chapters 5 and 6	Discussion Board Posting #3 Article Summary
Week 4	Survey Design and Scale Construction: Is Going Greek a Great Idea? AND Two-Group Design: Texting: I Can't Get You Out of My Mind	Chapters 7 and 8	Discussion Board Posting #4
Week 5	Multigroup Design: I'm Feeling Hot, but Is the Earth Hot, Too? AND Within-Subjects Design: Can Watching Reality TV Shows Be Good for Us?	Chapters 9 and 10	Discussion Board Posting #5 Literature Matrix
Week 6	Factorial Design: "I Lost My Phone Number, Can I Borrow Yours?" Do Pick-Up Lines Really Work? AND Mixed Design: Which Therapy is Best for Treating Eating Disorders?	Chapters 11 and 12	Discussion Board Posting #6 Outline
Week 7	Using Research in the Real World: How Do You Know if You Are Truly Helping?	Chapter 13	Discussion Board Posting #7
<u>Week 8</u> (Finals Week)	Research Proposal is due (submit as a PDF) by TBD at 11:59pm. ***This is the only assignment in the course that is not due on a Sunday at 11:59pm.		