

PSYCHOLOGY 301 LAB SYLLABUS
RESEARCH METHODS IN PSYCHOLOGY
Fall 2006
Monday 8:30-10:20/Monday 10:30-12:20

Instructor: Julie Weismantel

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Office Hours: Friday 11 – 12pm or by appointment

Mailbox located in hallway of David King Hall in adjunct faculty section

TEXTS

- Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2006). *Research Methods in Psychology* (7th edition). Boston: McGraw-Hill Higher Education.
- Publication Manual for the American Psychological Association (5th edition).
- Dunn, D.S (2004). *A Short Guide to Writing About Psychology*. United States: Pearson Education, Inc.

COURSE GOALS

- Understand the role of experimentation in psychology and learn about experimental design
- Understand and apply statistical principles in research design (not calculation of statistics)
- Learn how to access and use psychological databases (e.g., E-Journal Finder and psycINFO)
- Gain experience proposing and conducting your own psychological research
- Learn how to write a scientific report in APA format

Psychology 301 meets the writing intensive requirement for psychology majors. This requirement is met by successful completion of the required written assignments in the course and by successful completion of the Psychology 301 course with an overall grade of C.

ATTENDANCE

Lab attendance is very important and strongly encouraged. Students will receive participation grades, which account for a substantial portion of the final lab grade. Students are responsible for all materials and assignments covered in the lab. **If a student misses an in-class assignment or experiment, this cannot be made up at a later date. No late assignments will be accepted.** If a student cannot attend class, the assignment must be placed in my box **and** emailed to me prior to the beginning of the class on which the assignment is due.

HONOR CODE

Lab reports are expected to be the student's own work. Students may use books, notes, and other sources in preparing lab reports. Under no circumstances are you to collectively write papers with another student. This is considered to be plagiarism and plagiarism of any kind will not be tolerated. Work such as library references, statistics, and reports of the research studies should be each student's own work. Quotations in lab reports should be minimal and the appropriate citation must be given.

ADDITIONAL INFORMATION

If you are a student with a documented disability and require some academic accommodation, please see me and contact the Disability Resource Center (DRC) at (703)993-2474. All academic accommodations must be arranged through that office.

IMPORTANT DATES

September 12, 2006 - Last Day to Add (Full Semester Course)

September 29, 2006 - Last Day to Drop (Full Semester Course)

September 30- October 27, 2006 - Elective Withdrawal Period (Full Semester Course)

GRADING CRITERIA

Lab counts for 40% of the total grade in 301. (A total of 400 points is possible)

Class Participation <i>In-class assignments, experiments & discussions; peer/group review & design critiques</i>	50 points
Two In-Class Assignments/Quizzes	20 points
Observation Assignment Data Collection	15 points
Observation Write-up (<i>method & results</i>)	15 points
Survey Write-up (<i>method and results sections</i>)	15 points

PAPER 1

Draft of Introduction	25 points
Draft of Discussion	10 points
Data Collection	10 points
Completed Paper	100 points

FINAL PROPOSAL (*see page 4 for detailed instructions*)

Draft of Abstract	10 points
Draft of Proposal	Optional
Completed Final Proposal	100 points
Presentation of Final Proposal to Class	30 points

COURSE OUTLINE

<i>Date</i>	<i>Class</i> BOLD = In-class activities, ITALICS = Assignments due	<i>Assignments</i> (Due the following week)
Week 1 August 28	<ul style="list-style-type: none"> • Syllabus • Goals of the lab • Overview of the “nuts and bolts” of research design • Description of library resources, both in the library and online 	<ul style="list-style-type: none"> • Read article <i>Don't the Girls Get Prettier at Closing Time: A Country and Western Application to Psychology</i>.
Week 2 September 11	<ul style="list-style-type: none"> • Observational research with and without intervention. • Operational definitions • Descriptive statistics (mainly means). • Inter-rater reliability • Small group discussion about observational study 	<ul style="list-style-type: none"> • Conduct observational study. • Also, bring in collected data, along with a written summary, including a list of variables and operational definitions, and means.
Week 3 September 18	<ul style="list-style-type: none"> • APA format. • Different sections of an APA-style paper. • How to write the Method and Results sections of an APA paper • Writing Workshop • <i>Turn in written summary of observational study</i> 	<ul style="list-style-type: none"> • Write method and results section of observational study.
Week 4 September 25	<ul style="list-style-type: none"> • Correlations and correlational research • Complete Surveys • Entry of survey data into SPSS • <i>Turn in observational study Method and Results section</i> 	
Week 5 October 2	<ul style="list-style-type: none"> • Return completed method and results sections from observational study • Discussion of survey results • Conduct experimental study • Entry of data into SPSS 	<ul style="list-style-type: none"> • Write method and results section for correlational study. • Collect data from 3 people outside of class using experimental study materials

Week 6 October 10	<ul style="list-style-type: none"> Literature review in APA-style papers Workshop on writing an introduction <i>Turn in method and results section from correlational study</i> <i>Bring experimental study data to class</i> 	<ul style="list-style-type: none"> Print and read assigned article. Obtain and read 3 pertinent articles Write draft of introduction section for paper #1
Week 7 October 16	<ul style="list-style-type: none"> Return completed method and results section from correlational study Go over results from memory study Workshop on writing a discussion section <i>Turn in draft of introduction for paper #1</i> 	<ul style="list-style-type: none"> Write discussion section for paper #1
Week 8 October 23	<ul style="list-style-type: none"> Return and discuss introduction section drafts Peer critique of discussion section <i>Turn in draft of discussion for paper #1</i> 	<ul style="list-style-type: none"> Complete final version of Paper 1
Week 9 October 30	<ul style="list-style-type: none"> Discuss ideas for final proposal <i>Turn in final version of Paper #1</i> 	<ul style="list-style-type: none"> Begin literature review for final proposal Obtain and summarize at least 5 relevant articles for final proposal
Week 10 November 6	<ul style="list-style-type: none"> Discuss outline for final proposal <i>Turn in articles and summaries for final proposal</i> 	<ul style="list-style-type: none"> Write an abstract for final proposal
Week 11 November 13	<ul style="list-style-type: none"> Return and discuss Paper 1 Return and discuss final proposal abstracts Workshop on proposal abstracts 	<ul style="list-style-type: none"> Work on rough draft of final proposal
Week 12 November 20	<ul style="list-style-type: none"> Discussion of final proposals & presentations Peer review of final proposal <i>Bring 3 copies of draft of final proposal</i> 	<ul style="list-style-type: none"> Work on rough draft of final proposal
Week 13 November 27	<ul style="list-style-type: none"> Discussion of final proposals 	<ul style="list-style-type: none"> Finish final proposal
Week 14 December 4	<ul style="list-style-type: none"> Student presentations of final proposal <i>Turn in final proposal</i> 	

***Note:** This is a tentative schedule, and topics and assignments are subject to change. Any changes will be announced in class

Final Proposal Assignment -Psychology 301

The last/second full writing assignment project is to be an original experimental proposal or partial-replication of an experiment relevant to topics in Psychology. The student may “propose” a project from any area of psychology. Correlational or observational studies are acceptable but studies with at least one variable to manipulate are encouraged.

Students are required to write a proposal using APA format. A minimum of **five** references is required. The proposals must be projects that are plausible in that the project could realistically be completed. For example, if I wanted to test 100 amnesic patients, it would not be plausible because it would be extremely unlikely that I would have access to 100 amnesic patients.

Since this is a proposal of research to be conducted in the future, the paper should be written in the future tense: Below are a few examples:

- a. “The present project is designed to investigate whether older adults recall more items than younger adults.”
- b. “The participants will be tested in a laboratory setting.”
- c. Participants will be presented with lists of words from.....”

The proposals must include the following:

1. An **Introduction** section that introduces the question/problem and includes a review of the literature relevant to the topic. The hypothesis should also be stated at the end of the introduction.
2. A **Method** section that includes the design (e.g., a 2 X 2 mixed factorial), participants, materials and procedure. All of the sections should be written in appropriate APA format.
3. A **Results** section should briefly describe how the data *would* be analyzed and what the expected result *would* be based on the hypothesis. For example, if a correlational study is done, the student would write something such as “A pearson-product correlational analysis will be conducted to determine the strength and direction of the correlation between anxiety and depression. This is likely because”
4. A **Discussion/Conclusion** section should include the following:
 - a. What would this research contribute to the literature if the hypothesis were supported?
 - b. A discussion of what would be done next if the hypothesis were supported. In other words, what would be the next step in the research or what would the researcher do next.
 - c. Additional ideas if the hypothesis were not supported could be added. Of course, this would be hypothetical.
 - d. A critique of their own design or the limitations of the study.**(Note: this section should be only one or two paragraphs and does not have to be extensive.)**
5. An **Abstract** should be included as well. Students may include an expected outcome rather than a real outcome. Again the text should be written in the future tense. For example, “It would be expected that older adults would recall fewer words than younger adults.”

All students must attach the measures/materials to be used (e.g., a survey). An exception will be made if the survey would have to be purchased by the student. However, this is a rare exception.

When the final proposals are turned in, students must include the following:

- a. **A copy of all articles referenced in the report, copies of the measures, etc. mentioned above**
- b. **Two copies of the final paper. If all of these are not included, there will be a grade reduction.**

Final Presentation

Each student is required to present the proposal to his/her classmates the last day of lab class. It is an opportunity for students to demonstrate to their classmates what kind of research they are interested in and what they think the study would reveal. This presentation should be considered as an informal conversation with their classmates as well as a good opportunity to “practice” speaking in front of others.

All materials will be returned to the students at the end of the semester. The extra copy of the papers will be given to Dr. Linda Chrosniak for her files. We keep copies of all papers written in Psychology 301 to minimize plagiarism and to use in writing assessments for the university.