

# PSYCH 209: Fundamentals of Psychological Research



Spring 2017

## TEACHING TEAM

**Professor:** Dr. Tabitha Kirkland (*tabithak*)

**TA Fellow:** Joris Vincent (*jorisv*)

**Teaching Assistants:** John Haight (*jrhaight*), Matt Enkema (*menkema*), Ruiyu Zeng (*zengr*), Saethra Fritscher (*sfrits*)

**Peer Tutors:** Christine Yu (*cspy*), Kim Alejandro (*alejakim*), Yeonjoo Ko (*yeonjk*)

### Email policy:

- For all course content questions, please post your question on the weekly discussion board. (There is a separate discussion board for [general course policy questions](#).)
- For questions specific to your individual situation, please contact your TA (*NetID@uw.edu*, above).
- For questions or concerns you do not want to share with your TA, please contact *both* Dr. Kirkland and Joris.
- If you have a question or topic you'd like to discuss in greater depth, plan to visit office hours. You can attend office hours for *any* TA, not just the one leading your section.
- There's also an ongoing, student-led discussion board called [The Coffee Shop](#) for you to discuss ideas or plan study sessions with your classmates.

**Textbook:** [Morling, B. \(2014\). \*Research methods in psychology: Evaluating a world of information\* \(2nd ed.\). New York: Norton.](#) (Order ebook [here](#).) *This textbook is required to succeed in the class. Please bring your book to class every day.*

## MEETINGS

**Lectures:** Mon/Wed/Thu 10:30-11:20 Kane 220

**Discussion sections:** Tues/Fri (see below)

Section	Time	Room (Tues)	Room (Fri)	TA

AA	8:30-9:20	MGH 030	MGH 248	Ruiyu
AB	9:30-10:20	MGH 030	MGH 248	Ruiyu
AH	10:30-11:20	SAV 121	SAV 121	Saethra
AC	10:30-11:20	SAV 117	SAV 132	Matt
AD	11:30-12:20	SAV 117	MGH 082A	Matt
AE	12:30-1:20	SAV 117	<b>SAV 130</b> (changed 4/3)	Saethra
AF	12:30-1:20	SAV 121	MGH 234	John
AG	1:30-2:20	SAV 117	<b>MGH 241</b> (changed 4/3)	John

**CLUE study session:** Weds 6:30-8 in MGH 231 with peer tutors (starting Week 2)

**Office hours:**

Day	Time	Who	Where
Monday	11:30am-12:20pm	Saethra	Guthrie Annex 1, Room 143
Monday	3:30-5pm	Dr. Kirkland	The HUB, near Starbucks
Tuesday	1:30-2:30pm	Ruiyu	Guthrie Annex 1, Room 143
Tuesday	4-5pm	Joris	Guthrie Annex 1, Room 143
Wednesday	2:30-3:30pm	John	Guthrie Annex 1, Room 143

Wednesday	6:30-8pm	Christine, Kim, & Yeonjoo	CLUE study session: MGH 231
Thursday	9-10am	Matt	Guthrie Annex 1, Room 143
Thursday	11:30am-12:20pm	Dr. Kirkland	Guthrie 222
By appointment		Dr. Kirkland	Guthrie 222

## INTRODUCTION

Psychology majors must learn the content of psychology, but they also must learn how psychologists know what they know. Fundamentals of Psychological Research is a critical thinking skills class in which the main goal is to help you become a better consumer of information—both in psychology and in the real world. You will learn how to systematically evaluate the validity of different claims that you might encounter in a future psychology textbook, in a psychology research article, in the media, or in casual conversation. This class will also teach you how to plan psychological research that can test different claims. You will learn to articulate the pros and cons of different research choices and plan research that optimizes these pros and cons.

## LEARNING GOALS

1. **Apply to real-world examples** the different approaches psychological scientists take to conduct research, including the types of design that are most appropriate to address different questions.
2. **Analyze examples of research** in terms of major research principles and concepts.
3. Evaluate the **strengths and weaknesses of claims** found in the popular media.
4. **Find, read, and discuss psychological research literature** by demonstrating: (a) the ability to search for reputable sources of information, and (b) the ability to read and understand an empirical article.
5. **Create an original research proposal** in which you apply knowledge of literature search skills, reading and summarizing prior work, hypothesis generation, research methodology, conceptual statistics, and APA style.
6. **Improve written and verbal communication skills** in the context of discussing, analyzing, and applying methodological concepts.

You will be rewarded for working on these goals by participating in class. Your progress will be assessed by your performance on quizzes, exams, homework, and the final project.

We are also interested in your goals for the course. We will discuss your personal goals during Week 1 and reflect back on how well the course met those goals during Week 10.

# EXPECTATIONS

## Our Role as Instructors

We are here to guide you in exploring this challenging and interesting material. We will do our best to make class time interesting, engaging, and enjoyable for everyone. We will use on a variety of methods to promote learning, including videos, discussions, and activities. We will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. We will communicate our expectations clearly and hold all learners to equitable standards. We will welcome questions, comments, and suggestions, and we will adapt to individual needs whenever possible. We may modify this syllabus as needed to accommodate your learning.

## Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, write, discuss, and participate. Our classroom is a *collaborative learning community* wherein all students can teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. We challenge you to abandon the traditional passive student role and to get involved with teaching and learning.

# COURSE REQUIREMENTS

## 1. Lecture Participation [50 points]

On lecture days, in-class discussion and activities will be facilitated through Poll Everywhere (PollEv), a free classroom response software which collects responses sent electronically and shows them in real time. Your PollEv account has already been created using your UW email address. (Email us if you added the class late so we can add you to our roster.) You will be graded on your own rate of participation each week, defined as the number of items you responded to divided by the total number of items presented. Points will be awarded according to the scale below. You will receive a separate participation score for each week of class, which will be updated on Canvas. (5 pts x 10 weeks = 50 pts)

Participation Rate	Weekly Points
80%+	5
70-79%	4
60-69%	3

50-59%	2
40-49%	1
0-39%	0

To use PollEv:

1. **Login and manage your account:** visit [polleverywhere.com](http://polleverywhere.com) and type in your UW email. After entering your email, you will see a small prompt to login via Single Sign-On. Enter your usual UW NetID and password.
  - o *Note: you must use your UW email address to participate in polls. You cannot receive credit for participating with a personal email address. Polls will only accept responses from registered users.*
2. **Participate in polls:** go to [pollev.com/uwpsych](http://pollev.com/uwpsych) on your mobile device. You can also text your responses using information provided in class; however, you will need to add your phone number to your account (on [polleverywhere.com](http://polleverywhere.com)) in order for the system to track those responses and match them to your account.

## 2. Section Participation [100 points]

On section meeting days, you will be doing examples, exercises, and problems in small groups. If you miss sections, you will not be able to participate in these activities and will have difficulty learning what you need to learn to progress in the class. You will be assigned to a **study group** of 3-4 students. Your group will sit together during class to work on activities. Your group may turn in a summary or page of work; all group members who are present on that day will sign the work. No late activity work is accepted. You will occasionally also have small homework assignments to complete and turn in during section; these count toward this participation grade. If you know you will miss section the day homework is due, you can submit it on Canvas.

Activities and homework are graded credit/no credit. Your grade for this category will be determined by the percentage of activities and homework you participate in relative to the total number of activities and homework assigned over the course of the quarter.

## 3. Chapter Quizzes [100 points]

You are responsible for completing the assigned reading before class. To help you stay accountable, you will be required to take an online pre-lecture reading quiz *before class time* each day we cover a new chapter (see schedule). Quizzes are worth 10 points each. Each quiz is a random selection of 10 items from a pool of items and will be available on the course website at least one week before the day we start activities based upon that chapter. **Quizzes are due by the start of class on the day we start covering that chapter.** Late quizzes will be penalized by 20% per day.

You can retake each quiz once and the highest score will count toward your grade. **To be eligible for a retake, the first attempt *must* be completed on time.** The second attempt must be completed by the end of the day after we complete coverage of that chapter in class (11:59pm).

## 4. Exams [100 points]

Two exams are worth 50 points each and consist of a combination of multiple-choice and short-answer questions covering information from the text, lecture, and discussion. Questions will be similar to those from activities and homework. Exams may also require you to make basic statistical calculations, graph data, and interpret data. Exams are non-cumulative; however, the material covered in each part of the course builds on information covered in prior sections. Exam 2 is scheduled during finals week and may not be taken early. Late make-up exams are permitted in rare circumstances with documentation and at instructor's discretion only.

## 5. Research Proposal [100 points]

Throughout the quarter, you will build an APA-style research proposal in which you propose a topic of study, state a hypothesis, and explain the methods you would use to conduct this study and the results you would expect to find. (You will not need to actually conduct the study.) This assignment will consolidate most of what you will learn in this course. Portions of the paper will be due throughout the quarter. As members of a *collaborative learning community*, you will also provide "peer reviews" of your classmates' paper drafts (and have your drafts reviewed as well). Your final grade will be based on: your rough draft (15 pts), peer review (15 pts), final report (40 pts), popular press version (20 pts), and in-class presentation (10 pts). A full guide to and rubric for this proposal is available separately from this syllabus.

**Notice:** *The University has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.*

## GRADES

Grading Category	Points
Lecture Participation	50
Section Participation	100
Chapter Quizzes	100
Exams	100

Research Proposal	100
<b>Total Points</b>	<b>450</b>

The UW uses a [numerical grading system](#). The following scale will be used to assign final grades in the course. Please be aware that 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0. *Note: it is your responsibility to earn the grade you want, starting the first day. I do not give extra credit opportunities to make up for poor performance.*

Percentage (%)	Grade Points	Letter Grade Equivalent		Percentage (%)	Grade Points	Letter Grade Equivalent
94-100	4.0	A		76	2.2	C+
93	3.9	A		75	2.1	C
92	3.8	A-		74	2.0	C
91	3.7	A-		73	1.9	C
90	3.6	A-		72	1.8	C-
89	3.5	A-		71	1.7	C-
88	3.4	B+		70	1.6	C-
87	3.3	B+		69	1.5	C-
86	3.2	B+		68	1.4	D+
85	3.1	B		67	1.3	D+
84	3.0	B		66	1.2	D+
83	2.9	B		65	1.1	D
82	2.8	B-		64	1.0	D

81	2.7	B-		63	0.9	D
80	2.6	B-		62	0.8	D-
79	2.5	B-		60-61	0.7	D-
78	2.4	C+		0-59	0.0	F
77	2.3	C+				

## Incompletes

Only students with special circumstances beyond their control who have obtained permission from Dr. Kirkland are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

## COURSE POLICIES

### Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for downloading materials, submitting assignments, etc. Plan to check it regularly. Our course home page can be accessed on the main dashboard or from the *Courses* menu on the left menu.

### Panopto: Lecture Recordings

Our lectures are live-streamed by Panopto Recordings and posted on Canvas. Feel free to use these as a resource.

### Email Communication

- **For all general course questions or content questions**, please post your question on the discussion board for each week. This will let other students benefit from seeing the response, and other students may even have the answer to your question!
- **For questions specific to your individual situation**, please email your TA.

- For questions or concerns you do not want to share with your TA, please email both Dr. Kirkland and Joris.

Please use standard professional guidelines for all emails, including using a formal greeting, writing in complete sentences, and signing your name. Please include PSYCH 209 in your subject heading along with a specific phrase related to your question or comment. We will respond to all messages within 24 hours on weekdays. Weekend responses may take longer; please plan accordingly. Here is a general template that will go over well with us or any instructor (full details at <http://bit.ly/2ceflXU>):

To: [TA@uw.edu](mailto:TA@uw.edu)

Subject: PSYCH 209: Question about Chapter 3

Dear (Name of TA),

*This is a polite line that recognizes our common humanity (e.g., I hope you are enjoying the weather / had a great weekend / etc.).*

*I'm \_\_\_\_\_. (Any identifying details you include will be helpful in helping us figure out who you are.) This is the question I have or the help I need. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class, and I think This Is The Answer, but I'm still not sure. (This shows you did your homework before contacting us, which gains you instant respect.) This is the action I would like you to take.*

Thank you,

Favorite Student

## Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

## Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Unless we are actively engaged in a participation activity, **do not use your phone during class**. Limit the temptation to check your phone by keeping it in your bag.
- For your own sake, I strongly suggest that you *do not* use your laptop during class. Scientific research has shown that **typing notes in class causes worse learning of the material compared to writing** – and not just because of their potential for distraction. If you must use your laptop, please do not do anything to detract from others' learning.
- If you are learning English, you are welcome to use an electronic dictionary during class. Please note that you may only use a paper dictionary during exams and that you must sit in the first two rows to do so.

## Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. We will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

## Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact us to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see one of us during office hours for clarification.

## A Note on Multitasking

Research shows that when we do more than one thing at a time, we’re not actually doing them simultaneously. Instead, we’re shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we “multitask,” the more distracted we are by irrelevant information, and the worse we are at concentrating. *Limit the temptation to multitask* in class, and you’ll do better.

## SCHEDULE OF TOPICS + DUE DATES

Week	MONDAY (lecture)	Tuesday (section)	WEDNESDAY (lecture)	Thursday (lecture)	Friday (section)
1	MARCH 27 Welcome & Introduction	28 Introductions & Class Goals	29 <b>Quiz: ch. 1</b> Psychology is a Way of Thinking (1)	30 Psychology is a Way of Thinking (1)	31 Activity: Pseudoscience Submit group preferences
2	APRIL 3 <b>Quiz: ch. 2</b>	4 Finding Research Articles	5 Sources of Information (2)	6 Sources of Information (2)	7 Reading Research Articles

Week	MONDAY (lecture)	Tuesday (section)	WEDNESDAY (lecture)	Thursday (lecture)	Friday (section)
	Sources of Information (2)				
3	10 <b>Quiz: ch. 3</b> Three Claims, Four Validities (3)	11  TBD	12  Three Claims, Four Validities (3)	13  Three Claims, Four Validities (3)	14  TBD
4	17 <b>Quiz: ch. 4</b> Research Ethics (4)	18  Ethics Discussion	19 <b>Quiz: ch. 5</b> Measurement (5)	20  Measurement (5)	21  TBD
5	24 <b>Quiz: ch. 6 &amp; 7</b> Surveys & Observations (6)	25  TBD	26  Surveys & Observations (6)	27  Sampling (7)	28  Exam 1 Review
6	MAY 1 <b>Exam 1</b>	2  TBD	3 <b>Quiz: ch. 8</b> Bivariate Correlations (8)	4  Bivariate Correlations (8)	5  Discuss Exam 1
7	8 <b>Quiz: ch. 9</b> Multivariate Correlations (9)	9  TBD	10  Multivariate Correlations (9)	11  Multivariate Correlations (9)	12  TBD
8	15 <b>Quiz: ch. 10</b> Simple Experiments (10)	16  TBD	17  Simple Experiments (10)	18  Simple Experiments (10)	19  <b>RP: Rough Draft</b> TBD

Week	MONDAY (lecture)	Tuesday (section)	WEDNESDAY (lecture)	Thursday (lecture)	Friday (section)
9	22 <b>Quiz: ch. 12</b> Multivariate Experiments (12)	23 <b>RP: Peer Review</b>	24 Multivariate Experiments (12)	25 Multivariate Experiments (12)	26 TBD
10	29 Replicability, Generalization, & the Real World (14)	30 <b>RP: Pop Press + In- Class Presentation</b>	31 Replicability, Generalization, & the Real World (14)	JUNE 1 Summary and Wrap- Up	2 <b>RP: Final Draft</b> <b>HW: What I Learned</b> Exam 2 Review
11	5 <b>Exam 2</b> <b>8:30-10:20</b>				

## RESOURCES FOR SUCCESS

### Office Hours

These hours (listed at the top of the syllabus) are a specific time your instructor and TAs set aside specifically to talk with students. We are *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. We are also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please correspond with us via email or on [Canvas](#) if those times don't fit your schedule.

### Textbook Study Tools

- Each chapter ends with a short quiz and several “Learning Actively” exercises. Quiz yourself on the material and complete any “Learning Actively” exercises we don't do together in class for additional practice.
- There are several resources on the publisher's website, [StudySpace](#), and on the author's blog, [Everyday Research Methods](#).

### Get Extra Help Studying

There are many resources on campus to help you improve your study skills, time management, reading speed, and content knowledge. For example, check out the Instructional Center for drop-in tutoring and workshops for several courses in psychology. More info: <https://www.washington.edu/uaa/advising/finding-help/study-centers-and-tutoring/>.

## Stay Healthy

The UW offers a wide [array of services](#) for staying physically and mentally healthy, from rec sports to meditation to counseling, crisis intervention, and support groups. Some specific resources include:

- [Student Health & Wellness](#): UW department dedicated to supporting students through challenges that might otherwise compromise education.
- [D Center](#): The D Center strives to create an inclusive, accessible space affirming of all bodies, minds and identities by fostering a culture of social justice and pride.
- [Q Center](#): UW's gender and sexuality support & celebration center.
- UW counseling center: 401 Schmitz Hall, 206-543-1240
- Hall Health mental health center: 206-543-5030 (appointments); 206-583-1551 (emergencies)
- Crisis lines (for immediate help):
  - UW Medical Center ER: 206-598-4000
  - King County Crisis Line: 206-461-3222

## Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, [uwdrs@uw.edu](mailto:uwdrs@uw.edu), or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.