**Lectures:** Mon., Wed. 2:00 - 2:50, General Classroom North, Room 102

**Recitation:** Fri. 11:00-11:50 (PS 111), 12:00-12:50 (PS 111), 2:00-2:50 (SC 178) or 3:00-3:50 (PS 111)

**Instructor:** Dr. David L. Wolgin

**Office:** Behavioral Science (Bldg. 12), Room 231

**Phone: (561) 297-3366**

**Email: wolgindl@fau.edu**

**Office Hours:** Mon., Wed. 3:00-4:00 p.m. & by appointment

**Prerequisite:** PSY 1012, General Psychology

**Pre- or Co-requisite**: PSY 3234, Experimental Design and Statistical Inference

**Required texts:**

1. Passer, M.W. (2014). Research methods. New York: Worth Publishers.

2. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC. **(APA)**

3. Szuchman, L.T. (2014). Writing with style (6th ed.). Belmont, CA: Wadsworth/Thomson Learning. **(SZU)**

**Course Description**

Introduction to research design and methods in psychology. Topics include observation and description of behavior, methods of measurement, correlation, and experimental and quasi-experimental designs. Recitation exercises provide experience in research report writing.

**Course Objectives**

This course is designed to introduce you to the basic principles of scientific psychology. At the conclusion of the course, you should be able to explain how scientific explanations differ from non-scientific explanations; explain the rationale for using animals in research and the mechanisms that protect the welfare of both animal and human subjects; describe the factors that threaten the validity and reliability of scientific observations and explain how to avoid these threats; describe four types of measurement scales and explain what kinds of conclusions can be drawn from each type; differentiate between various types of experimental and quasi-experimental designs and explain appropriate control procedures for each type; and properly interpret correlational and experimental data. In addition, you will demonstrate the principles of scientific communication by writing a research paper formatted according to the guidelines of the American Psychological Association.

**Course Information**

*Attendance is mandatory*. Lecture notes will be provided on Canvas. It is essential that you read assigned material prior to class. Your final grade for the course will be determined on the basis of three noncumulative exams (67%) and the successful completion of exercises assigned in recitation (33%). Exams will be multiple choice covering material from the textbook and class notes. You will need to provide your own Scantron sheet and #2 pencil for each of the exams. Make up exams will only be given if appropriate documentation (e.g., a doctor’s note) is provided. Reasonable accommodation will be made for students participating in a religious observance or in University-approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities.

Make up exams may be multiple choice, short answer, or essays, at the instructor’s discretion.

Students who have done poorly on one or more exams may elect to take a cumulative final exam. The grade on this exam will count 67% of your final grade; i.e., this exam will replace the three noncumulative exams. ***Please note that no extra credit assignments will be given to compensate for poor grades and that a grade of I (incomplete) will not be given in lieu of a D or F.***

**Recitation:** Recitation is held on Fridays, and deals with some of the more practical aspects of doing research. Topics include using library resources, designing and conducting an experiment, ethics in research, and most importantly, scientific writing. *Attendance is mandatory!* **Note: You may only attend the section for which you are registered.** The Recitation schedule may be found on pages 4-5.

**Grading Rubric (Note: numerical grades represent mean of 3 exams + recitation grade):**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 90-100 | 88-89 | 86-87 | 80-85 | 78-79 | 76-77 | 70-75 | 68-69 | 66-67 | 60-65 | 58-59 | <58 |

**Teaching Assistants**

11:00 am section: Mohammed Islam ([mislam19@fau.edu](mailto:mislam19@fau.edu)); BS 244

12:00 pm section: David Goldsztajn ([dgoldszt@fau.edu](mailto:dgoldszt@fau.edu)); BS 227

2:00 pm section: Nate Shanok ([nshanok@fau.edu](mailto:nshanok@fau.edu)); BS 120

3:00 pm section: Corinne Gilad ([cgilad@fau.edu](mailto:cgilad@fau.edu)); BS 244

**Credit Hour Definition**

This course involves 50 minutes of in class instruction for each credit hour per week, and a minimum of two hours of out of class assignments each week for 15 weeks.To master the material covered in this course it is expected that the student will spend a minimum of two hours per week per credit hour on the out of classroom assignments.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University regulation 4.001 at

[*http://www.fau.edu/regulations/chapter 4/4.000\_Honor\_Code.pdf*](http://www.fau.edu/regulations/chapter%204/4.000_Honor_Code.pdf)

**Disability policy statement**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)

**Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**Attendance Policy:** Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**Reasonable Accommodation Statement for Makeups**

Reasonable accommodation will be made for students participating in a religious observance or in University-approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities.

**Schedule of Lectures**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Read Ch. |
|  |  |  |
| Aug. 22 | Introduction |  |
| 24 | Scientific Explanations | Ch. 1; Ch. 2 (59-63) |
| 29 | Scientific Explanations (cont’d) | For Monty Python’s view, see  video on Canvas |
| 31 | Observation in Psychological Research | Ch. 6 |
| Sept. 5 | **Labor Day – no class** |  |
| 7 | Correlation | Ch. 5 (134-144) |
| 12 | Experimentation | Ch. 8 (230-239) |
| 14 | Experimentation (cont’d) |  |
| 19 | Use of Animals in Research | Ch. 3 |
| 21 | Use of Animals (cont’d) | Videos on Canvas |
| 26 | **Exam #1** |  |
| 28 | Validity & Reliability | Ch. 4 (123-129); Ch 10 (292-315) |
| Oct. 3 | Validity & Reliability (cont’d) |  |
| 5 | Measurement | Ch. 4 (119-123) |
| 10 | **Fall Break – no class** |  |
| 12 | Measurement (cont’d) |  |
| 17 | Measurement (cont’d) |  |
| 19 | Experimental Design | Ch. 8 (239-247) |
| 24 | Experimental Design (cont’d) |  |
| 26 | Experimental Design (cont’d) | Ch. 8 (247-258) |
| 28 | Multifactor Experiments | Ch. 9 |
| 31 | Multifactor Experiments (cont'd) |  |
| Nov. 2 | Multifactor Experiments (cont'd) |  |
| 7 | **Exam #2** |  |
| 9 | Small-N Experiments | Ch. 12, videos on Canvas |
| 14 | Small-N Experiments (cont’d) |  |
| 16 | Quasi-Experimental Research | Ch. 11 (326-343) |
| 21 | Quasi-Experimental Research (cont’d) |  |
| 23 | Quasi-Experimental Research (cont’d) |  |
| 28 | Interpreting Results | Ch. 10 (315-320) |
| 30 | Interpreting Results (cont'd) |  |
| Dec. 5 | Interpreting Results (cont'd) |  |
| 7 | **Reading Day** |  |
| 12 | **Exam #3 (1:15 pm)** |  |

**Recitation Schedule**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Read |
| Aug. 26 | Conduct an Experiment (**Bring a watch with a second hand!)** |  |
|  |  |  |
| Sept. 2 | Library Resources  Assignment for next week: Use  *PsychInfo* to find 2 research articles  investigating the Stroop effect and turn in  to T.A. next Friday | Ch. 2 (31-60) |
|  |  |  |
| 9 | Ethics: APA Guidelines  Hand in research articles | Ch. 3; Appendix B |
|  |  |  |
| 16 | Reading Journal Articles  Assignment for next week: Read &  answer questions on assigned article | Handout |
|  |  |  |
| 23 | Hand in answers to questions on articles  Review answers in class  APA Style: General Introduction | Appendix A; APA; SZU 1, 2 |
|  |  |  |
| 30 | The Introduction Section  Assignment for next week: Write a  sample introduction and title page | APA; SZU 3, 9 |
|  |  |  |
| Oct. 7 | The Method Section  Hand in sample introduction and title page  Assignment for next week: Write a  Sample method section | APA; SZU 4 |
|  |  |  |
| 14 | Hand in sample method section  Critique sample introductions  Review results of class experiment |  |
|  |  |  |
| 21 | The Results & Reference Sections  Critique sample methods section.  Assignment for next week: Write  sample results & references;  prepare figure caption and figure | APA; SZU 5 & 8 |
| 28 | The Discussion Section & Abstract  Hand in sample results, refs.,  figure caption & figure  Assignment for next week: Write  sample discussion & abstract | APA; SZU 6 & 7 |
|  |  |  |
| Nov. 4 | Critique sample results, refs.,  figure caption, figure  Hand in sample Discussion & Abstract |  |

**Recitation Schedule (cont’d)**

|  |  |  |
| --- | --- | --- |
| Date | Topic |  |

|  |  |  |
| --- | --- | --- |
| Nov. 11 | Veteran’s Day – no class |  |
|  |  |  |
| 18 | Critique sample discussion & abstract;  Final Assignment: Revise your manuscript |  |
|  |  |  |
| 25 | Thanksgiving – no class |  |
|  |  |  |

Dec. 2 Last Day to Hand in Manuscript

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**Helpful Hints for Recitation**

1. All assignments must be submitted in person. Please do not submit your assignments (including your final paper) by e-mail, as an attachment, or by fax. *Electronically submitted papers will not be accepted and you will receive a grade of zero for that assignment.*

2. Guidelines for submitting your paper:

Papers should be typed, using 12-point font, double spaced.

The length of the paper should be 10-12 pages.

There should be a minimum of 7-10 references.

References should be journal articles and most should be contemporary

(i.e., published within the past 10 years).

The figure should be neatly drawn in ink or generated by computer

(e.g., with MS EXCEL).

3. The following articles will be made available on Canvas and provide useful background for your paper:

Stroop, J. R. (1992). Studies of interference in serial verbal reactions. Journal of Experimental Psychology: General, 121, 15-23. (This is a reprint of the 1935 article.)

Windes, J. D. (1968). Reaction time for numerical coding and naming of numerals. Journal of Experimental Psychology, 78, 318-322.

MacLeod, C. M. (1991). Half a century of research on the Stroop effect: An integrative review. Psychological Bulletin, 109, 163-203.

Hintzman, D. L. et al. (1972) “Stroop” Effect: Input or output phenomenon? Journal of Experimental Psychology, 95, 458-459.