

Research Methods in Psychology - Psychology 310
Spring 2008
Tuesday/Thursday 9:30-10:45
Wescoe 3139

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Office hours: MW 11:00 – 12:00 TR 11:00-12 and by appointment

Text

Cozby, P. (2001). Methods in Behavioral Research (9th Ed.).

Overview

Psychology is the science of human behavior. As a science, we have a variety of methodological tools for measuring and quantifying human behavior and cognition. This course is designed to provide you with a working knowledge of those tools. Though a substantial portion of this course is designed to cover methodology in psychology, one of the main goals is to teach you to apply scientific thinking to the myriad bits of information you are exposed to every day. In addition to “scientific” claims made on the behalf of products in the popular media, you will undoubtedly be called upon to evaluate claims based upon true scientific experiments for choices regarding, for example, your own health and safety. Successful completion of this course will provide you with skills to evaluate scientific data and determine what is science and what is pseudoscience.

Disability policy

Any student in this course who has a disability that may prevent you from fully demonstrating your abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and to facilitate the educational opportunity.

Plagiarism and Cheating

Plagiarism will not be tolerated. Some projects will require collaboration but each student is required to submit their own work. A student suspected of cheating on an exam will lose all points for that exam.

Examples of plagiarism include:

- Copying material from a book, article, or website without proper citation
- Rephrasing material from a book, article, or website without proper citation
- Copying the work of another student with or without their knowledge
- Doing a “group” project and turning in the same or substantially similar work

Intellectual Property

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Course goals

Critical thinking goals include developing the ability to

- identify the basis for a claim of fact
- determine the validity of scientific and non-scientific claims and formulate additional explanations
- identify the limitations of science and other forms of inquiry
- clearly communicate to others the basis of claims of fact and the validity of claims of fact

Psychology related goals include

- enhancing professional development through discussion of careers, opportunities in the Department of Psychology for professional advancement, and steps for postgraduate academic progress
- developing an understanding that psychology is the application of the scientific method to issues of human behavior and cognition

plus developing the ability to

- identify problems with scientific studies
- properly formulate a question to which the scientific method can be applied
- design a scientific study to answer a properly formulated question
- interpret the results of a study to produce valid claims of fact

Grading

Mastery Points

Midterm examination	80 points
Final examination	160 points
Bb quizzes	60 points

Effort Points

Research reports (3)	50 points each
Class exercises (10)	20 points each

Grading criteria

A (excellent): Demonstrated effort (completing optional points) and concept mastery (exam performance).

‘A’ effort: All research reports, 8 class exercises

‘A’ mastery: 80% of exam points 90% of total points

B (good): Demonstrated a good level of effort and concept mastery.

‘B’ effort: 2 research reports, 7 class exercises

‘B’ mastery: 70% of exam points 80% of total points

C (average): Demonstrated little effort and average concept mastery.

‘C’ effort: 1 Research report, 5 class exercises

‘C’ mastery: 60% of exam points 65% of total points

D (poor): Demonstrated little or no effort and poor concept mastery.

‘D’ effort: None required

‘D’ mastery: 40% of exam points 50% of total points

F (fail): No effort and very poor or no concept mastery.

Below 50%

