

# Psychology 301 – Research Methods in Psychology Lab

Summer 2017

**Section:** 2C2

**Time:** Tuesday and Thursday, 1:00-3:50 PM

**Location:** Innovation 203

**Instructor:** Jenn Loya

**E-mail:** [jloya2@gmu.edu](mailto:jloya2@gmu.edu)

**Course Website:** <https://mymasonportal.gmu.edu/> (Blackboard)

**Office:** TBA

**Office Hours:** Wednesday, 11:30 AM-12:30 PM (Please be sure to email me ahead of time if you are planning to come to office hours)

## Texts

You will need to purchase the following texts. They are available in the bookstore, but you may also order them from online bookstores, like Amazon.

- Dunn, D. S. (2011). *A short guide to writing about psychology*. New York: Pearson Education
- Morling, B. (2012). *Research methods in psychology: Evaluating a world of information* (2<sup>nd</sup> ed.). New York, NY: Norton.
- Publication Manual for the American Psychological Association (6th edition).
  - This manual is **optional**. If you plan on pursuing a career in Psychology, or attending graduate school, this is a good book to purchase. Most of the information is available online if you don't want to buy the book.

## Course Goals

- To reinforce understanding of experimental design
- To learn scientific report writing in psychology using APA format
- To understand and apply statistical principles in research design (not calculation of statistics)
- To increase understanding of the role of experimentation in the psychological sciences

**This lab course fulfills the writing intensive requirement for the psychology major that is a university requirement.** It does so through:

1. A Method section and a Results section of an APA paper, and
2. A Research Proposal with a minimum of two draft revisions.

Each assignment is completed through a draft/feedback/revision process. The schedule of due dates is on the syllabus. **It is required that students complete the APA Method and Results paper and the Research Proposal assignments in order to meet the writing intensive requirement.** Please note that there are other assignments in the lab that will facilitate better training and grades, but these two listed papers are absolutely mandatory. **Students who fail to meet the writing intensive requirement will not receive a passing grade in Psychology 301.**

## Additional Information

### Academic Integrity and the Honor Code:

Written assignments are expected to be the student's own work. Students may use books, notes, and other sources in preparing lab reports. In fact, I encourage you to take advantage of a variety of resources. However, under **NO** circumstances are you to collectively write papers with another student or use the work of others without proper and accurate citations. This is considered to be plagiarism and plagiarism of any kind will not be tolerated. It is not permissible to cheat, plagiarize, steal or lie in matters relating to academic work. 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. It is the student's responsibility to understand what is meant by plagiarism and to seek guidance prior to turning assignments. Academic misconduct is taken seriously and may result in a failing grade on the assignment or in the course and will be reported to the GMU Honors Committee. The instructor for this course reserves the right to enter a failing grade for any student found guilty of honor code violation.

Disability Accommodations: If you are a student with a documented disability and require academic accommodation, please contact your instructor and contact the Office of Disability Services (ODS) at (703)993-2474. This office is located in SUBI, room 4205. All academic accommodations must be arranged through ODS office.

Official Communication via GMU Email: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, and notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason email account, and are required to activate that account and check it regularly.

Technology: Technological training will be gained in many ways by intensive literature searches using the online library and other online research sites, survey sites (e.g., Survey Monkey; Qualtrics), some data analysis using SPSS, some use of Zotero and PowerPoint for presentations.

Diversity: George Mason University promotes a living and learning environment that is based on diversity and inclusion throughout the campus community. Diversity is broadly defined to include characteristics such as, but not limited to, race, ethnicity, gender, religion, age, disability and sexual orientation. Diversity also entails different viewpoints, ideals and perspectives. Respect for these aspects of diversity will help promote a culture of inclusion and belonging in our university community.

## Resources for Students:

University Writing Center <http://masononline.gmu.edu/student-resources/writingcenter>  
Counseling & Psychological Services <http://caps.gmu.edu/>  
University Career Services <http://careers.gmu.edu/>  
Student Health Services <http://shs.gmu.edu/>

Drop/Add Class: Last day to add: June 28, 2017

Last day to drop: June 28, 2017 (without a tuition penalty);  
July 2, 2017 (with a 50% tuition penalty);

Selective withdrawal period: July 6 to July 10, 2017

Class Cancellation Policy: Class is unlikely to be cancelled unless the university is closed for weather related events or other situations such as power shortages. If class is cancelled (e.g., due to illness or family emergency), a substitute instructor will usually be provided. However, if this is not possible students will be notified as far ahead as possible and any adjustments to assignments will be clearly indicated by a revised syllabus, announced on Blackboard and e-mail notifications will be sent to students.

**Turning in Assignments:** Some assignments will be handed in as a hard paper copy (i.e., printed; highlighted in aqua in the “Overall Lab Points Breakdown” and “Course Schedule” sections of the syllabus) while other assignments will be submitted on BlackBoard (highlighted in green in the “Overall Lab Points Breakdown” and “Course Schedule” sections of the syllabus)—please adhere to these rules or you will risk that your assignment will not be considered for grading. Regardless, **all assignments must be turned in at the beginning of class the day they are due.** Remember to include your name on all assignments.

The **APA Method and Results paper** (written about the in-class Experimental Study) and the **Research Proposal paper** must be turned in as **both a hard paper copy AND an electronic copy (on Blackboard)** by the beginning of class (i.e., by 1 PM) on their **respective due dates.**

## **Grading Breakdown**

**This lab is 40% of your overall course grade for Psychology 301. The lecture portion of the course is 60%. Thus, the grade is weighted for each portion.** Points are earned from attendance/participation, in-class activities, quizzes, homework assignments and the major papers.

**Participation:** Participation consists of regularly attending class, as well active participation in any in-class activities. Throughout the semester, there will be several activities that will be done in class, such

as in-class writing, peer/group reviews and writing, participating in the in-class experiments, participation in class discussions, and experimental design critiques/discussions. You must be in class in order to receive credit for these activities. Participation points cannot be made up if you are absent from class. NO EXCEPTIONS! If you frequently miss class, do not expect to receive all participation points, and typically the grades for those who do not attend are lower.

**Quizzes:** The in-class quizzes are intended to be a reward to those who regularly attend class and have absorbed the material well. Quizzes will be based on material covered in class and cannot be made up.

**Homework:** Homework will be assigned in class and is expected to be turned in as a hard paper copy before class begins at the beginning of class as specified by the instructor. (See late work policy below). **In the event you cannot make it to class, please e-mail your instructor an explanation with the assignment attached 24 hours before our scheduled meeting time** (e.g., if the assignment is due at 1 PM on Thursday, you must email your instructor [[jloya2@gmu.edu](mailto:jloya2@gmu.edu)] by 1 PM on Wednesday) **if you would like for the assignment to be considered for credit. If assignments are sent late, they will not be considered for a grade but will be returned to you with feedback.**

**Papers:** There will be one major paper that we will be working on throughout the class. It will be a Research Proposal based on an **experimental study** that you will design. You will also present a brief summary of your proposal to the class. The itemized point breakdown for this proposal can be found at the end of the syllabus. There will also be a shorter Method and Results paper based on observation and surveys we will conduct as part of the class. Don't worry – we will discuss the details of these papers as the semester progresses.

**Late Work Policy:** Late work will not be accepted except in the case of a documented, personal emergency or excused absence. You will not be allowed to make up assignments unless you provide the documentation of an excused absence or emergency (e.g., a doctor's note for the day of the absence; a coach note for competition). Except in rare cases (e.g., an automobile accident on the way to class) you must notify your instructor about any planned or excused absences ahead of time (at least 24 hours before class begins; e.g., if you plan to miss a Thursday class, you must contact your instructor [[jloya2@gmu.edu](mailto:jloya2@gmu.edu)] by 1 PM on Wednesday at the latest), provide documentation and make arrangements for making up any missed assignments ahead of time. There will be a firm deadline for making up any missed work, usually within a week or less of the original deadline depending on the complexity of the assignment. **Technology failures, work-related absences, work in other classes, oversleeping or meeting with other instructors are not considered personal emergencies.**

Importantly, even if you have a documented, excused absence, there are some types of work in this class that might be impossible to make up, such as in-class activities, workshops, group work, and individual presentations. Additionally, the assignments in this class build upon the previous ones, so your grade is likely to suffer if you miss assignments. Missing multiple assignments will not be tolerated unless there is concrete evidence that the student could not be in class and complete these assignments. Generally, missing more than two classes will be highly detrimental to your grade and is typically grounds to recommend that the student withdraw from the class.

**Grade Disputes:** In this course, if you wish to challenge the merit of an individual grade that you have received on an assignment you must do that within one week of receiving the grade. Ask your instructor to go over the assignment with you and address your concerns. Any dispute regarding that grade must be addressed and resolved within a week of receiving the grade. Otherwise no further consideration for a change of grade on these assignments will be allowed. Under no circumstances will any grade dispute on individual assignments be considered once the semester has ended and grades have been posted.

**Extra Credit:** Extra credit will be minimal to nonexistent in this course, as students who are not performing well are generally not spending enough time on required assignments. No extra credit opportunity is provided for one student when not provided for all students. Absolutely no additional work can be completed after the end of the semester. Please meet with your instructor if you are having difficulty in this course.

## Overall Lab Points Breakdown

Class participation	9 weeks x 4 points
Class participation includes attendance, in-class writing, peer/group reviews and writing, participating in the in-class experiments, participation in class discussions, and experimental design critiques/discussions. No participation points may be made up if the student misses class.	
In-class exercise and discussion on plagiarism	10 points
Observation study research data collection**	10 points
** You must turn in <b><i>all data</i></b> (e.g., on collection forms) for this assignment	
Observational Study write-up: Method and Results sections	20 points
Correlational Study write-up: Method and Results sections	20 points
Two Quizzes*/Assignments (10 points each)	20 points
* No make-up for missed in-class quizzes	
<b>Experimental Study write-up: APA Method and Results sections</b>	50 points
Introduction Draft (Research Proposal)	25 points
Results and Discussion Draft (Research Proposal)	10 points
Abstract Draft (Research Proposal)	10 points
Full Proposal Research Draft	10 points
<b>Finalized Full Research Proposal</b>	100 points
Research Proposal Presentation	25 points
<b>Total</b>	<b>346 points</b>

## Course Schedule

→ *In-class activities for the week are italicized.*

→ **Bolded information is the homework assignment that is due for that class.**

Class	Date	Class Activity	Assignment (Due next class)
1	Tues., June 27	<ul style="list-style-type: none"> <li>- Go over syllabus, details of the lab</li> <li>- “Nuts and bolts” of research design</li> <li>- Description of library resources</li> <li>- Plagiarism discussion/exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Read syllabus and bring Qs</li> <li>- Read p. 46-50 in Dunn (2011) on plagiarism</li> <li>- Read bystander effect article, then summarize the article in 2-3 paragraphs (see p. 88 in Dunn, 2011)</li> </ul>
2	Thurs., June 29	<ul style="list-style-type: none"> <li>- <b>Discuss bystander effect article; remember to bring your summaries to class!</b></li> <li>- Measuring behavior through observational research                             <ul style="list-style-type: none"> <li>- Descriptive statistics and inter-rater reliability</li> </ul> </li> <li>- Writing Method and Results sections                             <ul style="list-style-type: none"> <li>- <i>Method and Results section workshop, including How to write in APA style</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Conduct and complete observational study before our next class</li> <li>- Bring in collected observational research data</li> <li>- Write Method and Results sections for Observational Study</li> </ul>
	Tues., July 4	NO CLASS due to the INDEPENDENCE DAY holiday! 😊	
3	Thurs., July 6	<ul style="list-style-type: none"> <li>- <b>Turn in your observational study research data</b></li> <li>- <b>Turn in Method and Results sections for Observational Study</b></li> <li>- Correlational and survey research                             <ul style="list-style-type: none"> <li>- <i>In-class survey example</i></li> <li>- Entering data</li> <li>- Discuss survey results</li> </ul> </li> <li>- <i>Method (Participants, Procedures, Measures/Materials, Data Analytic Plan) and Results section workshop</i></li> <li>- Beginning discussion of Research Proposal paper: Developing your own research ideas</li> <li>- <i>In-class experiment (time permitting)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Write Method and Results sections for Correlational Study (i.e., in-class survey example)</li> <li>- Read p. 93-99 in Dunn (2011; use as a resource)</li> <li>- Begin literature search; find FIVE sources for your proposal topic, and send the Abstracts of these articles to me (<a href="mailto:jloya2@gmu.edu">jloya2@gmu.edu</a>) by noon on Saturday, July 8**</li> <li>- Read p. 58-63 in Dunn (2011)</li> </ul>
4	Tues., July 11	<ul style="list-style-type: none"> <li>- <b>You should have emailed me (<a href="mailto:jloya2@gmu.edu">jloya2@gmu.edu</a>) your FIVE abstracts by noon on Saturday, July 8</b></li> <li>- <b>Turn in Method and Results sections for Correlational Study</b></li> <li>- How to review literature</li> <li>- Writing/outlining an Introduction section                             <ul style="list-style-type: none"> <li>- <i>Introduction section writing workshop (outline development)</i></li> </ul> </li> <li>- <i>In-class experiment (if did not get to in previous class)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Find TWO+ sources for your proposal topic, and bring the Abstracts of these articles to class</li> <li>- Write draft of your Introduction section for Research Proposal</li> <li>- Read p. 116-117 in Dunn (2011) on research proposal writing</li> </ul>

5	Thurs., July 13	<ul style="list-style-type: none"> <li>- Turn in draft of <b>Introduction for Research Proposal</b> (this must include you SEVEN+ sources)</li> <li>- Go over results from in-class experiment</li> <li>- Writing a Discussion section <ul style="list-style-type: none"> <li>- <i>Discussion section writing workshop</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Read p. 99-102 in Dunn (2011)</li> <li>- Write APA Method and Results paper for Experimental Study</li> <li>- Write draft of Results and Discussion sections for Research Proposal</li> </ul>
6	Tues., July 18	<ul style="list-style-type: none"> <li>- Turn in <b>APA Method and Results paper for Experimental Study</b></li> <li>- Have <b>one copy (or three copies) of draft of Results and Discussion for Research Proposal</b>—<i>Include a brief description of your experiment so that students reading your draft can get a gist of your study</i></li> <li>- Writing an Abstract</li> <li>- <i>In-class peer review “speed-date” writing workshop for proposals</i></li> </ul>	<ul style="list-style-type: none"> <li>- Email draft of abstract from in-class assignment</li> <li>- Write full draft of proposal (including full Method section) – be sure to incorporate all feedback!!</li> <li>- FINALIZED FULL RESEARCH PROPOSAL DUE IN ONE WEEK (Tuesday, July 25)!</li> </ul>
7	Thurs., July 20	<ul style="list-style-type: none"> <li>- Turn in draft of <b>Abstract for Research Proposal</b></li> <li>- Have <b>one copy (or three copies) of draft of full Research Proposal</b></li> <li>- Presentation guidelines/tips <ul style="list-style-type: none"> <li>- Figuring out order for Proposal Presentations</li> </ul> </li> <li>- <i>In-class peer review “speed-date” writing workshop for proposals</i></li> </ul>	<ul style="list-style-type: none"> <li>- FINALIZED FULL RESEARCH PROPOSAL DUE NEXT WEEK!</li> <li>- First set of Proposal Presentations on Tuesday, July 25</li> <li>- Second set of Proposal Presentations on Thursday, July 27</li> </ul>
8	Tues., July 25	<ul style="list-style-type: none"> <li>- Turn in full <b>Research Proposal paper</b></li> <li>- <b>First set of Research Proposal presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>- Second set of Proposal Presentations on Thursday, July 27</li> </ul>
9	Thurs., July 27	<ul style="list-style-type: none"> <li>- <b>Second set of Research Proposal presentations</b></li> </ul>	<p>Enjoy your summer! ☺</p>

## End Note

Please be aware that the topics and due dates listed above are tentative, therefore subject to change. Although I will send out e-mails highlighting changes to our schedule, coming to class is the only way to ensure that you stay current with all due dates and assignments. I send out an email as soon as I know that class is cancelled/any schedule changes. **Check e-mails and Blackboard for announcements about closures or class cancellations. Otherwise, come to class!**

## Point Guideline for Research Proposal Assignment

<b>Title page</b>	<b>2 points</b>
<b>Abstract</b>	<b>5 points</b>
<b>Introduction</b>	<b>35 points</b>
<b>Hypothesis</b>	<b>5 points</b>
<b>Method</b>	<b>26 points</b>
<b>Expected results/outcomes</b>	<b>5 points</b>
<b>Potential discussion/conclusions</b>	<b>5 points</b>
<b>References***</b>	<b>5 points</b>
<b>Appendix</b>	<b>2 points</b>

Your Research Proposal paper must have a minimum of SEVEN references. If the reference page does not include all correct sources cited in the paper, no credit is given for the reference page.

<b>Overall paper quality****</b> **** <i>Including APA format</i>	<b>10 points</b>
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(This evaluation by the instructor regards the overall quality which may include integration of theory and ideas, content, format, design of the study, organization, grammar and the general quality of the written paper.)