

PSYC 2030P – Introduction to Research Methods

Winter 2015 | Wednesdays 2:30p–5:30p | CLH-G

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| Text: | Goodwin, C. J. & Goodwin, K. A. <i>Research in Psychology: Methods and design.</i> (7 th ed.) |
| Moodle Website: | https://moodle.yorku.ca/ |
| Prerequisites: | AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C. Prerequisite or corequisite: One of AK/AS/HH/SC/PSYC 2020 6.00, AK/AS/HH/SC/PSYC 2021 3.00, AK/HH/PSYC 2510 3.00. |
| Credit Exclusions: | ES/ENVS 2010 6.00 (prior to Summer 2003), EN/ENVS 3009 3.00, AS/SC/KINE 2049 4.00, AK/PSYC 2530 3.00 (prior to Summer 2002), GL/PSYC 2520 3.00. |

Please read this syllabus closely, both the student and the instructor are expected to follow the policies described in this document.

Learning Objectives

This course will introduce students to the scientific method and various forms of research design, including case studies, correlational, and experimental approaches. The strengths and weaknesses of these different approaches to research will be discussed. At the end of this course, students should be able to locate empirical psychological research reports, comprehend them, and evaluate them critically. More specifically, students will be able to evaluate different forms of measurement, understand issues pertaining to sampling and sample size, be able to apply the concepts for basic statistical tests, and evaluate the ethical issues surrounding a research study.

Evaluation

| Assignment | % of Total |
|--|------------|
| <u>6 Weekly Assignments.</u> Assignments will be given at the end of the first 6 lectures, to be completed before the following lecture or whenever else noted. These assignments will include, but are not limited to, completion of online quizzes, small written assignments, and library searches. Altogether, these 6 assignments will be worth 20% of the total, but may differ in individual value. | 20% |
| <u>Term Test 1.</u> All term tests will be composed of multiple-choice and short-answer questions. The majority of the material will be noncumulative, but a small proportion of questions will integrate past material (~20% of the questions). You must bring your York University photo ID to all tests. | 25% |
| <u>Term Test 2.</u> | 35% |
| <u>Last Day to Drop without receiving a grade.</u> | Mar. 7 |
| <u>Term Test 3.</u> | 20% |

Policy Regarding Assignment and Tests

Late Assignments. Assignments received after the deadline will be given a grade of 0.

Missed Tests. Students who miss a test due to illness or severe distress must **e-mail the instructor and TA within 24 hours**, and follow the Faculty of Health guidelines for missed tests or examination. Exams missed on the ground of medical circumstances must be supported by an Attending Physician's Statement. Also acceptable is a statement by a psychologist or counselor. Students are not expected to disclose the nature of the illness, but the document must specify (1) the date of consultation, (2) contact information for the health provider, and (3) a statement that the student would not have been able to attend class (or write a test/exam) during the relevant period of time. For other types of emergencies, appropriate official documentation must also be provided (e.g., death certificate, obituary notice, automobile accident report; notes from parents and relatives will not be accepted). **The documentation must be dated on the same day of the exam/test or earlier, or it will not be accepted.** This documentation should be placed in the instructor's mailbox (main floor of BSB) and sent as a PDF/JPG via e-mail. **Failure to provide appropriate documentation for a missed test will result in a grade of 0.**

The Attending Physician's Statement can be found here:

<http://psyc.info.yorku.ca/files/2012/11/ps.pdf>

If this missed test is prior to the drop date, regardless of reason, the student has waived the right to have a specific percentage of graded feedback available to them prior to the drop date.

If appropriate documentation is provided, then the other tests may be re-weighted or the student may have to write a make-up test or complete a make-up assignment. Please note that the make-up test or assignment may not resemble the original test, but instead be a series of essay questions or a take-home essay assignment.

Policy Regarding Academic Honesty, Student Conduct, and Accommodations

Students are expected to familiarize themselves with the Senate Committee on Curriculum & Academic Standards web page: <http://www.yorku.ca/academicintegrity/students/index.htm>

Further information can be found here:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Information on plagiarism, cheating and other forms of academic dishonesty is provided in the Department of Psychology Supplemental Calendar and the York University Academic Integrity web site. See for example: <http://www.yorku.ca/academicintegrity/students/index.htm>

It is also useful to complete the tutorial on academic integrity:

http://www.yorku.ca/tutorial/academic_integrity/

Policy Regarding E-mail Etiquette

Formal norms exist for e-mail communication in a professional setting, such as at a University or in a workplace. Learning these norms is important because violating them will often result in creating a poor impression. Here are some tips for how to make a good impression when you e-mail a professor or TA:

- Before you write, read the syllabus carefully to make sure the information you need isn't there.
- Avoid informal language or slang.
- Be sure that your e-mail contains proper spelling, grammar, and punctuation.
- Take the time to think out your question before writing. Be clear and concise.
- Write your e-mail far in advance of when you need the answer (see below for details).

Here are some examples of good and bad e-mails, courtesy of Dr. Sasaki:

Good e-mail

Dr. Sasaki,

I hope all is well and that you are enjoying your weekend. I have been looking over my past assignments, and I was wondering if I could make an appointment to see you during office hours to discuss how I can improve for my presentation and final paper. Tuesdays and Wednesdays would be the best days for me. Looking forward to hearing from you.

- [Student's name, Student number]

Bad e-mail

hey prof, i was wondering if i could come and see you tmrw? i just started working on my presentation and ran into some problems and im kind of confused as to what i should do in regards to my topic.thx

SPECIFIC POLICIES

The course code (PSYC2030P) must appear in the subject-heading of all e-mails, to prevent messages from being discarded as spam. As well, all e-mails should begin with a salutation or address indicating to whom the message is directed (e.g., "Dr. Mar") and close with your full name and student number (e.g., "John Smith, 211995552"). Please format your e-mails properly, if you expect them to be answered. Students can expect a response to a legitimate inquiry within 48 hours, not including weekends. If you don't receive a reply in this time period, please re-send your message.

Please read the syllabus closely before asking a question via e-mail. Questions that are answered in the syllabus will be given low priority.

Policy regarding technology in the classroom

Students are forbidden from texting or using their cellphone during lectures. If you must use your phone during a lecture, please leave the classroom to do so.

Past research has shown that taking notes by hand results in better retention of material and better performance on tests and exams. Students are encouraged to avoid using laptops for note-taking. If laptops are employed, WiFi must be disabled and the laptop can only be used for note-taking purposes. Multi-tasking, such as checking Facebook and other sites, during class is prohibited. Past research has found that multi-tasking with a laptop results in poorer course grades, not just for the person doing the multi-tasking but for those sitting behind and within view of the screen. Be considerate to others and do not multi-task if you choose to use a laptop. Along similar lines, if someone's laptop-use is distracting you, feel free to ask him/her to stop. This behavior is not only prohibited, it is negatively impacting your ability to learn the material and do well in this course.

Resources

A number of important resources are available to students of the York University.

Most directly relevant to this course is the Writing Center. For details, please visit their website: <http://www.yorku.ca/laps/writ/centre/>

As well, the university offers both academic and crisis counseling services. For details, please visit the Counseling and Development Centre website: <http://www.yorku.ca/cds/>

Students who feel that there are extenuating circumstances that may interfere with the successful completion of any course requirements are encouraged to discuss the matter with the Course Director as soon as possible to make appropriate arrangements.

Students with physical, learning or psychiatric disabilities who require accommodation in teaching style or evaluation methods should discuss this with the Course Director early in the year so that appropriate arrangements can be made.

Course Schedule

| Date | Lecture/Reading | Assignment |
|--------------------|---|-----------------------|
| Jan. 7 Week 1 | 1: Course Introduction and Overview | |
| Jan. 14 Week 2 | 2: The Scientific Method (in Psychology) and Scientific Literature - Chapter 1, Chapter 3. | Weekly Assignment due |
| Jan. 21 Week 3 | 3: Sampling, Measurement, and Naturalistic Observation - Chapter 12 (pp. 415-21). - Chapter 4 (pp. 111-126). Chapter 12 (pp. 425-432). - Chapter 12 (pp. 403-415). | Weekly Assignment due |
| Jan. 28 Week 4 | Term Test 1 (25%) | Weekly Assignment due |
| Feb. 4 Week 5 | 4: Descriptive Statistics and Inferential Statistics - Chapter 4 (pp. 126-147). | |
| Feb. 11 Week 6 | 5: Small sample observations, large sample surveys, and Research Ethics - Chapter 11 (pp. 367-375; 393-401) - Chapter 12 (pp. 421-425; 432-439). - Chapter 2. | Weekly Assignment due |
| Feb. 18 Week 7 | * READING WEEK* | |
| Feb. 25 Week 8 | 6: Correlational Research - Chapter 9 | Weekly Assignment due |
| Mar. 4 Week 9 | Term Test 2 (35%) | Weekly Assignment due |
| Mar. 7 | Last date to withdraw without receiving a grade | |
| Mar. 11 Week 10 | 7: Introduction to Experimental Research - Chapter 5 | |
| Mar. 18 Week 11 | 8: Controls in experimental research - Chapter 6 | |
| Mar. 25 Week 12 | 9: Single-Factor and Factorial Experiments - Chapter 7, Chapter 8 | |
| Apr. 1 Week 13 | Term Test 3 (20%) | |

Grades

For information on grades and GPAs, please visit:
<http://www.yorku.ca/laps/students/gpa.html>

The following allows for conversion between letter-grades and percentages:

| <u>Percentage</u> | <u>Grade</u> | <u>Description</u> |
|-------------------|--------------|--------------------|
| 90 - 100 | A+ | Exceptional |
| 80 - 89 | A | Excellent |
| 75 - 79 | B+ | Very Good |
| 70 - 74 | B | Good |
| 65 - 69 | C+ | Competent |
| 60 - 64 | C | Fairly Competent |
| 55 - 59 | D+ | Passing |
| 50 - 54 | D | Marginally Passing |
| 40 - 49 | E | Marginally Failing |
| 0 - 39 | F | Failing |