

**PSYCHOLOGY 380W/L:
RESEARCH METHODS
FALL 2019
SYLLABUS**

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OR GO HERE: <https://swanpsych.com/contact-about-me/>

SCHEDULE A MEETING: <https://swanpsych.youcanbook.me/>

My Website: www.swanpsych.com

What you can call me: “Dr. Swan”, “Prof Swan”, “Swan”, “Doc”

Preferred Pronouns: He/Him/His

BASIC COURSE INFORMATION

MEETING:

Lecture

- When: Mondays, Wednesdays, & Fridays 10:00 – 10:50 AM
- Where: Burgess Hall 205

Lab

- When: Wednesdays 11:00 – 11:50 AM
- Where: Burgess Hall 204

REQUIRED TEXTBOOKS:

VandenBos, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.

RECOMMENDED READING:

Jhangiani, R., Chang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology* (4th ed.). Open Text Library. (RM)

This Research Methods textbook is free. It’s actually available as a full PDF to download on Brightspace right now. It is recommend reading (STRONGLY RECOMMENDED) and those suggestions for what we’re doing will appear on the course syllabus so you can follow along. I understand that recommended reading is an invitation to not read it. If this is your first Methods course, I strongly recommend it. I can’t say that enough. You will not be tested on concepts that appear in this text but not in lecture/lab.

RECOMMENDED COURSE DOWNLOAD/PROGRAM:

We will be using a free statistics program to perform our analyses in lab and on your projects. It is based on one of the leading, but expensive statistical software packages, SPSS. It is called JASP and in some ways, it will be better than SPSS for novices. I will go over the basics of the program at the beginning of the course. Since it is a free program, I HIGHLY RECOMMEND you downloading it to your personal computer. It is available for both Mac and Windows. This is the link: <https://jasp-stats.org/>. I also have compiled a playlist of JASP tutorials that

I've created with the current version (as of the writing, version 0.10). The link to the playlist can be found here: <https://www.youtube.com/playlist?list=PLvYqRUmlLZUPINGigOjYZx0CAEs1PM67Y>. (This link is also available on Brightspace.) These videos use different data sets from your lab assignments, so DO NOT COPY any results seen in the video on your lab assignments.

COURSE WEBSITE:

All the course announcements, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life will happen and they might not make it until afterward.

COURSE DESCRIPTION:

College catalog description: Investigation of the fundamentals of research in psychology and the behavioral sciences. Included are the study of philosophy of science as applied to the behavioral sciences, descriptive research techniques, experimental designs, laboratory activity and experiments.

Here's my take:

This is both a lecture and a learn-by-doing course. There will be lecture three times a week that reviews the basics of research methods and introduces advanced concepts. In addition, there is a weekly lab during which you will be able to apply what you have learned over the course of your psychology major. Your grade will be based on several requirements, detailed below.

By the end of this course, you will have a better understanding of the process of psychology as a science, from developing your own research questions and identifying the best methods to test them, through the communication of results. During this course you will gain insight into the scientific process as a whole – its advantages, difficulties, and limitations. As such, you will be able to better evaluate the knowledge science can provide, and integrate that knowledge into a broader worldview.

You will learn primarily about the experimental method and how psychologists use this to answer questions about causes of human behavior. You will also encounter the statistical procedures used to measure properties of these behaviors. However, more importantly, you will develop an understanding of the theoretical motivation behind these procedures. By the conclusion of this course, in conjunction with your previous training in the prerequisite courses, you should have a sufficient grasp of several fundamental design and analysis procedures, including when and why they are used.

CLASS FORMAT:

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed BEFORE the chapter is discussed in class.

INTENDED LEARNING OBJECTIVES:

By the end of the course, you should be able to:

- understand the principles, terms, and concepts in statistics and research methodology
- conduct psychological studies.
- select the best methods and statistics to test your research questions.
- communicate the results of your study.
- discuss the advantages, difficulties, and limitations of research methodology in psychological science.
- better evaluate the knowledge science can provide and integrate that knowledge into a broader worldview.

COURSE REQUIREMENTS AND GRADING

Unit Quizzes (3)	10% each (30%)	Various Dates
Research Project Paper	45%	Various Deadlines
Research Project Presentation	10%	MWF, December 2-6, 2019
Lab Assignments	10%	Various Dates
Participation	5%	Various Dates

GRADING SCALE:

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

NOTE: Grades will not be changed for any reason, except for clerical errors!

A. UNIT QUIZZES:

- The in-class Quizzes (3 “Units”) consist of short-answer questions and are based on the lectures and lab assignments. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures or labs may appear on the Quiz.
- Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up by taking an essay exam. A doctor’s note or some other formal verification of absence is required to make up a Quiz. This is the **ONLY** condition under which I will give a make-up. All make-up Quizzes must be taken during a make-up period agreed upon by you and me.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else’s Quiz.

B. TERM RESEARCH PROJECT:

- The capstone experience in this course is the creation, execution, and dissemination of a research project. You will design your own study individually or in a pair, request and receive permission to complete the project, collect your data, analyze that data, and communicate your findings through an APA-style research paper and short-form in-class presentation. There will be a number of small assignment due on Brightspace along the way, including drafts that are graded for completion rather than content (in order to give you feedback). These due dates are available on the course calendar below. More information on the presentations will come later in the semester when it is appropriate to begin to prepare for that. These are the assignments you will work on throughout the semester:
 - a. *Research Question*
 - b. *Annotated Bibliography*
 - c. *Research & IRB Proposal:*
 - i. Your first step will be to develop a research proposal, outlining the study that you intend to conduct. Before any data can be collected, proposals must be approved by the IRB (including me and potentially one or more of the Board) for ethical and methodological issues.
 - ii. The proposal will consist of the following:
 1. a literature review of the relevant work done on your topic of focus (minimum

- 5 primary sources...meaning empirical research articles),
 - 2. specific hypotheses that you will test,
 - 3. a thorough description of your planned methodology, including any measures or scales you wish to utilize,
 - 4. specific variable or group comparisons you will make in your analyses
 - 5. brief discussion concerning the relevance of your study, including any possible limitations
- d. *Results/Discussion Draft*
- e. *Final Paper*
- i. This paper will be the finalized version of your proposal. At this point, you will conduct the study you initially proposed. Therefore, this paper will consist of the following:
 - 1. the final draft of the literature review,
 - 2. the hypotheses you tested,
 - 3. a complete description of your methodology,
 - 4. the results you obtained from your analyses of your data, and
 - 5. a thorough discussion of the meaning of your results, their implications, any problems with the study, and future directions for research on your topic.
- NOTE: Both the Proposal and Final Paper will include proper page numbering, a title page, an abstract, and references, according to APA guidelines.
 - Individual vs. Pair Option:
 - a. You have the option to conduct your study alone or with another person. Should you decide to work in a group, you will design and implement your study together. This means you will turn in one research proposal as a pair; the pair will also give the final presentation. For the final paper, you will turn in a **common** literature review and methods section. However, each member will turn in individual results and discussion sections. Therefore, you will be graded as a pair on some aspects of the project, and as an individual on others. Once you have selected your partner, you CANNOT change the membership. In most workplaces today, group projects are common. You will need to learn to deal with possible interpersonal conflicts and be sure that each of you is carrying your own weight in the project.

C. **TERM RESEARCH PRESENTATION:**

- In addition to the APA paper you will write for the course, you will also present your research to the class, much like a short-form conference presentation. These presentations will be 15 minutes each, where 12 minutes is set aside for your talk and there are three additional minutes for questions. If you are familiar with the ILLOWA psychology conference, this is exactly how it is done. You will be graded independently from your paper for this presentation, as the main assessment here is communication, presentation style, and science literacy (essentially, do you know what you're talking about with your research and results, and can you clearly communicate that to a naïve/novice audience in a short period of time?). The rubric and samples will be available on Brightspace later in the semester.

D. **LAB ASSIGNMENTS:**

- Throughout the semester, we will work on statistical methods and analysis in lab. These methods will reflect the kinds of research questions and methodology we are discussing in lecture. Data will be provided for use in JASP, the statistical software. Lab assignments will come with detailed instructions for performing various functions and operations in JASP. These assignments are important for understanding the statistical software and having practice performing various analysis types to prepare you for your own analyses.

E. PARTICIPATION GRADE:

- Small assignments will be given during class on random days throughout the semester. Points will be given out for completing the assignments that will count toward your participation grade. It is highly recommended that you arrive to class/lab on time in order to complete these assignments.
- ***Built-in Extra Credit (Optional): You can receive up to a full percentage point (1%) of your total grade by participating in a pilot program of my own offering. At three points during the semester, I will be conducting a remote review session for the upcoming Quiz. I will be doing this over a stream, available, for free, on Twitch.tv. My direct link is <https://www.twitch.tv/cogpsychprof>. I will run streams with my webcam and will have access to all slides and my notes. To receive credit, you must create a Twitch account so you can participate in Twitch chat, and ask at least one question. *More details before the first stream.* For those who cannot make the later-evening streams, I will post the full streams on my personal Youtube channel (no chat, however), or you can find the full stream for up to 14 days (after the stream aired live) on Twitch, which includes the chat.***

COURSE POLICIES

1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:
Subject Line: "PSY 380: (insert your topic here)"
From: your full address

Dear (insert name of person you are contacting here),

Hello, my name is (your full name here) and I am a student taking PSY 380/Research Methods. I have a question regarding (insert your question here).

*(Considerate closing of your choosing),
Your full name*

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I have an open-door policy: stop by whenever within the time frames and I will be happy to chat. Additionally, if my door is open during the day and it's not one of the above time frames, I am available. If my door is closed, but you know I'm here, then you should come back. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.
 - **AN IMPORTANT NOTE ON OFFICE HOURS:** In case you're not aware, office hours are a chance for you to get help on assignment, go over material covered in class, talk about some connections between class material and your other academic or

extracurricular work, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I STRONGLY ENCOURAGE you to take advantage of this time!

2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis. **You will be allowed to hand in ONE assignment late without penalty. However, the assignment is to be no later than THREE days, and I must be notified of this by the time the assignment is due.**
- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
 - First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out). However, this only applies once—missing another quiz results in a zero.
 - In addition, your lowest Participation AND Lab assignment will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

3. GRADE DISPUTE POLICY:

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to me at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, I will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

4. CLASS ETIQUETTE:

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off and away in your bag/pocket. If your cell phone goes off during class or quiz, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit near a door or at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet/social media, or

doing homework for other classes.

- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 12:00 PM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late. I realize this is lunch time—I do not care if you eat in class, so if you need to do so to make sure you're in class and not late, go for it!

5. **LAPTOP & TABLET POLICY:**

- Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

6. **ATTENDANCE:**

- **Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.**
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class. However, I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that's OK, but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please send me an email to let me know.

7. **ADVICE FOR COURSE SUCCESS:**

- It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Complete mastery of all concepts will earn an "A," good but imperfect knowledge earns a "B," average or adequate knowledge will earn a "C," and poorer knowledge will receive grades of "D" or "F." By these criteria, the majority of grades should (and likely will) be "B/C" grades. Remember that your grade in this course is not a reflection of your general ability or your character.
- **This is a difficult, but not impossible course;** it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:
 - Attend every lecture, and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to attendance.
 - Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next lecture, lab, or office hours. Don't wait until right before the exams!
 - Manage your time wisely. This is an intense course with many moving pieces. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute
 - Use the resources available to you – that includes your course materials (especially this syllabus), me, and the many amazing services offered on campus.
 - Discuss the material with another student. Form a study group. Go to office hours. Ask me questions. **ASK QUESTIONS. ASK ALL THE QUESTIONS—DO NOT WALLOW IN YOUR OWN CONFUSION.**

8. FINAL POINT: I CARE ABOUT YOU

- Eureka College is an institution committed to helping everybody associated with it—students, teachers, administrators, grounds staff, custodians—become their best selves. As a teacher, I become my best self my helping you become *your* best self. That means:
 - Everything I ask you to do (even stuff you don't like) is intended to help you learn and grow. You can trust me to have your best interests at heart.
 - My office is always a safe space for you. So is our classroom. If you ever feel that isn't true, *talk to me.*
 - If you need any accommodation--- for disability, mental health, or just having a rough week, *talk to me.*
 - If anything in you like is keeping you from doing your best work in our class, talk to me. It can be illness (physical, mental). It can be loneliness and homesickness. It can be trouble at home, trouble with family, trouble with relationships. It can be fear for personal safety, food insecurity, homelessness, job loss. Whatever it is, I can't promise a solution, but I can promise to do whatever I can to help you find the resources you need. *Talk to me.*
 - I want our class to be a safe space. To me this means a place where you feel safe expressing your thoughts, working through things. But it also means a space where you are safe from abuse, negativity, bigotry. Some of the topics we deal with may be difficult. We may struggle. We may need to take breaks, come back to things. This is all part of thinking through big ideas. Because these things don't happen right away, but occur over time, brief snapshots of our class are not representative of who we are and what we do. To ensure our class remains a safe space, come tell me as soon as possible so I can rectify the situation.

ADDITIONAL COURSE AND COLLEGE INFORMATION

ACCESSIBILITY (ADA) STATEMENT:

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or jjzimmerman@eureka.edu.

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself/themself to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

ACADEMIC HONESTY AND INTEGRITY STATEMENT:

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own (plagiarism), any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. **Cheating or plagiarizing on a test, exam, quiz, paper, or other assignment will result in a failing grade (zero) for the assignment. Further dishonesty will**

result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course.

A specific note on plagiarism: Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class can be completed in pairs, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see me – do not risk your grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

TITLE IX POLICY:

Title IX of the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Eureka College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual’s fundamental rights and personal dignity. Eureka College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties (Title 20 U.S.C. Sections 1681-1688).

Persons who wish to report any form of sex discrimination may contact the College’s Title IX Coordinator. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. Employees of the College can also make an initial report to their immediate supervisor who must report it to the Title IX Coordinator.

IMPORTANT NOTE: I am a mandatory reporter, compelled by both federal/state law and College policy. If you disclose a report of sex discrimination, I must report it to the Title IX Coordinator within 24 hours.

Resources for victims of sexual misconduct:

- The Title IX Coordinator can assist with finding on and off campus resources.
- Tazwood Center for Wellness: (309) 347-5522
- National Sexual Assault Hotline www.rainn.org
- Woodford County Center for Prevention of Abuse: 800-559-7233
- Reassignments – When the survivor and the accused student participate in the same class(es) and/or reside in the same college residence or in proximity to one another, survivors may request that a fair and immediate way to reassign and/or move one of the persons be decided upon by College Administration.

INCLUSIVITY

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

COUNSELING SERVICES:

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness
3248 Vandever Ave. Pekin, IL 61554
309-437-5522 (Phone)
309-347-1148 (Emergency Response Services)

CHANGES TO SYLLABUS:

I reserve the right to make policy/course changes to the syllabus at any time with advance notice to students.

TENTATIVE COURSE SCHEDULE

Note: The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture/ Lab	Topic	Recommended Reading	Assignment Due
1	M	8/19	----	NO CLASS – OPENING WEEK		
	W	8/21	1	Course Introduction and Requirements		
	W	8/21	L1	JASP & Excel Introduction		
	F	8/23	2	Research Methods Basics I	RM: Ch. 1 & 2	
2	M	8/26	3	Research Methods Basics II		
	W	8/28	4	Ethical Guidelines	RM: Ch. 3	
	W	8/28	L2	IRB Quiz & Searching for Lit Lab		
	F	8/30	5	Starting your Research I		
3	M	9/2	----	NO CLASS – LABOR DAY		
	W	9/4	6	Starting your Research II		
	W	9/4	L3	RQ Formulation Lab		
	F	9/6	7	Measurement I	RM: Ch. 4	
4	M	9/9	8	Measurement II		Research Question Due
	W	9/11	9	Sampling & Power Analysis		
	W	9/11	L4	Measurement & PA Lab		
	F	9/13	10	Writing: Basic Elements of Good Scientific Writing	RM: Ch. 11	
5	M	9/16	11	Writing: Results & Discussion		
	W	9/18	12	Research Designs: Surveys	RM: Ch. 7	
	W	9/18	L5	JASP Descriptive Stats Lab	RM: Ch. 12	
	F	9/20	----	QUIZ 1		Annotated Bibliography Due
6	M	9/23	13	Research Designs: Correlational Designs I	RM: Ch. 6	
	W	9/25	14	Research Designs: Correlational Designs II		
	W	9/25	L6	JASP Correlational Stats Lab	RM: Ch. 13	
	F	9/27	15	Research Designs: Correlational Designs III		
7	M	9/30	16	Research Designs: Experiments I	RM: Ch. 5	
	W	10/2	17	Research Designs: Experiments II		
	W	10/2	L7	JASP Simple Experiments Stats Lab (t-tests)		
	F	10/4	18	Research Designs: Experiments III		
8	M	10/7	19	Research Designs: Experiments IV	RM: Ch. 9	Research/IRB Proposal Due
	W	10/9	20	Research Designs: Experiments V		
	W	10/9	L8	JASP Complex Experiments Stats Lab (ANOVA)		
	F	10/11	21	Research Designs: Experiments VI		
9	M	10/14	22	Research Designs: Other Experimental Designs	RM: Ch. 8	
	W	10/16	23	Threats to Internal Validity I	RM: Ch. 8	
	W	10/16	L9	JASP Open NHST Lab		
	F	10/18	----	NO CLASS – HOMECOMING		
10	M	10/21	24	Threats to Internal Validity II		

	W	10/23	25	Threats to Internal Validity III		
	W	10/23	L10	JASP Open NHST Lab Cont'd		
	F	10/25	----	QUIZ 2		Optional: 2nd Proposal Draft
11	M	10/28	----	NO CLASS – FALL BREAK		
	W	10/30	26	Research Designs: Observational & Archival	RM: Ch. 6	
	W	10/30	L11	Open Lab		
	F	11/1	27	Research Designs: Over Time		
12	M	11/4	28	Analyzing & Interpreting Data/Output I	RM: Return to Ch. 12 & 13	
	W	11/6	29	Analyzing & Interpreting Data/Output II		
	W	11/6	L12	Open Lab		
	F	11/8	30	Analyzing & Interpreting Data/Output III		
13	M	11/11	31	Analyzing & Interpreting Data/Output IV		
	W	11/13	32	Communicating Research I		
	W	11/13	L13	Open Lab		
	F	11/15	33	Communicating Research II		Results/Discussion Draft Due
14	M	11/18	34	Designing APA Graphs in Excel		
	W	11/20	35	Designing APA Graphs in Excel		
	W	11/20	L14	Open Lab		
	F	11/22	36	Preregistration & Open Science	RM: Ch. 13	
15	M	11/25	----	NO CLASS – THANKSGIVING		
	W	11/27	----	NO CLASS – THANKSGIVING		
	W	11/27	----	NO CLASS – THANKSGIVING		
	F	11/29	----	NO CLASS – THANKSGIVING		
16	M	12/2	----	Research Presentations		
	W	12/4	----	Research Presentations		
	R	12/4	----	Research Presentations		
	F	12/6	----	Research Presentations		
F	T	12/10	----	QUIZ 3 (10:30 AM – 12:30 PM)		Final Research Papers Due