

Research Design in Psychology

PSYC 3980 | CRN 26753

Tu/Th 3:55 PM – 5:10 PM | Psychology Building, Room 120

INSTRUCTOR INFORMATION

Course Instructor: Christina Leckfor, M.S.

Email: cmleckfor@uga.edu

Office: Psychology Building, Room 436

Office Hours: By appointment (office or Zoom)

Teaching Assistant: Hope Dodd

Email: hope.dodd@uga.edu

Office Hours: By appointment

For all course-related emails, please include “PSYC 3980” in the subject line and send to Christina *and* Hope

COURSE DESCRIPTION

Design of research in psychology. Experimental and quasi-experimental design, as well as the general principles of the scientific method. Direct experience with the formulation of hypotheses, collection of data, and description of research findings is required.

Required Prerequisite Courses: PSYC 1101 or PSYC 1101E and [(BIOL 1103 or BIOL 1103E) and BIOL 1103L) or (BIOL 1104 and BIOL 1104L) or (BIOL 1107 or BIOL 1107E and BIOL 1107L) or (BIOL 1108 and BIOL 1108L)] and (STAT 2000 or MATH 2200 or MATH 2250 or MATH 2250E or BIOS 2010-2010L)

LEARNING OBJECTIVES

The goal of this course is to introduce you to a scientific way of thinking, and to enhance your understanding of the scientific method.

By the end of this course, students should be able to:

1. Think like a psychological researcher
2. Critically evaluate research
3. Translate a research question into a study that minimizes confounding variables
4. Communicate research ideas and findings through an APA style report

COURSE MATERIALS

Required Text:

Morling, B. (2021). *Research methods in psychology: Evaluating a world of information* (4th ed.). W. W. Norton & Company, Inc.

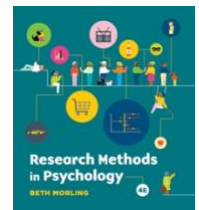
- Available at the UGA bookstore, from the [publisher](#), and on Amazon (rent or buy).

Suggested Text:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

- Available from the [publisher](#) and on Amazon.

Last updated: January 6th, 2022



COURSE POLICIES AND STUDENT CONDUCT

READ THE SYLLABUS:

My first expectation is that you read this syllabus in its entirety. This expectation is necessary because I want to make sure that you understand what is expected of all students who take this course. If you have any questions or concerns, either as you read the syllabus or throughout the semester, it is your responsibility to bring those to my attention as soon as possible. **There will be an extra credit “Syllabus Quiz” on eLC that will close before we begin the third class meeting.**

COMMUNICATION

All class-wide announcements will be posted on eLC. For direct correspondence, I will use your official UGA email address. The best way to contact the instructor is through email. You may refer to us as Christina and Hope. Neither of us are doctors nor professors. Please allow 24 hours response time during the week and 48 hours during the weekend. Please send emails to both Christina and Hope with “PSYC 3980” included in the subject line. For all email correspondence, I will use your official UGA email address. Please check eLC and your official UGA email frequently (i.e., a few times per week) for any class-related announcements. All emails to the TA or myself are expected to be polite and professional. All course-related material can be accessed on the eLC website. The materials provided on eLC are not intended to replace class lecture.

RESPECT AND CIVILITY

Students are always expected to communicate in a civil manner during academic interactions, both in and out of the classroom. This means that interactions are to be carried out in a courteous, and dignified manner that are respectful and understanding toward peers, instructors, and staff. Failure to behave in a civil manner may result in disciplinary actions as described by the Student Conduct Code.

ACADEMIC HONESTY

As a University of Georgia student, you have agreed to abide by UGA’s Academic Honesty Policy and Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty—the University's policy and procedures for handling cases of suspected dishonesty—can be found [here](#).

ATTENDANCE

Attendance is not mandatory for this course, but lack of attendance will often result in missed opportunities. Moreover, you are responsible for all information communicated in class. In some classes, I will specify important information concerning the requirements of the research proposal or going over material in a way that is not presented in the textbook. If you miss a class, you must get this information from one of your classmates. Do not e-mail me or come to my office and ask what you missed. More information about UGA’s attendance policy can be found [here](#).

MANDATORY REPORTING

As with any other employee of the University of Georgia, we are mandatory reporters. That means that if you disclose any information about discrimination or harassment, we must report it to the appropriate office. We take student privacy very seriously, but we also know that reporting these incidents is important for the safety of all members of the university.

STUDENT RESOURCES

COURSE CONTENT

Lecture slides will be posted on eLC before class. It is recommended that students download the slides and take notes during class. Other class activities and information about assignments, including the APA style paper, can be found on eLC.

DISABILITY RESOURCE CENTER

Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible. If you plan to request accommodations for a disability, please register with the Disability Resource Center (DRC). The DRC can be reached by visiting Clark Howell Hall, by calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <https://drc.uga.edu>

PEER TUTORING

The Division of Academic Enhancement (DAE) offers free peer tutoring in over 200 of UGA's most rigorous courses including writing tutoring. To engage with a Peer Tutor, download the Penji app, available on iOS and Android, and sign in through SSO using your MyID. Need help? Visit [this website](#) for more information on how to engage with a Peer Tutor or email us at tutor@uga.edu. In addition to peer tutoring, the DAE also provides Academic Coaching, Student Success Workshops and more. The DAE is committed to the success of all students at the University of Georgia. For more on these and other resources, please visit <https://dae.uga.edu>

MENTAL HEALTH AND WELLNESS RESOURCES

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

ONLINE RESOURCES

- eLearning Commons (eLC): <https://uga.view.usg.edu/d2l/login>
- APA style guidelines: <https://apastyle.apa.org/style-grammar-guidelines>
- Purdue Online Writing Lab (OWL) APA resources: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- APA style tutorial: <https://apastyle.apa.org/instructional-aids/tutorials-webinars>
- PsycINFO (search for this database from this webpage): <https://guides.libs.uga.edu/>
- Google Scholar: <https://scholar.google.com/>

COURSE REQUIREMENTS

PARTICIPATION

As mentioned above, attendance is *not* mandatory for this course. However, there may be in-class activities throughout the semester that are worth extra credit points. You must be in attendance to participate in these in-class activities, and there will be no makeup opportunities for these activities.

CITI TRAINING

Part of the departmental expectations for students in PSYC 3980 is that they complete the Collaborative Institutional Training Initiative (CITI) program. Instructions for completing this training are posted on eLC. **For each 24-hour period that this work is late, 10% will be deducted from the grade of the assignment.**

READING QUIZZES

Reading quizzes will be given on eLC before class. Reading quizzes are meant to help prepare students for lectures and exams. **You must complete the quiz before class begins to earn points for the quiz.** There will be one quiz per chapter and the due dates are listed on the schedule at the end of this syllabus. If you miss a quiz it counts as a zero and there will be **no makeups**. However, I will drop your lowest 3 quizzes at the end of the semester.

EXAMS

Throughout the semester, there will be 3 exams that will test your knowledge of class lectures and material in the textbook. There will also be a cumulative final exam. **Only three exams will count toward your final grade, and your lowest exam grade will be dropped.** Exams may be comprised of multiple-choice, short answer, matching, and essay questions. I recommend that you read the textbook chapters prior to class so you can ask questions about material you don't understand, or we don't have time to cover. Please plan all travel according to the course schedule. No exceptions will be made without a university-approved excuse.

Make-up Exam Policy:

Only extreme scenarios will be accepted as an excuse for missing the exam. If you know that you are going to miss an exam or a paper due date, please contact me ASAP so that we can find a time to reschedule. If you do not contact me prior to an exam (or within 48 hours following the exam), you will receive a 0. It is your responsibility to contact me if you miss an exam. You will **ONLY** be able to make-up exams missed exams for a university-excused absence.

RESEARCH PAPER

The most significant assignment of this class is the research paper. You are required to develop an idea for a research study (correlational or experimental design) and write a proposal of this study in APA format. Your study cannot be an exact replication of a previously published study, but you will be drawing from the research literature as you prepare your paper and provide background information about the work done on the topic to date. This proposal will be written progressively throughout the semester and reviewed periodically by the course instructors who will give commentary and feedback.

There are 5 phases to the research paper: 1) research idea, 2) introduction, 3) method, 4) results and discussion, and 5) final paper. Due dates for each phase are on the course schedule (see below). A grading rubric for each phase is posted to eLC for you to refer to when considering the quality/completeness of your own work. For phases 2-5, there will be in-person paper workdays. You are meant to have started working on the paper section *before* these workdays so that you any questions or issues can be addressed during this time. Attending these workdays will help increase the quality of your final submissions, and thus improve your grades!

All portions of the research paper assignments must be turned in by the beginning of class through eLC for credit. For each 24-hour period that work is late, 10% will be deducted from the grade of the assignment.

To be clear: you will not actually be collecting any data for this project, nor will you be running any analyses for your paper. However, you will be required to report on fictional data and write accordingly

1. **Research Idea:** This phase of the paper will be split up into three separate assignments: 1) a paper topic proposal, 2) a summary of research articles related to your topic, and 3) a proposed outline of your introduction with hypotheses. Details for each assignment will be provided in-class and on eLC.
2. **Introduction:** The introduction section of your paper needs to do four things: 1) introduce your topic to the reader, 2) give an overview of what we know about this topic so far, 3) tell us why your study fills an important gap in our knowledge about this topic, and 4) present a testable hypothesis. This section should describe previous studies and reasoning that led to the formulation of your theoretical basis for the study. From this theoretical background, you must generate a hypothesized outcome that will be tested by the study you are proposing. **The introduction should be approximately 2-3 pages. You should include, at a minimum, 6 references in APA format with a reference list.**
3. **Method:** The method section tells the reader exactly how you are going to conduct your study. Specifically, your method section should include information about four things: 1) the participants you are going to use for your study (i.e., How many participants? From what population?), 2) the materials you are going to use (i.e., What questionnaires are you using? What are your variables of interest? How are you operationalizing your variables?), 3) the procedures involved with your study (i.e., What does your study involve? From a participant's perspective, what does the study look like? Are you using manipulation, and if so, what are you manipulating?), and finally, 4) an analytic plan (i.e., How are you going to analyze your data?). **The method section should be approximately 1.5-2 pages.**

A useful heuristic for writing a method section: provide enough detailed information that another researcher could precisely replicate your study based on your thorough description.

4. **Results and Discussion:** The results and discussion section describe the outcomes of your study. Since you are not actually collecting and analyzing data, you will instead write about a hypothetical scenario in which your hypothesis is supported. You will need to include explicit information about the pattern of results you would expect to see if your hypothesis is true. Then, you will need to connect the results that you found back to the literature you reviewed in the introduction. **The results/discussion sections should be between 1.5-2 pages total.**

Please note: The Results and Discussion sections are due on the same day, but these are two different parts of a scholarly article, and you should write them differently. You can think about the differences like this:

- **Results:** Based on my analytic plan, what can I conclude about the relations between my variables of interest?
- **Discussion:** What do these relations tell us about the world, and how do they connect back to what we already know? Also, what are the questions we still need to test? How might we test those ideas?

5. **Final Paper:** The final paper will be made up of portions of papers that you will have received feedback on throughout the semester. Additionally, you will include a references page, an abstract between 150-250 words long that summarizes key aspects of your paper, and an APA title page.

Please Note: The BODY of the paper is required to be at least 5 pages double-spaced, and you need to cite a minimum of 6 APA journal articles. The paper must also include a TITLE PAGE, an ABSTRACT PAGE, and a REFERENCES PAGE. These 3 pages DO NOT count towards the 5-page requirement. Your paper will be at least 5 pages PLUS these 3 supporting pages.

COURSE GRADING

Your cumulative grade will be calculated using the following point distributions:

Item	Percent	Points
CITI Training	2.4%	8
Reading Quizzes (11 items)	6.7%	22 (2 points each)
Paper Topic	1.5%	5
Article Summaries	4.5%	15
Introduction Outline & Hypotheses	3%	10
Introduction & References	9.1%	30
Method	9.1%	30
Results/Discussion	9.1%	30
Final Paper	9.1%	30
Exams (3 items)	45.5%	150 (50 points each)
Total	100%	330 + extra credit

Your final letter grade will be calculated using the following scale:

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

* All grades will be rounded to the nearest tenths decimal. Grades are non-negotiable

* Extra credit points will be added to your cumulative grade *before* calculating your final letter grade

GIVING GRADES OF "INCOMPLETE"

A grade of incomplete is only assigned in extremely unusual circumstances. Such situations require extensive documentation and approval of faculty supervisors. It is only an option if a student is passing the class and is typically only awarded when a student has completed the majority of the classwork and is only missing one or two exams or assignments. If a grade of incomplete is approved, a written plan for completion of the coursework must be developed by the instructor and student and approved by the faculty supervisor.

COURSE SCHEDULE

Week	Date	Topics	Ch. #	Items Due
1	January 11	Syllabus/Course Review		
	January 13	Empiricism and the Scientific Method	1	Chapter 1 Quiz Due End of Drop/Add: January 14
2	January 18	Research and How to Find it	2	Syllabus Quiz Due Chapter 2 Quiz Due
	January 20	<i>Developing Research Ideas & APA Formatting</i>		
3	January 25	Claims and Validities	3	Paper Topic Due Chapter 3 Quiz Due
	January 27	<i>Literature Review & Article Summaries</i>		
4	February 1	Research Ethics	4	Chapter 4 Quiz Due
	February 3	<i>Hypotheses and Writing an Introduction (Article Summaries Workday)</i>		
5	February 8	Measurement Reliability and Validity	5	Article Summaries Due Chapter 5 Quiz Due
	February 10	Measurement Reliability and Validity	5	
6	February 15	Exam 1: Chapters 1 - 5		
	February 17*	No Class – SPSP Conference		
7	February 22*	<i>Hypotheses and Introduction Workday</i>		
	February 24	Surveys and Observations	6	Intro Outline and Hypotheses Due Chapter 6 Quiz Due
8	March 1	Sampling	7	Chapter 7 Quiz Due
	March 3	<i>Writing a Methods Section (Introduction Workday)</i>		CITI Training Due
	March 8	SPRING BREAK		
	March 10			
9	March 15	Bivariate Correlations	8	Introduction Due Chapter 8 Quiz Due
	March 17	<i>Writing a Results/Discussion Section (Methods Workday)</i>		
10	March 22	Multivariate Correlations	9	Methods Due Chapter 9 Quiz Due
	March 24	Multivariate Correlations	9	Withdrawal Deadline: March 24
11	March 29	Exam 2: Chapters 6 - 9		
	March 31	Experiments	10	Chapter 10 Quiz Due

12	April 5	Threats to Experimental Claims	11	Chapter 11 Quiz Due
	April 7	<i>Finalizing an APA Style Paper (Results/Discussion Workday)</i>		
13	April 12	Factorial Experiments	12	Results/Discussion Due Chapter 12 Quiz Due
	April 14	Quasi-Experiments and Small-N Designs	13	Chapter 13 Quiz Due
14	April 19	Replication and Generalization	14	Chapter 14 Quiz Due
	April 21	TBD		
15	April 26	Exam 3: Chapters 10-14		
	April 28	<i>Final Paper Workday</i>		
16	May 3	<i>Final Paper Workday</i>		Final Paper Due
	May 5	Cumulative Final Exam 3:30-6:30 PM		

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. All changes will be announced through class announcements on eLC. It is our intention that students will be alerted of changes within 24 hours of the change affecting the syllabus.

COVID-19 RESOURCES & POLICIES (as of January 6th, 2022)

Face coverings:

Following guidance from the University System of Georgia, **face coverings are recommended for all individuals while inside campus facilities.**

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please **DO NOT** walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19? (Isolation guidance)

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receives a positive COVID-19 test: Everyone, **regardless of vaccination status**, should:

- Stay home for 5 days.
- If you have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

What do I do if I have been exposed to COVID-19? (Quarantine guidance)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked**) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
 - You do not need to quarantine at home and may come to class.
 - You should wear a mask around others for 10 days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
 - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

** “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck \(https://dawgcheck.uga.edu/\)](https://dawgcheck.uga.edu/), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office. For the latest on UGA policy, you can visit coronavirus.uga.edu.