

# Curriculum Proposal Signature Sheet

Research Methods in the Behavioral Sciences Laboratory

TITLE OF PROPOSAL

## Type of Proposal

### Program

- New
- Changes within Major
- Changes within Cognate \*
- Changes in Minor or Track
- Changes in Concentration\*
- Program Deletion

### Course

- New
- Changes in Course taken only by Majors
- Changes in Course required of Non-Majors\*
- Changes in Course open to Non-Majors
- Deletion of Course taken only by Majors
- Deletion of Course required of Non-Majors\*
- Deletion of Course open to Non-Majors

Psychology

SPONSORING DEPARTMENT(S)

Review and Approval 11/15/10

DATE(S)

Signature of Sponsoring Chair(s)/Date

James P. Buchanan 11/12/10

\* For starred items Chairs of affected Departments/Programs must sign below before Dean's review

### Dean's Preliminary Review

Proposal:  Complete

Additional preliminary comments below

- Satisfies U of S Curricular Requirements
- Consistent with College Goals/Mission

Dean's Signature/Date

[Signature]

11-19-10

CAS

CPS

SOM

GRAD

DHC

### Preliminary FSCC Disposition:

- Committee recommends approval (*new program proposals require a Recommendation from the full Senate*)
- Proposal will require minimal review: Anticipated FS Meeting Date: \_\_\_\_\_
- Proposal will require significant review: Anticipated FS Meeting Date: \_\_\_\_\_

FSCC Chair Signature/Date \_\_\_\_\_

Issues: \_\_\_\_\_

### Additional Signatures

Department	Signature	Date



**Special Resources Required (e.g. library, equipment, materials/facilities)**

**Characteristics** (check any/all that apply):

**Major:**  Required  Elective  
**GE:**  submitted to CCC  will be submitted to CCC \_\_\_\_\_  Area Free only  
*date*

<input type="checkbox"/> Humanities (CA)	<input type="checkbox"/> S/B Sciences (S)	<input type="checkbox"/> Cultural Diversity (D)
<input type="checkbox"/> Humanities (CH)	<input type="checkbox"/> Natural Science (E)	<input checked="" type="checkbox"/> Writing Intensive(W)
<input type="checkbox"/> Humanities (CL)	<input type="checkbox"/> Theology/Phil (P)	
<input type="checkbox"/> Humanities (CF)	<input type="checkbox"/> Quantitative Reasoning (Q)	

**Interdisciplinary:**  YES  NO **Team Teaching:**  YES  NO

**Exclusively For Special Programs/Concentrations:**  NO  YES (*Name*) \_\_\_\_\_

**Home College:**  CAS  PCPS  KSOM  GRAD

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**Required Attachments:**

- X Syllabus with student learning objectives, assessment/evaluation mechanisms, and outline of topics
- X Description of, or example of, readings/papers/projects/examinations
- X Assessment/evaluation based course improvement mechanisms

Sec 2, 3, 4

## PSYC 330L ~ Research Methods in the Behavioral Sciences Lab

The University of Scranton, Spring 2010

**Barry X. Kuhle, Ph.D.**

Section 2: Tuesday 3:00 – 4:50

Section 3: Thursday 3:00 – 4:50

Section 4: Wednesday 10:00 – 11:50

Alumni Memorial Hall 214

### Professor Information

Office: Alumni Memorial Hall 222

Office Hours: Wednesdays: 3:00 – 4:30, Thursdays: 1:00 – 2:30, and by appointment for other times that are more convenient for you. Please email me notice that you'll be attending an office hour so that I can schedule other students to come by after or before your planned arrival time. You're welcome to meet with me to discuss class, what graduate school is like, what one can do with a psychology degree, etc...

Email: BarryKuhle@gmail.com

Office Telephone: (570) 941-5459

### Brief Autobiography

I was born and raised on Long Island, NY. After receiving my B.A. in psychology from Binghamton University, I headed west to study evolutionary psychology at The University of Texas at Austin. My research focuses on the evolved psychological mechanisms that underlie commitment and jealousy in romantic relationships. I am also interested in the evolution and development of menopause.

As for non-academic life, I enjoy racquetball, golf, and poker. I'm also a huge movie buff (P.T. Anderson, Aronofsky, Fincher, Linklater, K. Smith, Tarrantino) and music fanatic (U2, Radiohead, Counting Crows, Dave Matthews Band, Indigo Girls, Coldplay, The Killers, Jay-Z, Kanye West).

### Prerequisites

Passing grade in PSYC 110; C or better in PSYC 210; Psychology majors must be currently enrolled in PSYC 330.

### Course Description and Objectives

This 2-credit, writing-intensive course will develop your facility with the statistical tests and research methods covered in PSYCs 210 and 330. You will learn how to:

- 1) conduct literature searches
- 2) design a research study
- 3) use SPSS to enter, organize, analyze, and interpret data
- 4) write papers in APA style
- 5) compose a conference-worthy poster of a proposed study

### Location in the Psychology Major Program and General Education Curriculum

This course is required by the psychology major program and counts towards the writing-intensive component of the general education curriculum.

Assessments

- |                                 |       |
|---------------------------------|-------|
| 1) Study Proposal               | = 40% |
| 5) SPSS Hypothesis Tests        | = 25% |
| 4) Facial Feedback Paper        | = 20% |
| 2) Facebook Observational Study | = 10% |
| 3) APA Reference Activity       | = 5%  |

Slacker / Social Loafing / Free Riding Policy

You and a fellow classmate will form a two-person group for the Study Proposal. Each group will agree on a research question, formulate a hypothesis, design an appropriate study to test the hypothesis, and write an APA-style paper and conference-worthy poster of your proposed study. As this project is a group effort, all members are required to contribute equally in all aspects of the project. The following steps will be taken to determine if all members are contributing equally:

1. *Twice during the course of the semester I will ask each group member to estimate his/her relative contributions as well as that of his/her group member.*
2. *Each group member is required to keep a journal of all group meetings. Each journal should list the date of each meeting, who was present, and briefly describe the contributions of each member during the meeting. I will collect these journals during the poster session. If a question arises as to the contributions of a group member, the journal will be consulted to help clarify the issue.*

If it becomes apparent that a group member is not contributing an appropriate amount of work (based on reports from the other group member and my own observations), **I will lower that student's overall assignment grade by at least 25%**. The best way to avoid problems when working in a group is to communicate with each other. If a member of your group is not meeting his/her obligations, you should meet as a group and discuss the matter as soon as the problem begins. If this does not solve the problem, come and talk to me.

Grading

Final course grades will be assigned as follows:

94.0 – 100% = A	76.5 – 79.4% = C+
89.5 – 93.9% = A-	72.5 – 76.4% = C
86.5 – 89.4% = B+	69.5 – 72.4% = C-
82.5 – 86.4% = B	66.5 – 69.4% = D+
79.5 – 82.4% = B-	60.0 – 66.4% = D
	< 60.0% = F

Academic Honesty

Any unauthorized assistance received or provided for any graded material will not be tolerated. In addition, plagiarizing another's work (e.g., using someone else's ideas, work, or words without proper reference in a writing assignment) is prohibited. Any student found in violation of the University's Code of Academic Honesty may receive an "F" for this course and be directed to the appropriate Dean.

Policy Regarding Late Submission of Work

All work must be turned in by the due date and is due at the beginning of the lab period. Work turned in late during lab will have 5% deducted from the grade. Work turned in after the lab will be docked 15% for each 24-hour period past the due date.

WK	DATES	ASSIGNMENT(S) DUE / AGENDA
1	2/2 – 2/4	1) Intros, Syllabus, Photos 2) Facial Feedback Experiment: conduct and collect data 3) SPSS: Reintroduction to data entry 4) Acquire plagiarism certificate: <a href="https://www.indiana.edu/~istd/plagiarism_test.html">https://www.indiana.edu/~istd/plagiarism_test.html</a> 5) APA: References section
2	2/9 – 2/11	<b>DUE: CITI Certificate:</b> <a href="http://academic.scranton.edu/department/ors/IRBTrainingpgm.htm">http://academic.scranton.edu/department/ors/IRBTrainingpgm.htm</a> • Use Group 1: Social and Behavioral Science <b>DUE: APA References Worksheet</b> 1) APA: Results section 2) Facebook Observational Study: discuss procedure 3) SPSS: Correlation
3	2/16 – 2/18	<b>DUE: Facebook Observational Study Raw Data</b> <b>DUE: APA Results Section for Facebook Study</b> 1) Literature Searching Instruction: MEET IN WEINBERG LIBRARY ROOM 306
4	2/23 – 2/25	1) APA: Method and Figures 2) SPSS: Independent t-Tests 3) Hand back & Discuss APA References Worksheet 4) Hand back & Discuss Results section for Facebook study
5	3/2 – 3/4	<b>DUE: Results, Method, &amp; Figure for Facial Feedback Study</b> 1) APA: Title Page, Abstract, Introduction, & Discussion Sections 2) SPSS: Dependent Samples t-Test 3) Proposal: Form groups and brainstorm possible questions and hypotheses
6	3/9 – 3/11	<b>DUE: Title Page, Abstract, Intro, &amp; Discussion Sections for Facial Feedback Study</b> <b>DUE: Dependent Samples t-Test</b> 1) SPSS: Single-sample t-Test 2) Proposal: continue formulating research question and hypothesis 3) Hand back and discuss Results, Method, & Figure for Facial Feedback Study
7	3/16 – 3/18	<i>No labs this week; Enjoy Spring Break!</i>
8	3/23 – 3/25	<b>DUE: Proposal: Research Question, Hyp, and 6 Annotated References with Abstracts</b> <b>DUE: SPSS: Single-sample t-Test</b> 1) SPSS: Chi-square; SPSS Chi-square HW due on _____ 2) Hand back and discuss TP, Abs, Intro, & Discussion Sections for Facial Feedback Study 3) Hand back and discuss Dependent Samples t-test write-up
9	3/30 – 4/1	<i>No labs this week; Enjoy Easter Break!</i>
10	4/6 – 4/8	1) Hand back and discuss: Proposal: Res Q, Hyp, and 6 Annotated Refs 2) Handback and discuss SPSS: Chi-square 3) Proposal: Work on Method 4) SPSS: ANOVA
11	4/13 – 4/15	<b>DUE: Proposal: Method (draft 1)</b> <b>DUE: SPSS: ANOVA</b> 1) Proposal: Method: meet and discuss
12	4/20 – 4/22	<b>DUE: Proposal: Method (draft 2)</b> <b>DUE: Proposal: Introduction and Reference sections, and 1<sup>st</sup> page of 10 refs</b> 1) Handback and discuss SPSS: ANOVA
13	4/27 – 4/29	<b>DUE: Proposal: Expected Results &amp; Future Research Sections</b> 1) SPSS COMPETENCY TEST 2) Hand back and discuss Proposal's Introduction and References sections
14	5/4 – 5/6	<b>DUE: Proposal: Draft 1 of Poster</b> 1) Hand back and discuss Proposal: Expected Results & Future Research Sections 2) Work on poster; final draft due via _____ by 10 AM Monday, May 10th
15	5/11 – 5/13	1) No labs this week; Work on final draft of proposal paper 2) Posters must be up by 10 AM on Friday, May 14 <sup>th</sup> . Presenters must be at their posters from 3:00 – 5:00. If you cannot be there because of other classes or work, you must post a note explaining your absence. 3) <b>DUE: Final draft of Complete Proposal Paper, Group Journals, and Group Rating Forms due at 3 pm Poster Fest on 5/14</b>

Spring 2010

2 Credits

**Psychology 330L  
Research Methods Laboratory**

**Instructor:** Christie P. Karpiak, Ph.D. Office: AMH 205  
Phone: 941-5886 E-mail: [karpiakc2@scranton.edu](mailto:karpiakc2@scranton.edu)  
Office Hours: T 3-3:50 AMH 205, W 10-10:50 AMH 205, Th 9-9:50 HYL café  
area, and by appointment

**Place:** AMH 214

**Time:** Section 1: Tuesdays 1-2:50  
Section 5: Thursdays 1-2:50

**Text:**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Purpose:** The laboratory portion of this course is designed to give students experience with a variety of research methods utilized by psychologists and covered in PSYC 330, the Research Methods class. Students will plan projects, gather and enter data, conduct analyses, write papers in APA format, and develop posters for presentation of research proposals.

**Objectives:**

1. Formulate hypotheses and choose appropriate statistical methods for analysis
2. Learn how to conduct simple studies and code and enter data
3. Demonstrate proficiency in SPSS/PC or R
4. Learn to write papers in APA style
5. Learn appropriate formats for poster presentations
6. Solidify your capacity to properly paraphrase, without plagiarizing, the relatively advanced material found in most research articles

**Attendance:** Attendance is strongly recommended—missing a single lab means missing a full week's worth of material. Many labs during the first 2/3 of the semester include group work on an observational research project, and you will be penalized 10 points per day from your final score for the observational study for each day that you miss the in-class group work. Please note that assignment due dates are not impacted by your absence. Late papers will be penalized with reductions, data for group analyses will not be accepted after the start of class on the due date, and graded in-lab activities cannot be made up. If absence is unavoidable, act responsibly by making arrangements with me ahead of time or as soon afterward as possible to minimize negative impacts on your learning and grade. You are responsible for knowing all announcements made in class, including those related to any changes in the attached schedule.

**Academic Honesty:** Please refer to the University's *Academic code of Honesty* (revised May 1998). Dishonest behavior in writing a paper will result in the assignment of a grade of F (zero points) for the paper in question, unless the dishonesty is egregious plagiarism, described below, which will result in a grade of F for the course. Dishonest behavior in collecting data for a project will result in the assignment of a grade of F (zero points) for the course. Two or more violations of any kind will result in a grade of F for the course.

Plagiarism is a form of dishonesty. Plagiarism includes: failing to put quotation marks and appropriate citations with material copied from the work of another; failing to use quotation marks when you've changed only a few words in a sentence or paragraph written by another; "cut and paste" papers created with information copied from various sources, and; otherwise failing to differentiate your own language and/or phrasing from that used by the author(s) of the documents you use to pull the paper together. Although plagiarism is often done on purpose, at this level I believe it is typically done unintentionally through failure to paraphrase correctly or failure to track materials obtained online. You will receive a grade of F for the paper for plagiarism regardless of whether it was intentional or due to carelessness.

To help solidify your capacity to write research papers without plagiarizing, we will use a program offered through the library called [www.turnitin.com](http://www.turnitin.com). The program provides immediate feedback to you (and me) regarding the amount of material in your writing that overlaps the writing of others. The course number for use of turnitin.com is: 3101393. The password is: statistics. If you object to use of this program, you need to make alternative arrangements with me by February 12<sup>th</sup>. NOTE: Egregious plagiarism—e.g., copying a paper written by another person or buying a paper online—will result in a grade of F for the entire course.

Hints for avoiding plagiarism in this class:

1. Start writing well in advance of the due date--don't procrastinate.
2. Cope appropriately with feelings of being lost, confused, or wishing your writing sounded more professional. If something does not make sense to you about an assignment, ask me or your TA's for clarification. Avoid asking your peers to give you a copy of their work for a model. If something does not make sense when you read it in a research article, don't copy it into your paper--ask me or your TA's for help with interpretation. If you notice that your own wording does not sound as nice as that of the article authors, *relax*. Work on your writing, of course, but keep in mind that you are at an early point in your professional development. I do not expect you to write at the level of a Ph.D. research psychologist.
3. Read all background information at least once before you start to write.
4. Try to summarize main points from sections, pages, or even entire articles rather than focusing on single sentences. It is difficult to take a single sentence from a source and summarize it without either plagiarizing or resorting to quotation marks.
5. Keep internet sources separate so you can find/cite them properly (print or save each separately).
6. Ask me, a librarian, or the qualified people at the campus writing center for help you if you are uncertain. Good, clear examples can be found on the turnitin.com website, and on pages 159-165 of the following book, available in my office for review by interested students: Kirszner, L. G. & Mandell, S. R. (2004). *The Pocket Handbook for Psychology* (2<sup>nd</sup> Ed.). Boston, MA: Thomson/Wadsworth.

**Evaluation:**

There are no exams in the laboratory portion of Research Methods. Grades will be issued based on the following products:

1. Large dataset analysis and write-up (25 points)
2. Observational Study Activities (50 points)
3. Observational Study Paper (50 points)
4. Additional in-lab activities (25 points)
5. Your proposal/design for your own study (65 points)
6. Your poster presentation of your proposal (35 points)

NOTE: Please pay careful attention to descriptions of the assignments and to their due dates. Some assignments may be accepted after the due dates listed, with point penalties that increase as the days pass between the due date and my receipt of the paper. Assignments that are late and/or not complete will not under any circumstances receive full points.

Your proposal counts for a substantial part of your grade for the lab, so make sure it is good. You will go through several revisions of ideas and can switch topics early during the semester if you so desire. The proposal must be grounded in an area of research pertinent to your major and should be interesting to you and realistic. Every effort should be made to propose use of real, existing measures. Avoid interesting but unrealistic/unduly complicated proposals, such as: studies of the base rates of mental illnesses in the population; proposals of large sample sizes in studies severe mental illnesses, rare conditions, or studies involving brain scans; behavior genetics studies, and; studies with more than two dependent or independent variables.

**Grades** are based on percentages of the highest total score earned by an individual in the class, according to the following breakdown:

<u>%</u>	
93-100	= A
90-92	= A-
86-89	= B+
82-85	= B
78-81	= B-
74-77	= C+
70-73	= C
66-69	= C-
62-65	= D+
58-61	= D
57 & below	= F

**Angel:** Angel is heavily utilized in this course, both during and outside Lab hours. Datasets for analysis are posted there, as are grades you earn for assignments, detailed instructions for assignments, and a detailed schedule of events for the course.

**Cell Phone/Text Policy:**

This lab is lengthy and includes a lot of discussion and computer activity. You might be tempted to use the time and/or the computer for other purposes, like communicating with friends or catching up on work from another class. Do not succumb. The activities we do in lab will save you time and misery outside of lab, so pay attention and work on your products for this class.

To restate: you are expected to work on activities relevant to the Research Methods lab when you are here. You are not free to use your cell phone during lab, and you will be asked to leave the classroom if you are unable to refrain from e-mailing, calling, or texting during class time. The first violation of this policy will result in your being asked to leave the room until you are done. On the second, you will be asked to leave the class for the remainder of the class period. The third will result in your permanent expulsion from the lab. This will pose a problem for your grade, since you will miss instruction, directions for graded work, and the group activities that go into your grade. Solutions after three incidents include withdrawing from lab or arranging to leave your communication devices with the department secretary at the start of each class for the remainder of the semester. This policy is clearly stated here, in this syllabus, distributed to you at the beginning of the semester. If you or your loved ones cannot live with it, you should withdraw from this lab without further delay.

Let your friends and family know when you will be in lab, so they do not expect you to be quickly accessible during the class period. It will be a pleasure for you to see how many interesting messages accumulate when you are out of contact for the better part of 2 hours. I will make exceptions for calls (ringer on vibrate) if you are in the middle of a family emergency situation, but you need to let me know before class starts if you are expecting a call of this type. Also, there will be a 5- to 10-minute break near the middle of each lab session, and you can use your break time to make contact with the social world.

## Spring 2010 Course Schedule

(I reserve the right to make changes as needed. A more detailed version with specific dates is posted on Angel, and should be checked before doing the homework. Changes will be announced in class and/or on Angel)

Feb 2/4	Week 1	Syllabus, intro to developing hypotheses, review of hypothesis-testing process, reintroduction to SPSS, introduction to large dataset
Feb 9/11	Week 2	Due: <b>PROPOSAL:</b> written paragraph and text source for a broad area of research that interests you <b>LAB STUDIES:</b> written hypothesis and ideas for analysis of large dataset
Feb 16/18	Week 3	Due: <b>PROPOSAL:</b> References for three articles & copies of first pages of each <b>LAB STUDIES:</b> Draft intro/hypotheses, method, & results from large dataset project
Feb 23/25	Week 4	Due: <b>PROPOSAL:</b> One article summary and two additional references <b>LAB STUDIES:</b> CITI certification printout
Mar 2/4	Week 5	Due: <b>PROPOSAL:</b> TBA <b>LAB STUDIES:</b> 1. Final large dataset paper 2. Introduction/hypotheses for the observational study
Mar 9/11	Week 6	Due: <b>PROPOSAL:</b> Second article summary, through turnitin.com <b>LAB STUDIES:</b> Data forms, operational definitions for observational study
<b>SPRING BREAK MARCH 13 - 21</b>		
Mar 23/25	Week 7	<b>PROPOSAL:</b> First draft of introduction, through turnitin.com <b>LAB STUDIES:</b> Nothing. DRBs submitted.
Mar 30/Apr 1	No Lab	<b>EASTER BREAK APRIL 1 - 5</b>
Apr 6/8	Week 8	Due: <b>PROPOSAL:</b> 1. First draft Method 2. Name/reference of an existing measure for use in your proposal <b>LAB STUDIES:</b> 1. Draft introduction for observational paper
Apr 13/15	Week 9	Due: <b>PROPOSAL:</b> 1. Identification of appropriate variables and data analysis for results section <b>LAB STUDIES:</b> 1. Observational data 2. First draft method, observational study
Apr 20/22	Week 10	Due: <b>PROPOSAL:</b> TBA <b>LAB STUDIES:</b> Full paper from observational study (draft results/discussion, second method, revised intro)
Apr 27/29	Week 11	Due: <b>PROPOSAL:</b> 1. First draft of results 2. Introduction and Method formatted for your poster <b>LAB STUDIES:</b> None. Observational paper being graded.
May 4/6	Week 12	Due: <b>PROPOSAL:</b> 1. Results formatted for your poster 2. Bar graph or other visual for your poster <b>LAB STUDIES:</b> Final paper from observational study
May 11/13	Week 13	Due: <b>PROPOSAL:</b> 1. Abstract, Discussion for poster in word or power point format 2. Final draft of full proposal paper <b>LAB STUDIES:</b> Done.
May 14	F	<b>POSTERFEST!!!</b> Posters must be up by 10 a.m. on this day. Presenters must be at their posters from 3:00-5:00 in the afternoon. If you cannot be there because of other classes or work, you must post a note explaining your absence!
May 17	M	<b>FINAL EXAMS BEGIN</b>