PSYC 270 Laboratory Research in Psychology Syllabus

There are twice weekly lab hours in Davie 110. Lab hours are not optional. If you forsee a conflict in attending lab regularly please talk to your TA immediately so that we can attempt to register you for a section that fits your schedule.

Prerequisites
PSYC 101, and 210 or 215. You must have completed Psyc 210 or 215 prior to this course or have received course credit for it. There are no exceptions. This course picks up where statistics concluded, and you will find it very challenging if you have not completed it. If you did complete it, but are feeling rusty on the material, I'd encourage you to do the statistics reviews on the course site.

Course Website and Email
We will be using Sakai for course information, required materials and grades. You can access Sakai at http://sakai.unc.edu.

Course overview
- This course is a required course for all psychology majors. The American Psychological Association (APA) dictates that all undergraduate psychology majors have a good understanding of how research is conducted in psychology. For those of you who are interested in conducting research in psychology or a related discipline, this course will provide a solid foundation in research methods. For all students, I hope the course illustrates how often you encounter research and provide you with the knowledge and skills to critically evaluate research claims.
- The best way to learn about how research is done is to actually do it. In this course you will conduct guided research projects and develop and conduct your own research study. In preparation for the work in this course, you will be asked to read the textbook, complete assignments, read research articles and complete write-ups of the research studies we conduct. Another major component of the course is learning how research in psychology is disseminated, primarily through writing, specifically in APA format (more on this later).
- As a part of this course, you will often be asked to work in groups, make presentations and participate often. You'll get out of the course what you put in, and it will go faster and be much more fun if you dive right in. Along the way, I hope to help you develop skills that will benefit you in graduate school and/or the work force.

Course Goals
- By the end of the semester, you should be able to:
    - Identify the major approaches to conducting research in psychology and understand the advantages and disadvantages to these methods.
    - Develop your skills in reading research analytically and writing formal APA papers.
    - Research, prepare, conduct and report on the findings of your own experimental study.
    - Assess the validity of research claims made in academic articles or the mainstream media.
- The goals in this course are aligned with the APA Guidelines for the Undergraduate Psychology Major (http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf). The course is intended to fulfill Goal 2 (Research Methods in Psychology) but is not limited to this goal. As an undergraduate major in psychology, I encourage you to read through each of the 10 goals and specific outcomes enumerated in this document.

Course Expectations
The course can only fulfill these goals if you promise the following in return:

- *Attend and participate in class*. This course will rely heavily on what you do in class meetings. For this format to succeed, you should show up on time and participate in class. You will receive points for participation in this course through class assignments and exercises (see grading for more information). This course will require you to use your laptop and/or cell phone during class time. While I recognize that you are an excellent multi-tasker, research suggest that your peers are not. Please be respectful of your classmates and restrict your use of digital devices to course content. If we see that you or your peers are distracted, we will ask you to put your devices away and you may forfeit your ability to earn participation points that day. There will be times when you have completed your work or answered a poll question, but your peers have not. We ask that you assist your peers when appropriate or use the time to review your notes while you wait. I understand that your devices connect you to your friends and family (a wonderful thing!) but the classroom should be a place apart, however briefly (even if it seems like an eternity to you), from the outside world and distractions. You will learn more if you concentrate on the course while you are here and your classmates will thank you for not impeding their ability to learn.
- *Read the assigned materials*. The textbook and research articles we read will provide us with the common ground upon which we will base our conversations. Without that common ground, our conversations will lose their richness. To help you keep up with the readings, there will be class assignments about the material. Complete them to the best of your ability prior to coming to class.
- *Complete the required assignments in a timely fashion*. The assignments in this course provide you with both informal and formal opportunities to demonstrate your comprehension of research methods in psychology. The topics in the course are cumulative and you will get the most out of this course if you turn in your work on time. When your work is done in time, we can evaluate it and return it in a timely manner. There is a penalty that accrues daily for assignments that are turned in late. Extensions require one full day's advance approval from me or your TA. Excuses related to computer failures or incorrectly uploaded documents are NOT valid excuses. Please see my recommendations for backing up your work (Resources>Welcome…). Thanks for helping us help you in the course by sticking to our schedule.

Assignments and Evaluations

Your grade in this course will be based on a number of components. If you'll recall from your statistics class one or two extreme scores can have a large impact, so I've designed the course to draw from a number of smaller components. This course is a 4-credit hour course. As such, it will contain about 33% more work than a typical course. My intention is to provide incentives to stay on top of your work, and continually assess mastery of material, but also to make the course as enjoyable as possible.
The following outlines the points possible for each of the graded components. A full breakdown of the components can be found on the course site gradebook.

	Points	Date	Description

Independent Research Project & Related assignments and presentations	150	Final Project: 12/4 5pm Initial Proposal: 9/10 (M,W lab sections) or 9/11 (Tu Th lab sections) Literature Review: 10/8 or 10/9 Group Research Plan & Presentations (see syllabus)	The final project is the culmination of all of your work in the course and we will work together to help you meet interim deadlines that will allow you to design, implement, analyze data from and disseminate findings to your peers by the end of the term. Your grade on the this project will be comprised of the write-up of the final project and associated final project assignments (proposal and literature review), the quality and implementation of the project, participation in experiments by peers, peer review contribution as well as peer and TA review of contribution to the group if the project is done in a group. Detailed information about the independent research project can be found online. As an added incentive to come up with a great final project, a bonus will be awarded for best project (details below under bonus).
Directed Research Projects	125	Project 1: 9/29 or 9/30 Project 2: 10/27 or 10/28	In preparation for the final project, we will conduct two directed research projects. The topics are fixed, but class data will be used. Grading of these projects include participation, write-up and peer review contribution. Please plan to attend on the days we collect data and conduct peer reviews. There will be two directed research projects. The details of the projects will be provided to you *after* data collection is complete. A detailed grading rubric is also provided in the project documentation, you are strongly encouraged to read through it prior to handing in your papers.
Lab Assignments	70	Daily in Labs	In your labs, you will also be completing assignments and making presentations. The presentations will be graded. A random selection of assignments from the labs will be used to make up the lab

			grade. There are no make-ups for these assignments. In order for the assignments to be considered complete, it must be done in class/lab and address the question or assigned work (i.e., cannot be off-topic or blank).
Large Class Work: Large Class Practices, In-class quizzes/polling & Learning Checks	30	Weekly in Large Class 🗆 Exercises will be collected in-class 🗆 In-class quizzes/polling 🗆 Learning Checks 9/25 11/6	In the larger class meeting, we will use a combination of polleverywhere, in-class quizzes and practices to comprise this portion of your grade. Polleverywhere is a polling system much like clickers, in which you text response through your cell phone or through your laptop (more information available on the course site). The practices will be posted to Sakai under 'My Class.' A few of these may be collected (hard copy or through sakai) at random for this grade. To receive credit it must be completed satisfactorily and submitted prior to the end of the class period. To help you prepare for the final exam, there will be two learning checks during the semester. These are much like mid-terms but carry the weight of a typical class assignment.
Final Exam	125	12/9 at 4pm for 3:30 class 12/11 at 4pm for 5pm class	A comprehensive multiple-choice final exam covering all aspects of the course. If you choose not to participate in the large class work outlined above the final exam will constitute 35% (175/500) of your grade instead of 25% (125/500) of your grade.
TOTAL		**500**	
Bonus Opportunities	12 points	Submission for best project and 1 bonus opportunity	Each lab will nominate one project from their class to win the title of the Best Experiment in Psyc 270. Of the 12 nominated projects (one from each lab) the TA's and I will vote for our favorite based on strength of deasign and creativity. The winner will win my deep admiration and a bonus of 10 points. The runner-up will receive equally

			deep admiration and a bonus of 5 points. There will be an opportunity to earn 2 bonus points in the last week of class. Details will be provided in the final class meeting.

The grading scale will follow a standard scale (scores above 450 = A, 400-449 = B- to B+, etc.). Adjustments may be made to account for section differences as well as adherence to the University's grading policy. As outlined more fully in the UNC undergraduate bulletin (www.unc.edu/ugradbulletin/procedures1.html) grades are defined as follows:

- A = Mastery of course content. The A grade states clearly that a student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
- B = Strong performance. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
- C = A totally acceptable performance. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline.
- D = A marginal performance. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
- F = An unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.

Texts and Software

- McBride, D. M. (2013). *The process of research in psychology, 2nd ed.* Thousand Oaks, CA: Sage Publications, Inc.
  - o This is a required text. These are available at the bookstore and book sellers online. The text is also available as an e---textbook. I have placed a copy of the textbook on reserve at the undergraduate library.
- Schwartz, B. M., Landrum, R. E., and Gurung, R. A. (2012). An Easyguide to APA Style. Thousand Oaks, CA: Sage Publications, Inc.
  - o This is a recommended text and a very useful guide to APA style. It is available at the bookstore, book sellers online and on reserve at the undergraduate library. Students interested in pursuing an honors project or graduate school should consider purchasing the more comprehensive APA Publication Manual 6th edition.
- Articles: articles assigned in the course can be accessed through the UNC library. Most articles will be accessible through the e---journals site (http://www.lib.unc.edu).
- SPSS: you will be using the statistical software package SPSS in this course. You can access SPSS on campus at the Odum Institute (http://its.unc.edu/labs) as well as on your own machine through the virtual computing lab (http://vcl.unc.edu) or virtual lab (https://virtuallab.unc.edu). Details can be found on the course site.

Academic Honesty

I expect that all the work you produce for this course will be your own. If you plagiarize any material from outside sources for your written work or presentations in this course, or on the final exam, it will result in an F for that assignment/exam. There are no exceptions to this and no second chances. As

much of the work we do in this course is group---oriented, the line between academic honesty/dishonesty can become fuzzy. Please read my guidelines for this course (under Resources>Wecome to Psyc 270). Please don't be tempted to take the "easy" way out. You are here to learn. If you find yourself in the situation where you think you may have taken on more than you can handle, please talk to you TA or myself. We may be able to help you find a better solution that is in the spirit of learning.

ADA Statement
- UNC---CH provides accommodations for any student with documented disabilities. If you have a disability and believe you require accommodations, please contact the Department of Disability Services at http://disabilityservices.unc.edu. Please contact me early in the semester so we can make any necessary arrangements and discuss the learning checks. In general, I ask that you schedule exams at the same time the class meets.

Course Feedback
- I've been teaching this course for a number of years now. I hope to improve the course and can only do so with your feedback. I will ask you from time to time to weigh in on components of the course to gauge how things are going and if we feel we're on track for the final project and exam in the course. I will also ask you to comment on things that are working/not working to improve the course in the future. If you have any ideas (I love outside the box ideas!) please send me a note: uncpsyc270@gmail.com. Thanks in advance for your feedback, I know the students who come after you will certainly appreciate it.

Weekly Schedule
- We may discover that we want to spend more time on certain topics and less time on others. I'll consider changing the schedule if such a change would benefit most students' learning in the course. I'll notify you if there are any changes to the schedule as soon as possible. The learning checks and final exam dates are fixed.

Week of	Large Class Topic	Lab Topics	Due this week	Readings
8/18	Introduction to Research Methods, Classifying how knowledge is attained	18-19: no labs 20-21: lab assignment 1	8/22 – Citation for Presentation 8/22 – Class survey	Course syllabus McBride: 1
8/25	Hypothesis Development, Overview of Research Methods in Psychology	25-26: Prep for lab assignment 2 24-28: Finalize class lab assignment 2/Intro to SPSS and stats review		McBride: 2, 3
9/1	Types of Variables, Operational definitions Class Activity 1	1-2: No labs 3-4*: Collect data for Project 1/Intro to project 1/stats review	9/4: conduct tast test and collect data for lab assignment 2	McBride: 4
9/8	Sampling Data Writing up results	8-9: Writing about numbers/Enter and analyze data from	9/10-11: final project initial proposal due	McBride: 6, 7

	Results from Activity 1	class exercise using SPSS 10-11: Final project initial proposal due		
9/15	Ethics and Observational studies	15-16: Work on Project 1/Work on Final Projects 17-18: Work on Project 1/discuss Lit Review (Final project assignment 2)	9/18: lab assignment 2 due by class start (submit online by 3:30 or 5 pm)	McBride: 5
9/22	Learning Check 1	22-23: Project 1 draft due/peer review; 24-25: project 2 conduct study/factorial ANOVA (overview and SPSS)	9/22-23: Project 1 Draft; 9/25: Learning Check 1	
9/29	Experiments 1	29-30: Project 1 Due/Discuss Project 2/ Discuss Lit Review; 1-2: Discuss Project 2	29-30: Project 1 Due	McBride: 11
10/6	Experiments 2	6-7: Project 2/ Work on Final Projects; 8-9: Project 2/ Lit Review due	10/8-9: Lit review for Final Project Due	
10/13	No Large Class – fall break, lab will be held M/Tu	13-14: Work on final projects/ Group research plan; 15-16: No Labs		
10/20	Correlational and Quasi-Experimental Studies	20-21: First group research plan due; 22-23: Measures and stimuli finalized/ Draft of Project 2 due/peer review	10/20-21: Group research plan; 10/22-23: Project 2 Draft; Submit measures; email to set up BCR account sign up to be a participant	McBride: 10, 12
10/27	Surveys, Longitudinal studies, and other Designs	27-28: Project 2 due/ proposal feedback incorporate/prepare for pilot testing; 29-30: Final proposal due/prepare for pilot testing	10/27-28: project 2 due; 10/29-30: Final group proposal	McBride: 9, 13
11/3	Learning Check 2	3-4: Pilot Testing 5-6: Proposal presentations/Final tweaks to project	11/3-5: Experiments must be ready 11/5-6: Proposal presentations	

			11/6: Learning check 2	
11/10	NO CLASS – DATA collection week	10-11: Data collection 12-13: Data collection	11/10-13: Attend 2 labs outside your lab time for participation	
11/17	Class Wrap-up	17-18: Data analyses 19-20: Data analyses/writing up your final project	11/20: Bonus opportunity (class)	
11/24	No Class – Thanksgiving	24-25: Draft review/writing/final presentations 26-27: No class	11/34-35: Draft review of final project	
12/1	No class	1-2: Final presentations 3-4: No labs, final paper due	12/1-2: Final presentation 12/4: Thursday, 5pm: Final paper	
12/8	Final exam	12/9 Tuesday at 4pm for 5:00pm class 12/11 Thursday at 4pm for 3:30 class	12/9 or 12/11 depending on section (official note require to reschedule: make-up offered at other section's test date	