

LABORATORY RESEARCH IN PSYCHOLOGY

with
Dr. Harrison

PSYC270.001 FA2018 T/Th 3:30-4:45pm Genome Sciences 200G

ABSTRACT

Students in this course will work as a class to conduct research projects on a common theme (reducing implicit bias). Students will spend both class and lab time to plan, conduct, and write up the results of this project. Class time will also be used to discuss methodological considerations in psychology more broadly.

PREREQUISITES: PSYC101, PSYC210 Gen Ed: PX, EE- Mentored Research, 4 Credit Hours



1 INTRODUCTION

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.

2 METHODS

The best way to learn about how research is done is to actually do it. In this course you will conduct guided research projects culminating in your very own APA-style research paper. 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).



3 RESULTS

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

- 1) Identify the major approaches to conducting research in psychology and understand the advantages and disadvantages to these methods.
- 2) Develop your skills in reading research analytically and writing formal APA papers.
- 3) Research, prepare, conduct and report on the findings of your own experimental study.
- 4) Assess the validity of research claims made in academic articles.

4 DISCUSSION

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.



MEET THE METHODS TEAM!

In addition to me (your instructor), we have six outstanding teaching assistants who will be guiding you through the course and research project. Get to know us all!



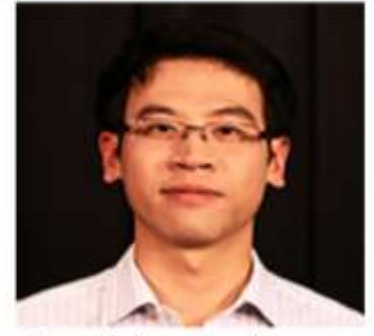
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CLASS ORGANIZATION

We will be meeting two days a week in Genome Sciences and once per week in your lab section. In order for you to get the most out of this course, you must attend these three sessions each week. This is in large part because we will be working in groups throughout this class.

WHY GROUPS?

Most research in psychology is carried out in small groups (e.g., labs). I realize that some of you are not thrilled about the prospect of working in groups. Social loafing is a real phenomena, as you well know. I am not trying to make your lives miserable by putting you in groups. It is just how research is done and I want you to be prepared if and when you are conducting your own research or teaming up at work.

HOW IS THIS GOING TO WORK?

Great question! I'm glad you asked! Well, to begin with, we will have a seating chart based on your lab sections. I know, I know... but this will make sense as we move through the semester. Your lab mates are your new best friends. These are your resources as you embark on this journey. Sitting near them will allow us to spend much more time in lecture working on the class project. Otherwise, you would just have the lab section to work together.

WHAT YOU WILL NEED TO SUCCEED

The logo for Packback, featuring the word "packback" in a white, lowercase, sans-serif font on a blue rectangular background.

For online discussion and participation, you will need access to Packback, an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we're studying relates to life and the real world.

Participation is very important to me and writing amazing questions and answers on Packback will help you develop writing skills necessary for any career path. It will also reinforce the imperative skill of justifying thoughts and claims with credible evidence- and then citing the evidence!

My goals for using Packback are for us to have a safe, open community where we can brainstorm ideas together. Because we have such a large class, Packback will also allow me to get a better sense of your participation in the class.

Packback is available through the bookstore for \$22.50



You will also need access to SPSS. SPSS is the software we will be using in this course to analyze data.

You can access it for free through Virtual Lab or Virtual Computing Lab (<https://sils.unc.edu/it-services/remote-access/its-virtual-lab>) or you can purchase a license to have it on your machine. A license is about \$45.

We use SPSS extensively in the course, especially in the lab portion of the class. If you choose to purchase it you can get it here (specific instructions for purchase are posted on Sakai): <http://www.onthehub.com/spss/>

The SPSS logo, consisting of the letters "SPSS" in a bold, white, sans-serif font on a red rectangular background.

I recommend that you have:

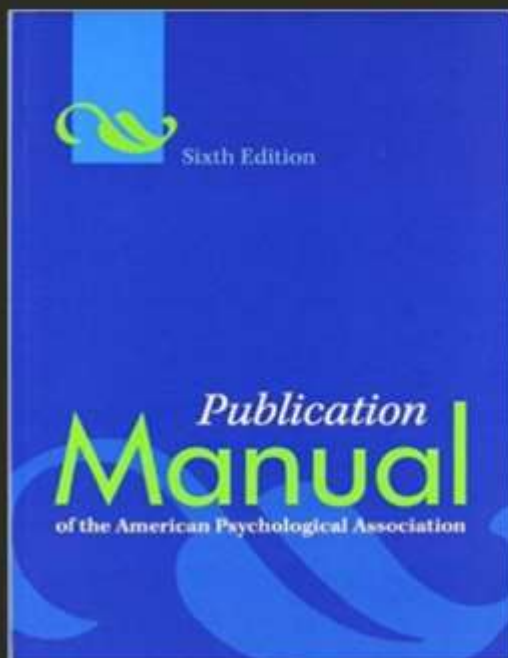
Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA

ISBN: 9781433805615

A strong understanding of the basic principles of research methodology are essential for success in this course and completing course readings will get you started on the road to success.

Although I do not require it, any methodology textbook would be beneficial in further understanding some of the course topics. I recommend:

McBride, D. M. (2016). The process of research in psychology. Sage Publications: Thousand Oaks, CA.



ASSESSMENT

This is a challenging course and I have high expectations for you. I also expect you to do well. In order to evaluate the ways you contribute to class, I have set up five areas where you can earn points.

PARTICIPATION (75 points total)

Both attendance and participation are very important to me. I know this is a large class and you may not feel comfortable sharing out in our large sessions, but you will have plenty of opportunities to earn participation points throughout the semester. First, I ask that you participate on Packback. Your participation on Packback will count toward 50 of the 75 participation points available. More details on when and how to post and answer questions will be provided.

I will ask you each to do a small, informal presentation during your recitation sections at some point in the semester. Finally, attendance. Missing class not only inhibits your understanding of the course material, but also puts your working group at a disadvantage. Because your lab section only meets a handful of times during the semester, missing a section without a university-approved excuse will drop your participation ONE LETTER GRADE. Participation will also be taken randomly throughout the semester to ensure you are attending class. Overall, this component of the course will be worth 75 points (21% of the total grade).

Grading Breakdown



LEARNING CHECKS (50 points total)

Your basic understanding of the course material will be assessed on two learning checks worth 25 points each (50 points total, 14% of the overall grade). Think of these as little quizzes to make sure you are understanding the material

FINAL EXAM (50 points total)

Your understanding of the basic course material will be assessed on one cumulative exam worth 50 points (14% of the overall grade). The learning checks will form the basis of this final.

PROJECT PAPERS (75 points total)

You will get a chance to work on your final paper in phases. Starting with the literature review (APA-style introduction section followed by the methods and results sections), you will work on the individual sections of the paper. More details will be provided. Each paper (three overall) will be worth 25 points (75 points total, 21 % of your overall grade). There will not be a project paper for the discussion section. You will be able to use these project papers to make up the final research paper.

RESEARCH PAPER (100 points total)

Finally, you will submit a final APA-style paper comprised of the three section papers (plus a discussion) and formatted accordingly. More details on the final project will be provided. This final project will be worth 100 points (29% of the overall grade).

Percentage	Grade	Percentage	Grade	Percentage	Grade
93%+	A	80-82.99%	B-	65-69.99%	D+
90-92.99%	A-	77-79.99%	C+	60-64.99%	D
87-89.99%	B+	73-76.99%	C	below 60%	F
83-86.99%	B	70-72.99%	C-		

LET'S TALK!

My job (and my joy) is to help you learn the course material! I want you to succeed and I will do everything in my power to help you throughout this course. It does make it easier if I can get to know you. In addition to attending class regularly, there are three basic ways to get in touch with me.

First, you can come to office hours or make an appointment with me. I am required to be at my office hours, and it's a lot more fun to talk to you in person than it is to answer emails!

Second, you can send me an email. If you email me a question that requires an elaborate answer, don't be surprised if I ask you to come to office hours for the answer. Please allow 24 hours for a response.

Third, you can call me. Because I am in and out of my office, this is probably the least reliable way to get ahold of me. However, sometimes you may need to talk through a problem with me. In cases like these, phone calls might be your best option.



The course TAs may have slightly different policies regarding questions. However, I have no doubt that they are as excited as I am to answer questions you have and to make this course as enjoyable as possible. I ask that you give them the same respect you would give to me. They will post their office hours sometime during the first week of classes.

OTHER RESOURCES/FINE PRINT

ACCESSIBILITY RESOURCE AND SERVICE

If you have a documented disability and wish to discuss academic accommodations, please contact me within the first two weeks of the term.

The Accessibility Resource and Service (CB#7214 SASB – North, Suite 2126) will provide you with information and review appropriate arrangements for reasonable accommodations. You can contact them at: 919-962-8300 or accessibility@unc.edu.

HONOR CODE

Academic Integrity: By enrolling in this class, you have agreed to adhere to UNC's Honor Code. If you have any questions about the code, refer to: <http://advising.unc.edu/faculty/academic-policies-and-procedures/unc-honor-code/>.

SCHEDULE

Schedule subject to change with notification*

DATE	LECTURE TOPIC	LAB TOPIC	IMPORTANT DATES
Week 1		NO LABS! FDOC	
T 8/21	Course Introduction		
Th 8/23	Project I Planning		
Week 2		FORMULATING OUR HYPOTHESES	
T 8/28	Hypothesis Development and Knowledge		
Th 8/30	Hypothesis Development and Knowledge		
Week 3		NO LABS! Labor Day	
T 9/04	No Class (Labor Day)		
Th 9/06	Ethical Guidelines		
Week 4		LITERATURE REVIEW	LEARNING CHECK I (T 9/11, 3:30pm)
T 9/11	How to: Introduction		
Th 9/13	Research Design Basics		
Week 5		WRITING OUR INTRODUCTIONS	PROJECT I PRESENTATIONS
T 9/18	Research Design Basics		
Th 9/20	Project Planning II		
Week 6		DESIGNING OUR STUDIES	PROJECT I DUE (T 9/26, 5pm)
T 9/25	Survey Research Design		
Th 9/27	Non-Experimental Design		
Week 7		WRITING OUR METHODS SECTION	PROJECT II PRESENTATIONS
T 10/02	Experimental Design		
Th 10/04	Experimental Design		
Week 8		NO LABS! University Day	
T 10/09	Quasi-Experimental Design		
Th 10/11	Project III Planning		
Week 9		NO LABS! Fall Break	LEARNING CHECK II (T 10/16, 3:30pm)
T 10/16	Data Collection Day		
Th 10/18	No Class (Fall Break)		
Week 10		ANALYZING OUR DATA	PROJECT II DUE (T 10/23, 5pm)
T 10/23	Data Cleaning		
Th 10/25	Primary Analyses		

<p>Week 11</p> <p>T 10/30 Secondary Analyses</p> <p>Th 11/01 Design and Results</p>	<p>ANALYZING OUR DATA</p>	
<p>Week 12</p> <p>T 11/06 Design and Results</p> <p>Th 11/08 Design and Results</p>	<p>WRITING OUR RESULTS SECTION</p>	<p>PROJECT III PRESENTATIONS</p>
<p>Week 13</p> <p>T 11/13 Project Planning III</p> <p>Th 11/15 Threats to Validity</p>	<p>WRITING OUR DISCUSSION SECTION</p>	<p>PROJECT III DUE (T 11/13, 5pm)</p>
<p>Week 14</p> <p>T 11/20 Threats to Validity</p> <p>Th 11/22 No Class (Thanksgiving)</p>	<p>NO LABS! Thanksgiving</p>	
<p>Week 15</p> <p>T 11/27 Communicating in APA-Style</p> <p>Th 11/29 Communicating in APA-Style</p>	<p>FINAL FORMATTING</p>	<p>PROJECT IV PRESENTATIONS</p>
<p>Week 16</p> <p>T 12/04 Final Exam Review Game</p>	<p>NO LABS! LDOC</p>	<p>FINAL PROJECT DUE (M 12/03, 5pm)</p>
<p>Final Exam Week</p> <p>Th 12/13 Final Exam (4pm)</p>		<p>FINAL EXAM (Th 12/13, 4pm)</p>