

Term Information

Effective Term Summer 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of a Distance Learning section

What is the rationale for the proposed change(s)?

It is clear that student learning can be significantly positively impacted by traditional, in person modalities, as well as in distance formats. Our department is large, and we wish to be able to offer multiple sections of our undergraduate curriculum in a variety of modalities to provide the best range of options for our students and faculty moving forward. For students, it can be more than just a matter of convenience - an online class may allow (for example) a working parent to finish their degree in a flexible way or a student with significant health concerns to continue to engage in coursework. Such flexibility also allows our excellent faculty with significant health concerns to continue to positively impact student learning in their area of expertise by teaching remotely. It is best for all members of the university to have the flexibility to offer sections in a variety of settings.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2300
Course Title Research Methods in Psychology
Transcript Abbreviation Research Methods
Course Description An overview of issues, methods, and techniques of scientific psychological research. Students must be pursuing majors or minors in Psychology.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value Yes, Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1100 or 1100H.
Previous Value	Prereq: 1100 (100) or 1100H (100H).
Exclusions	
Previous Value	Not open to students with credit for 300.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2704
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will be able to identify common biases in human judgment and how these demonstrate flaws in using intuition as a substitute for scientific investigation• Students will be able to use research database search programs (e.g, PsychInfo) to obtain desired research articles, chapters, books, and other materials• Students will be able to identify the major ethical principles guiding psychological research and describe how these are applied in examples and actual studies
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[Previous Value](#)

Content Topic List

- The science of psychology
 - The research process
 - Ethical issues in psychological research
 - Observational research
 - Correlational research
 - Experimental research designs
 - Quasi-experimental designs
 - Program evaluation research
 - The intelligent consumer of psychological research
- No

Sought Concurrence

Attachments

- PSYCHOLOGY-2300 online syllabus proposal.docx: proposed syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- PSYCH 2300 technical review.docx: ASC technical review
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)
- Psych 2300 syllabus.pdf: current syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	01/22/2021 05:06 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	01/22/2021 05:07 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/22/2021 05:29 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/22/2021 05:29 PM	ASCCAO Approval



SYLLABUS

PSYCHOLOGY 2300

Research Methods in Psychology

Term XXXX – Online – Class #:

COURSE OVERVIEW

Instructor

Instructor: Varies, specific section instructor will provide to students

Email address: Varies, specific section instructor will provide to students

Phone number: Varies, specific section instructor will provide to students

Office hours: Varies, specific section instructor will provide to students

Course description

This course is intended to provide a basic understanding of the practice of research in psychology. Successful students will become competent consumers of research information and findings in academic and non-academic settings. Students will perceive the differences between claims being made by researchers and/or popular media about psychological studies and will be able to evaluate the validity of such claims. In addition, students who have an interest in becoming producers of research will understand the basic concepts necessary to support advanced training in research methodology. Students will appreciate the pros and cons of different research methods and be able to select the best methodology appropriate for a particular research question.

Course learning outcomes

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

- Identify common biases in human judgment and how these demonstrate flaws in using intuition as a substitute for scientific investigation (APA 2.1e; 2.2d; 2.5a)
- Use research database search programs (e.g, PsychInfo) to obtain desired research articles, chapters, books, and other materials (APA 2.2c)
- Identify the major ethical principles guiding psychological research and describe how these are applied in examples and actual studies (APA 3.1b & c)

- Describe the procedures in place to protect human and animal participants in research (APA 3.1a)
- Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition)(APA 2.4c)
- Differentiate among three types of research design claims: frequency, association, and causal (APA 2.4g)
- Compare and contrast the five most common research designs (i.e., correlational, longitudinal, experimental, quasi-experimental, and factorial); identify what types of claims each is able to make, including interpretation of basic interactions within an ANOVA analysis. (APA 2.4a &b)
- Define each of the four major validities: construct, statistical, external, and internal and understand which types of validities are most relevant for each of the three types of design claims (APA 2.4e & f; 2.5d)
- Appraise research claims using knowledge of the validities and generate appropriate questions to evaluate the findings (APA 2.5c)

HOW THIS COURSE WORKS

Mode of delivery:

- **Varied.** Some instructors will hold synchronous sessions within the time/day pattern assigned to this course by the registrar and will clearly indicate this to their students through Carmen, their finalized syllabus, and emails. Other instructors will be doing their courses entirely asynchronously and this will similarly be communicated clearly to students.
- 100% online delivery.
- There are many opportunities for synchronous and asynchronous interaction with instructors and each other.
- All synchronous sessions will be held within the original time/day pattern of this course (times vary for each section), though we will not use all of those days, nor all of the time each time we meet.
- All synchronous work can be made up in an asynchronous fashion, if you are unable to attend.

Pace of online activities: This course is divided into **topic modules** that are released ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Students should expect to engage online with instructor and/or classmates at least once per week via a variety of activities (e.g. discussion forums, quizzes, etc.).

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average.**

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: ONE TO TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES**

You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: AS SCHEDULED**

Several live, scheduled events for the course, including office hours, are optional. There may be some required online events. However, alternative accommodations will be considered on a case-by-case basis. There are many opportunities for synchronous and asynchronous interaction with instructional staff and each other.

COURSE MATERIALS AND TECHNOLOGIES

Course Textbook:

Morling, Beth. (2018). Research methods in psychology: Evaluating a world of information (3rd ed.). New York: W. W. Norton & Co.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- **Tophat**: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated (may vary by instructor)

ASSIGNMENT CATEGORY	PERCENTAGE
Exams	~30
Group/Individual Assignments	~40

Carmen exercises/quizzes	~30
<u>Total</u>	100

See course schedule below for due dates.

Grading Scale = University Standard

Grade	%	Grade	%	Grade	%	Grade	%
A	93 to 100	B	83 to < 87	C	73 to < 77	D	60 to < 67
A-	90 to < 93	B-	80 to < 83	C-	70 to < 73	E	Below 60
B+	87 to < 90	C+	77 to < 80	D+	67 to < 70		

Descriptions of major course assignments (may vary by instructor)

EXAMS

Description: There will be several in-class midterm and/or final exams. Exam questions will be multiple choice or short answer. The final will be cumulative. Your lowest exam grade will be automatically dropped.

Academic integrity and collaboration: Some instructors may allow open-note exams, while others will use closed-note synchronous exams. This will be clearly indicated to students through Carmen, their finalized syllabus, and emails.

QUIZZES

Description: There may be quizzes for each chapter/topic area covered. If included in the course, quizzes will take place via Carmen, with the scheduled due dates listed in the Carmen course.

Academic integrity and collaboration: You may use notes during the quizzes but because it is timed, you will not have time to look up everything. Your quiz must be your own individual work, should reflect your unique thoughts, and be taken by you and not shared with anyone else (in the class or otherwise).

Group Assignments: (EXAMPLE) Group assignments will consist of Carmen discussion

posts and document submissions. Students will have the opportunity to design their own research experiment and interpret fake sets of data to write an original research article. Students will also submit evaluations of each member's contribution to group assignments to ensure equal participation.

Individual Assignments: (EXAMPLE) Students will complete 2 cumulative review assignments that will give students opportunities to review questions missed on quizzes.

Academic integrity and collaboration: You may discuss all pieces of the assignments and materials with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words. With some assignments it will be appropriate to incorporate ideas from journal articles or other sources. Any time you use ideas from another source – even if not quoting them verbatim – you need to cite the original source of the idea. The instructor will convey the appropriate reference formatting style in the assignment instructions. Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Late assignments

- Late submissions may not be accepted by some instructors. Other instructors may apply grade penalties for late assignments.
- Due dates and times will be explicitly given in Carmen.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**. However, this time may take longer for larger classes.
- **Email:** I will reply to emails within **48 hours on weekdays when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **48 hours on school days (M-F)**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND the instructor.

Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at <http://go.osu.edu/it> or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** the instructor.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Health and Safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Dennis Learning Center

The Dennis Learning Center (<https://dennislearningcenter.osu.edu/>), located within the Younkin success center, has many online and in-person resources available for improving study skills or dealing with test anxiety.

Student Advocacy

The Student Advocacy Center is an office on campus that works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation and they can also contact instructors to provide documentation on your behalf. Phone: 614-292-1111, web address: <http://advocacy.osu.edu/>

Advising

This link has an overview and contact information for the academic services offered on the OSU Columbus campus: <https://advising.osu.edu/>

Student Services

Manage many of the electronic services on campus: <https://contactbuckeyelink.osu.edu/>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical

conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

SLDS COVID-19 Addition

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology & materials

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies or course materials, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

SAMPLE COURSE SCHEDULE

<p>Week 1</p> <p>Jan. 11</p>	<p>Ch 1: Psychology As a Way of thinking</p> <p><i>Scientific Reasoning, Theory-Data Cycle, Journal to Journalism</i></p> <p>Discussion Board and Inquisitive</p>
<p>Week 2</p> <p>Jan. 18</p>	<p>Ch 2: Sources of Information: Why Research is Best and How to Find It</p> <p><i>Sources of Information: Experience, Intuition, Research, Trusting Authorities on the Subject</i></p> <p>Quiz 1</p> <p>Discussion Board and Inquisitive</p>
<p>Week 3</p> <p>Jan. 25</p>	<p>Ch 3: Three Claims: Four Validities: Interrogation Tools for Consumers of Research</p> <p><i>Claims & Validity – Variables, Types of Claims, Interrogating Validities</i></p> <p>Quiz 2</p> <p>Discussion Board and Inquisitive</p>
<p>Week 4</p> <p>Feb. 1</p>	<p>Ch 4: Ethical Guidelines for Psychological Research</p> <p><i>Ethics, History, APA Principles</i></p> <p>Quiz 3</p> <p>Discussion Board and Inquisitive</p>
<p>Week 5</p> <p>Feb. 8</p>	<p>Ch 5: Identifying Good Measurement</p> <p><i>Common Measurements, Reliability, Validity, Interpreting Construct Validity</i></p> <p>Quiz 4</p> <p>Discussion Board and Inquisitive</p>

<p>Week 6 Feb. 15</p>	<p>Ch 6: Surveys and Observations: Describing What People Do <i>Construct Validity, Surveys, Polls, Behavioral Observations</i></p> <p>Quiz 5</p> <p>Discussion Board and Inquisitive</p>
<p>Week 7 Feb. 22</p>	<p>Ch 7: Sampling: Estimating the Frequency of Behaviors & Beliefs <i>Generalizability, External Validity</i></p> <p>Quiz 6</p> <p>Discussion Board and Inquisitive</p>
<p>Week 8 March 1</p>	<p>Ch 8: Bivariate Correlational Research <i>Bivariate Correlations, Interrogating Association Claims</i></p> <p>Quiz 7</p> <p>Discussion Board and Inquisitive</p>
<p>Week 9 March 8</p>	<p>Ch 9: Multivariate Correlational Research <i>Temporal Precedence with Longitudinal Designs, Third Party Variables, Multiple Regression Analysis, Pattern and Parsimony, Mediation</i></p> <p>Quiz 8</p> <p>Discussion Board and Inquisitive</p>
<p>Week 10 March 15</p>	<p>Ch 10: Introduction to Simple Experiments <i>Examples, Experimental Variables, Supporting Causal Claims, Independent Groups Designs, Within-Groups Designs</i></p> <p>Discussion Board and Inquisitive</p>

Week 11 March 22	<p>Ch 11: More on Experiments: Confounding and Obscuring Variables</p> <p><i>Threats to Internal Validity, Interrogating Null Effects</i></p> <p>Discussion Board and Inquisitive</p>
Week 12 March 29	<p>Ch 12: Experiments With More Than One Independent Variable</p> <p><i>Interactions, Factorial Variations, Identifying Factorial Designs in Reading</i></p> <p>Quiz 9</p> <p>Discussion Board and Inquisitive</p>
Week 13 April 5	<p>Ch 13: Quasi-Experiments and Small-N Designs</p> <p><i>Quasi Experiments, Small-N Designs</i></p> <p>Discussion Board and Inquisitive</p> <p>Research Project Due April 9th, Friday</p>
Week 14 April 12	<p>Ch 14: Replicability, Generalization, and the Real World</p> <p><i>Replicability, Ecological Validity, Generalization</i></p> <p>Discussion Board and Inquisitive</p>
Week 15 April 19	<p><i>Class Summary</i></p> <p>Discussion Board and Inquisitive</p>
Exam Week April 26	<p>Final Quiz 10</p>

Research Methods in Psychology

The course

An overview of issues, methods, and techniques of scientific psychological research. Students must be pursuing majors or minors in Psychology, a basic understanding of the practice of research in psychology. Successful students will become competent consumers of research information and findings in academic and non-academic settings.

PREREQ: 1100 (100) or 1100H (100H). Not open to students with credit for 300.

The goals

This course also aims to meet goal-based requirements set forth by the [American Psychological Association \(APA\)](#). These are guidelines that establish standardized, baseline expectations of understanding for a host of areas in psychology. APA learning objectives are specified below. This includes developing and refining the following skills:

Identify common biases in human judgment and how these demonstrate flaws in using intuition as a substitute for scientific investigation ([APA 2.1e](#); [2.2d](#); [2.5a](#))

Use research database search programs (e.g., PsychInfo) to obtain desired research articles, chapters, books, and other materials ([APA 2.2c](#))

Identify the major ethical principles guiding psychological research and describe how these are applied in examples and actual studies ([APA 3.1b & c](#))

Describe the procedures in place to protect human and animal participants in research ([APA 3.1a](#))

Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition) ([APA 2.4c](#))

Differentiate among three types of research design claims: frequency, association, and causal ([APA 2.4g](#))

Compare and contrast the five most common research designs (i.e., correlational, longitudinal, experimental, quasi-experimental, and factorial); identify what types of claims each is able to make, including interpretation of basic interactions within an ANOVA analysis. ([APA 2.4a & b](#))

Define each of the four major validities: construct, statistical, external, and internal and understand which types of validities are most relevant for each of the three types of design claims ([APA 2.4e & f](#); [2.5d](#))

Appraise research claims using knowledge of the validities and generate appropriate questions to evaluate the findings ([APA 2.5c](#))

This course also aims to meet goal-based requirements set forth by the [Ohio State University \(Psychology Major\)](#).

Knowledge base in psychology Describe key concepts, principles, & overarching themes in psychology; Describe applications of psychology

Scientific Inquiry & Critical Thinking Use scientific reasoning to interpret psychological phenomena; Demonstrate psychology information literacy; Engage in innovative & integrative thinking & problem solving; Interpret, design, & conduct basic psychological research; Incorporate sociocultural factors in scientific inquiry

Ethical & Social Responsibility in a Diverse World Apply ethical standards to evaluate psychological science & practice; Build & enhance personal relationships

Communication Demonstrate effective writing for different purposes; Interact effectively with others

Professional Development Apply psychological content & skills to career goals; Exhibit self-efficacy & self-regulation; Refine project-management skills



Dr. Steven Bengal

ROOM PSY 165

EMAIL BENGAL.1@OSU.EDU

PHONE 614.292.8185

The best way to reach me is by e-mail using your OSU account.

OFFICE HOURS

M 1:15 PM–2:15 PM

W 1:15 PM–2:15 PM

OR BY APPOINTMENT

Contact me for all other visits through my EMAIL.



Course website

CARMEN.OSU.EDU

All homework and other assignments can be completed here. Important course dates, information, announcements, and your grades are all located on this site. Please check it regularly and frequently.

Electronic communications via Carmen uses students' OSU handles, making OSU e-mail a primary form of communication outside of class.



Required Text

MORLING, B. (2018). RESEARCH METHODS IN PSYCHOLOGY (3RD EDITION). NEW YORK: W.W. NORTON & COMPANY, INC.

ALL STUDENTS should be prepared to make use of a textbook in some format.

Free online resources are numerous, but they vary widely in coverage and suitability for the social sciences.

You are responsible for completing the assigned readings **before you come to class**.

The structure

Lectures, homework, discussions, and readings: This course has a strong lecture-based format: concepts will be initially discussed or introduced in class. However, we will additionally have some in-class activities in which you are encouraged to bring a laptop or other device capable of access the internet, so you can engage in an environment with direct observation. Sometimes, we will engage in small group discussions or work in which you cooperatively demonstrate your learning with peers and review your understanding of the materials. This course has a sister class, **PSY2220**, which may help illuminate the applied statistical tests beyond what we cover over this semester. Lastly: many concepts will require further reading to fully unpack and understand. Go beyond the classroom.

Attendance

Please do! Attendance is not specifically required, but there is a strong correlation between attending the course and final grades. The slides are not always designed to include all of the information we discuss through a course, and cannot answer your questions by themselves. Lastly, there are **points associated with showing up!**

If you have a reason that you know will impact your attendance over the course of the semester, bring it to my attention within the first week of class. Any excused absences for University-sponsored events must be documented and brought to the instructor's **attention prior to the absence**.

Late work

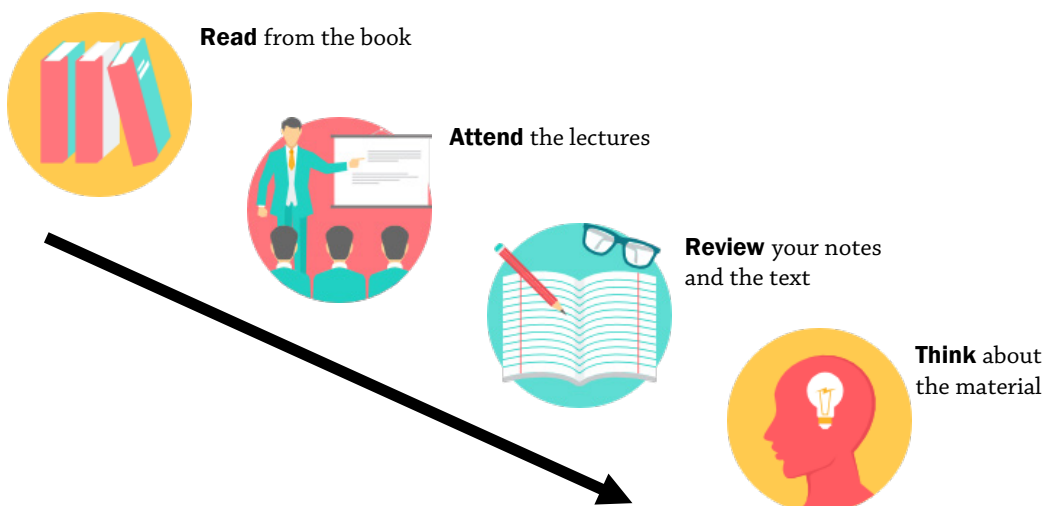
Please don't! Late assignments (i.e. Those turned in after the time they are due) or missed exams will receive a penalty of 20% (min. 1 point) per day late. This penalty will be waived only under extreme circumstances (e.g., severe medical reasons and/or family issues or emergencies). Should such circumstances arise, you must contact the instructor **as soon as possible** before class time and submit suitable documentation.

Workload

The workload for this course is largely out of class time. Reading, practicing, and learning research methods involves more than a perfunctory attendance of lecture. Some concepts may take longer than you expect to master, and you will have to learn both conceptually and practically how various research methodologies are related (and separate). **Manage your time.** Don't wait until the last minute to begin studying or reviewing material.

Beyond exams, there are a number of homework assignments due throughout the semester. These are intended to both measure your progress and allow you to demonstrate your mastery of the material. They are a guide to make sure you are keeping up with the pace of the course.

A SUGGESTED SYSTEM FOR SUCCEEDING IN THIS COURSE IS LISTED BELOW:



Rules of engagement

Speaking up: You must be prepared to speak. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned readings and ask questions. Stage fright be damned, this course is your time to shine!

Consider colleagues: Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Read assigned readings and review course materials. Take an active, engaged role in your own learning.

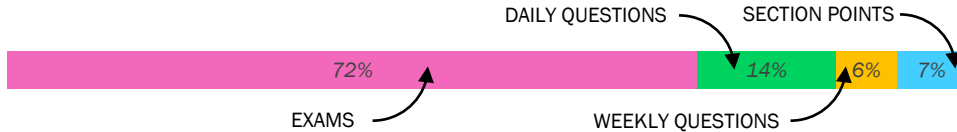
Work beyond: Be prepared to work outside of class. Readings, studying, and preparing for future classes. This class is meant to be where you come to test that you have understood the materials from the book, not learn content for the first time.

Top hat: This course will use Top Hat for a number of in-class activities. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the **first day of class** for us to discuss alternatives.

TOPHAT.OSU.EDU

Be aware: This course structure varies by lecture, by concept, by unexpected snowdays (heatdays?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its call. As such, I reserve the right to revise the syllabus, class schedule, assignments, and other course features, as necessary. You will always be informed of these changes on Carmen and in class.

Earning your grades



Exams: There will be **three in-class exams**, focusing on conceptual knowledge of research methods. Each student must show a valid BuckID to take an exam. Please bring a pencil to all exams. These exams will not entail a cumulative component, and will largely consist of multiple-choice questions, although other variations may be included.

Your overall midterm exam scores will count for around **72%** of your final grade.

Daily Questions: You will have a few short questions to answer about each class period in order to prepare you for the upcoming exam. These will be due by midnight every Monday, Wednesday, and Friday, and will not be available until at least 1 hour after class. Use long-term memory, your notes, and your book to help you answer!

Your section points will count for around **14%** of your final grade.

Weekly Questions: To help ensure you are mastering the material, there will be a series of questions due by the end of the week on Sunday about the content covered that week. This assignment will be graded based on completion: it is up to you to ensure that you have appropriately answered each question. It is recommended to complete several questions every day, and not in a block at the end.

Your weekly questions will count for around **6%** of your final grade.

Section Points: You will also be evaluated on how much you participate in the class throughout the term. Students may earn attendance points for being actively involved in discussions, being on-task, and being prepared. Students may lose points for failing to be engaged or on-task in class, being late to class, and/or being consistently absent. A majority of these points, however, will be provided based on submission of in-class activities, including **Top Hats**, and as such, missing a lecture may preclude you from these points.

Your in-class activities will count for around **7%** of your final grade.

Extra Credit: You will receive 1 point of extra credit, automatically applied, for **reading the syllabus**. CONGRATULATIONS! If you ask if the class has extra credit, you will demonstrate that you have not read the syllabus, and **will lose this 1 point!** There will be **additional** extra credit if at least 80% of the class completes the end-of-term SEIs!

A few other notes on earning your grades

Time: Classroom time alone is not nearly sufficient for mastering (or maybe even fully grasping) all of the concepts we will discuss over the course of the semester. It is essential that you review content out of class, early and often.

Testing yourself: One of the most difficult components of reviewing for an exam or considering what to focus on studying is assessing what you **know** and what you **don't yet know**. One strategy is to repeatedly test yourself over content. Make mini-quizzes, complete book questions, and work in small groups. By depriving yourself of the notes with the answers, you will be forced to actually assess what you have learned, and what you only thought you learned. This can help guide you in what you need to spend more time reviewing or establish what content you need to ask for additional help with.

Exam study tips: Focus on not only what makes concepts similar, but what makes them different. Keep up with homework and readings so you aren't playing catch up before an exam. Do not try to cram for a test – cramming can cause cognitive “overload,” in which ideas blur together so to make it even harder to distinguish important details from related content. Do not expect to sit and digest a chapter or even homework assignment in one sitting. Repeated exposure, with breaks between, produces the best ability to ensure you are properly engaging with the material and actually learning the content. Try to allocate blocks of time each day, to spread out your review of the content.

Component values

EXAMS	3 / 90 PTS
DAILY QUESTIONS	18 / 18 PTS
WEEKLY QUESTIONS	8 / 8 PTS
SECTION POINTS	9 PTS
TOTAL	125 PTS

Grading scale

This course uses the OSU standard grading scale. All students are graded on the same scale from A to E.

A (EXCELLENT)	100–93
A- (REALLY GOOD)	92.99–90
B+ (VERY GOOD)	89.99–87
B (GOOD)	86.99–83
B- (KIND OF GOOD)	82.99–80
C+ (BIT BETTER THAN OK)	79.99–77
C (OK)	76.99–73
C- (BIT WORSE THAN OK)	72.99–70
D (VERY WEAK)	69.99–65
E (FATALLY FLAWED)	BELOW 65

Grading standards

Further clarification of grades, on any given component, are listed below. We are looking not just for a passing recognition of data analysis, but pushing students for absolute mastery of the material. A general guideline for grades is as follows:

A = Excellent mastery of material, able to apply to novel situations.

B = Good conceptual understanding and/or some issues of practical application.

C = OK/average conceptual understanding and/or some issues of practical application.

D = Weak conceptual understanding and/or extreme problems in practical ability, or some requirements unmet.

E = Fatally flawed understanding or application of content; failure to meet minimal course requirements.

Academic misconduct

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (FACULTY RULE 3335-5-487). For additional information, see the Code of Student Conduct at [HTTP://STUDENTLIFE.OSU.EDU/CSC](http://STUDENTLIFE.OSU.EDU/CSC).

Behavioral Misconduct

Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

Sexual misconduct/relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [HTTP://TITLEIX.OSU.EDU](http://TITLEIX.OSU.EDU) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at TITLEIX@OSU.EDU.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS CONTACT INFORMATION: SLDS@OSU.EDU; 614-292-3307; SLDS.OSU.EDU; 098 BAKER HALL, 113 W. 12TH AVENUE.

Instructor commitment

Availability: I will be available to discuss course material and provide assistance with assignments. You will have carte blanche access to office hours, which you are encouraged to take advantage of. Please meet with me early/often if there any course issues, grading questions, or anything else you wish to discuss.

Grading: Considering the fast pace and building-block nature of the assignments, I will provide you with useful and timely feedback on all assignments/exams. The grades may fluctuate with the size and complexity of the assignment, but immediate feedback in terms of quality will be available through in-class discussion and office hours.

Presentation: I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. My role in this course is a facilitator: I am here to provide a framework and guide discussion, provide presentations, video clips, pictures, and exam review materials – all of the materials you need to succeed, but you still have to decide to work to use them. Think of me as the rumble strip and signs on a highway, but not as a tow truck.

Class schedule*

WEEK	DAY	DATE	TOPIC	CHAPTER	NOTES
01	W	6/5	Introductions RESEARCH METHODS		
	F	6/7	INTRODUCTION TO SCIENTIFIC REASONING; SOURCES OF INFORMATION	1, 2	
02	M	6/10	VARIABLES: THE THREE CLAIMS	3	
	W	6/12	Claims and validity		
	F	6/14	MEASUREMENT	5	
03	M	6/17	Reliability and validity		
	W	6/19	ETHICS	4	Course feedback
	F	6/21	exam 1		
04	M	6/24	Feedback and CONSTRUCT VALIDITY	6	
	W	6/26	Surveys, polls, behavior		
	F	6/28	POPULATIONS AND SAMPLES	7	
05	M	7/1	BIVARIATE CORRELATIONS Association claims	8	
	W	7/3	MULTIVARIATE CORRELATIONS	9	
	F	7/5	Longitudinal and multiple regression		
06	M	7/8	exam 2		
	W	7/10	SIMPLE EXPERIMENTS	10	
	F	7/12	Applying the validities		
07	M	7/15	SIMPLE EXPERIMENT THREATS	11	
	W	7/17	FACTORIAL DESIGNS	12	
	F	7/19	Because the world isn't a main-effect place		
08	M	7/22	QUASI-EXPERIMENTS AND SMALL-N	13	
	W	7/24	REPLICABILITY AND GENERALIZABILITY	14	
	F	7/26	FINAL EXAM 11:40AM-1:15PM		

*Schedule is tentative and subject to change.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PSYCH 2300

Instructor: TBD

Summary: Research Methods in Psychology

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Asynchronous or synchronous lab sessions. • Carmen discussion boards. • Tophat
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party utilities are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 1/15/21
- Reviewed by: Ian Anderson

Notes: This one is good to go!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>