PSY 212 Survey of Research Methods

3 Credits, CRN: 64432
MW 11.30 a.m. – 12.45 p.m.

Instructor: Lisamarie Bensman, Ph.D.
Email: bensman@hawaii.edu
Office: Na‘auao 114
Office Hours: Drop-in (in-person hours, no appointment needed) MW 12.45 – 2 p.m.
Online (via Skype, G-chat, & email) T 2 – 3 p.m. & R 8 – 9.30 a.m.
I’m also available by appointment both in-person & online
Email is an excellent way to get a hold of me; email anytime

Effective Date: Fall 2018

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career, and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

OUR COURSE
Throughout our daily lives, we are constantly bombarded with claims supposedly based in science. In this course, you’ll learn to be a critical consumer of these assertions. In addition to learning how to conduct your own research, you’ll acquire the ability to understand and analyze the research of others. We’ll ground our education in real-world issues and data collected from you, so that you discover the relevance of research methods in your daily life.

Overly Honest Method @OverlyHonestly · 20 Aug 2014
Replying to @DrMomMTBC
"@DrMomMTBC: @OverlyHonestly We did it this way because it was the only thing the IRB would let us try. #research"

CATALOG DESCRIPTION
Provides an overview of research design strategies used in psychological research. Topic covered include the scientific method; reviewing literature for hypothesis development; ethical issues in research; the operational definition of variables; observational, self-report and experimental methods; data analysis; inferential hypothesis testing; and the American Psychological Association writing style. The course furnishes students with the fundamentals of research that all psychology majors should be aware of, regardless of whether they plan to pursue a research
career. Emphasis is placed on the critical evaluation of psychological research as it is reported in
the popular media and research periodicals. DS (3 hours lecture).

Required Preparation: PSY 100.

STUDENT LEARNING OUTCOMES
Upon completion of the course, you should be able to:

1. Describe basic research methods for psychology.
2. Craft a solid research question.
3. Identify appropriate variables for a given research question.
4. Choose the appropriate methodology to answer a research question.
5. Critically analyze the research methodology in scholarly publications and in various other
sources.

BOOK INFORMATION
For the semester, we’ll be using:


You have a number of options regarding the textbook, please select which fits your needs and
preferences best:

1. Purchase a NEW copy of the textbook (loose-leaf version) from the bookstore, which
comes with access to Inquizitive (a computer program used for graded coursework).
2. Purchase access to the eBook for the publisher website, which includes access to
Inquizitive. Inquizitive link: https://digital.wwnorton.com/researchpsych3
3. Purchase a used copy of the text, anywhere, and also purchase access to Inquizitive
(currently $25). Inquizitive link: https://digital.wwnorton.com/researchpsych3

If you’re unsure about whether you’d prefer a hard copy of the text or an eBook, you can try the
eBook for FREE for three weeks (and take the complete the first Inquizitive assignment). Just
use this link: https://digital.wwnorton.com/researchpsych3

You will be asked for our Inquizitive student set number when you register/go to take the first
Inquizitive activity. It is 62686.

COURSE TASKS.
Both inside and outside our classroom, we have an exciting, engaging, and beneficial semester
ahead. You’ll do the easier work at home by yourself and the more difficult work in the
classroom and/or with guidance, all in formats and pacing designed to make your learning
effective and long-lasting (and hopefully pleasant).
To succeed in our course, please be sure to read assigned chapters and complete the Inquizitive activities BEFORE we begin discussing the chapter topics in class.

We have two websites that we will use throughout the semester, Laulima and Inquizitive. Laulima is WCC’s online course management system, which you might have used in previous courses. On Laulima, you will find our official class gradebook, a resource folder containing important class materials, class announcements, and our syllabus along with a number of other useful items. Access to Laulima requires your regular school username and password.

Our second website, Inquizitive, is used in conjunction with our class textbook. Access to LaunchPad comes packaged with your book through the bookstore (see above for other options). Access to Inquizitive is necessary to complete some of the graded assignments for our course.

When you register for Inquizitive, please use your name of record with the school, not a nickname, so that I may match your work to the gradebook.

As there are many ways to showcase knowledge acquisition and critical thinking skills, you will have an opportunity to demonstrate what you’ve learned in this course using a variety of different formats:

| Activity Reading with Inquizitive: | 6 x 15 points = 90 points |
| Class Projects: | 185 points |
| Quizzes: | 5 x 25 points = 125 points |
| Research Study: | 100 points |

**TOTAL:** 500 points

The above assignments all work on a mastery system, which allows you to achieve academic success even if you experience initial struggles with the material. Using this system, the key to success rests with you. The more you work with the material, the better you will understand it and the more opportunities you have to improve your grade. For these reasons, I encourage you to complete all the coursework. Here are some additional details on our assignments:

**Active Reading with Inquizitive (15 points each, highest 6 scores count, 90 points total)**

To encourage you to keep up with the assigned reading for this course, for each textbook module, you will complete an Inquizitive activity. Inquizitive is an online, adaptive quizzing tool with gaming that gauges how well you understand the textbook reading. These activities are open-book, open-notes, and the website will provide excerpts of the text for you to review if you struggle with a question. Each successful, on-time submission is worth up to 15 points. Inquizitive sets a target score of 1500 for each Inquizitive activity. 1500 Inquizitive points = 15 class points (i.e. full credit). Partial credit is also available. So for example, if you earned 1400 Inquizitive points, you would earn 14 points towards your class grade. You can return to the Inquizitive assignment as many times as you’d like before the deadline to continue earning more points (max score of 15 class points). Late assignments are not accepted. There are 8 Inquizitive activities throughout the semester; I will count your highest 6 scores, so you can skip two Inquizitive activities without any negative impact to your final grade.

**Class Projects (185 points total)**

In class, one of the ways that we’ll learn about the exciting world of research methods is through project based learning. These projects will address real world issues currently facing our school.
In teams, you’ll create valid and reliable materials for WCC to use to address current campus needs. For one project, you’ll construct a guide that campus instructors will use to write new course assessment questions, including generating annotated examples of both good and bad questions. For another project, you’ll devise ways for the Study Aboard office to measure the personal, academic, and professional growth that students experience through their participation in study aboard courses. In a different project, you’ll craft a pre- and post-knowledge assessment measure for the Campus Climate Survey Task Force to use in evaluating the impact of their upcoming intervention efforts. Additional large projects may be added throughout the semester. During many classes, we’ll also work on smaller skills and knowledge building projects. Work on these projects (of both the small and large varieties) will occur both inside and outside of class time. I’ll provide feedback on your contributions and you’ll have opportunities to revise this work using my and classmates’ input. As you contribute to these projects, you will earn points, with a max score of 185 points. Late work is not accepted, but I do expect that more than 185 points will be available throughout the semester, thereby allowing students who miss or struggle with some project components the opportunity to make-up for missed points.

Quizzes (25 points each, highest 5 scores count, 125 points total)
In our course, in addition to learning how to conduct and evaluate research, we’ll use research to guide our pedagogy and coursework. An overwhelming amount of research can be taken as demonstrating that low-stakes testing is more likely to lead to sustained gains in knowledge than high stakes testing. As such, we’ll employ low stakes testing in our course that emphasizes your ability to understand, analyze, and apply our class knowledge. Our textbook is split in six sections; for each section, there is a quiz. Quizzes are open-book, open–notes, and work on the mastery system. You may submit a quiz as many times as you desire before the deadline and the score from your highest attempt counts. Each quiz is worth 25 points. Late quizzes are not accepted. There are 6 assigned quizzes and I will count your highest 5 scores (i.e. you can skip one quiz without any penalty).

Research Study (100 points total):
Throughout the semester, you will work in a group to design and execute a research study. The research question and study methodology are up to you, but must be novel (i.e. you can’t recreate a previous study). At the end of the semester, you’ll submit an APA style lab report and will present your project to the class via a poster presentation. Sections of your study design and lab report will be submitted throughout the semester for feedback and revision. Additional details are available on Laulima.
## Course Content

**Schedule (tentative and subject to change):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Aug. 20th</td>
<td>Welcome to Research Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. Aug. 22nd</td>
<td>Why Research?</td>
<td>1 &amp; 2</td>
<td>Inquizitive Module 1</td>
</tr>
<tr>
<td>M. Aug. 27th</td>
<td>Why Research?</td>
<td>1 &amp; 2</td>
<td>Inquizitive Module 2</td>
</tr>
<tr>
<td>W. Aug. 29th</td>
<td>Being an Educated Consumer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>M. Sept. 3rd</td>
<td>No School: Labor Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. Sept. 5th</td>
<td>Being an Educated Consumer</td>
<td>3</td>
<td>Research Topics</td>
</tr>
<tr>
<td>M. Sept. 10th</td>
<td>Being an Educated Consumer</td>
<td>3</td>
<td>Part I Quiz</td>
</tr>
<tr>
<td>W. Sept. 12th</td>
<td>Ethics 101</td>
<td>4</td>
<td>Inquizitive Module 3</td>
</tr>
<tr>
<td>M. Sept. 17th</td>
<td>Ethics 101</td>
<td>4</td>
<td>Introduction Section, Draft</td>
</tr>
<tr>
<td>W. Sept. 19th</td>
<td>Reliability</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M. Sept. 24th</td>
<td>Validity</td>
<td>5</td>
<td>Part II Quiz</td>
</tr>
<tr>
<td>W. Sept. 26th</td>
<td>The Survey Method</td>
<td>6</td>
<td>Revised Introduction</td>
</tr>
<tr>
<td>M. Oct. 1st</td>
<td>The Survey Method</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>W. Oct. 3rd</td>
<td>The Survey Method</td>
<td>6</td>
<td>Method Section, Draft</td>
</tr>
<tr>
<td>M. Oct. 8th</td>
<td>The Observational Method</td>
<td>6</td>
<td></td>
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<tr>
<td>W. Oct. 10th</td>
<td>The Observational Method</td>
<td>6</td>
<td>Inquizitive Module 4</td>
</tr>
<tr>
<td>M. Oct. 15th</td>
<td>The Observational Method</td>
<td>6</td>
<td>Revised Method Section</td>
</tr>
<tr>
<td>W. Oct. 17th</td>
<td>Populations &amp; Samples</td>
<td>7</td>
<td>Study Materials</td>
</tr>
<tr>
<td>M. Oct. 22nd</td>
<td>Populations &amp; Samples</td>
<td>7</td>
<td>Part III Quiz</td>
</tr>
<tr>
<td>W. Oct. 24th</td>
<td>Correlational Research</td>
<td>8 &amp; 9</td>
<td>Inquizitive Module 5</td>
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<tr>
<td>M. Oct. 29th</td>
<td>Correlational Research</td>
<td>8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>W. Oct. 31st</td>
<td>Correlational Research</td>
<td>8 &amp; 9</td>
<td>Part IV Quiz</td>
</tr>
<tr>
<td>M. Nov. 5th</td>
<td>The Experimental Method</td>
<td>10, 11, &amp; 12</td>
<td>Inquizitive Module 6</td>
</tr>
<tr>
<td>W. Nov. 7th</td>
<td>The Experimental Method</td>
<td>10, 11, &amp; 12</td>
<td>Study Data</td>
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<tr>
<td>M. Nov. 12th</td>
<td>No School: Veterans’ Day</td>
<td></td>
<td></td>
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<tr>
<td>W. Nov. 14th</td>
<td>The Experimental Method</td>
<td>10, 11, &amp; 12</td>
<td>Results Section, Draft</td>
</tr>
<tr>
<td>M. Nov. 19th</td>
<td>The Experimental Method</td>
<td>10, 11, &amp; 12</td>
<td>Inquizitive Module 7</td>
</tr>
<tr>
<td>W. Nov. 21st</td>
<td>The Experimental Method</td>
<td>10, 11, &amp; 12</td>
<td>Discussion Section, Draft</td>
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<tr>
<td>M. Nov. 26th</td>
<td>The Experimental Method</td>
<td>10, 11, &amp; 12</td>
<td>Part V Quiz</td>
</tr>
<tr>
<td>W. Nov. 28th</td>
<td>Quasi-Experiments</td>
<td>13</td>
<td>Inquizitive Module 8</td>
</tr>
<tr>
<td>M. Dec. 3rd</td>
<td>Replication &amp; Generalization</td>
<td>14</td>
<td>Lab Report, Final Version</td>
</tr>
<tr>
<td>W. Dec. 5th</td>
<td>Replication &amp; Generalization</td>
<td>14</td>
<td>Part VI Quiz</td>
</tr>
<tr>
<td>W. Dec. 12th</td>
<td>Project Fair</td>
<td></td>
<td>Posters</td>
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</tbody>
</table>

Textbook chapters should be read BEFORE the start of the first class in which the chapter is covered. Class project deadlines are NOT listed on the schedule. These due dates will be announced in class based upon our particular class’s pacing and needs. Assigned work is due by 11.59 p.m. on the date it is listed. Late work is not accepted.
ASSessment TASKS AND GRADING

Students often worry about their progress in a course, and sometimes ask their instructors to calculate their grade for them. In this course, my goal for the grading system is to be as clear as possible so that you are always aware of your standing in the course. I have provided this worksheet for you to fill in your assignment grades as the semester progresses.

Grade Tracker:

Active Reading with Inquizitive
Module 1 = _____/15 points
Module 2 = _____/15 points
Module 3 = _____/15 points
Module 4 = _____/15 points
Module 5 = _____/15 points
Module 6 = _____/15 points
Module 7 = _____/15 points
Module 8 = _____/15 points
Highest 6 of 8 Scores = ____/90 points

Class Projects
Running tally of project points
Total = _____/185 points

Quizzes
Quiz 1 = _____/25 points
Quiz 2 = _____/25 points
Quiz 3 = _____/25 points
Quiz 4 = _____/25 points
Quiz 5 = _____/25 points
Quiz 6 = _____/25 points
Highest 5 of 6 Scores = ____/125 points

Research Study
Lab report = _____/80 points
Poster = _____/80 points
Study Total = _____/100 points
Total Points = _____/500 points
*Add only the scores in this right, bolded column

Grading:
I will use the following scale to determine the final grade that you earned:

A  =  501 – 450 points [percentage of 90 – 100%]
B  =  449.9 – 400 points [percentage of 80 – 89.9%]
C  =  399.9 – 350 points [percentage of 70 – 79.9%]
D  =  349.9 – 300 points [percentage of 60 – 69.9%]
F  =  Below 300 points [percentage below 60%]
LEARNING RESOURCES
Our required materials for the course:

Access to the companion website, Inquizitive, is also required for the course. Access to Inquizitive comes free with new books purchased in the bookstore. If you purchase a copy of the text elsewhere or purchase a used text, you may need to purchase Inquizitive separately.

Additional course materials will be available on Laulima.

**Recommended Reading Resources:**

**Campus Resources:**
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities.

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

Library Study Services: See the librarians for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website: [http://library.wcc.hawaii.edu](http://library.wcc.hawaii.edu)

**Student Resources:**
Ka Piko is WCC’s academic support hub. Please visit: [https://windward.hawaii.edu/kapiko/](https://windward.hawaii.edu/kapiko/)

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**Additional Information**
I am here to help you succeed in this course. Please don’t hesitate to email me or stop by my office if you have any questions, concerns, or problems. At any point in the semester, if you have concerns about our class that you would prefer not to discuss with me, the Social Sciences department chair, Dr. Toshi Ikagawa ([ikagawa@hawaii.edu](mailto:ikagawa@hawaii.edu)), is available as a resource. An alternate contact for any concerns is [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu).
In order to keep class fair for everyone, we will adhere strongly to the following course policies:

1. **Plagiarism/Cheating:** I take both plagiarism and cheating very seriously. If I believe you have plagiarized (intentionally or unintentionally) or cheated, you will earn a zero for that assignment, no exceptions. A second instance of either will result in failure of the course (i.e. two instances of plagiarism, two instances of cheating or an instance of plagiarism and an instance of cheating).

2. **Late work policy:** Late assignments are not accepted, excepted in cases of serious documented emergencies with written verification of the extenuating medical, legal, or other qualifying circumstances. The determination of a qualified emergency is made by me; please contact me as soon as you anticipate a problem.

3. **I strongly uphold the University of Hawai‘i’s non-discrimination policy in my class.** Any discriminatory acts or language on the basis of race, religion, sex, age, national origin, ancestry, disability, or sexual orientation will NOT be tolerated. We will maintain our online classroom as a safe environment for all.

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**MySuccess**

At Windward Community College, we want every student to be successful. To help with this, early intervention will be offered through MySuccess. MySuccess is a system wide effort that seeks to support students early in the semester when they first begin experiencing difficulty in class. If I feel that you're having difficulty in our class within the first few weeks of the semester (e.g. missing assignments or low assignment scores) and working together shows that you would really benefit from being connected to supportive resources outside of the classroom, I may refer you to an assigned counselor. Once referred, MySuccess will:

- Call you and send an email to your Hawaii.edu account to let you know about my referral; and
- Have a Counselor follow up with you by phone or by email to find out what kinds of help you might need and connect you with the necessary resources to help you devise a strategy for success.
I will not refer you without telling you. If I do refer you, know that I am doing so in an effort to connect you with all of the help you may need to do well this semester as your success is important to me.

**DISABILITIES ACCOMMODATION STATEMENT**
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

**Title IX**
Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: [https://windward.hawaii.edu/Title_IX/](https://windward.hawaii.edu/Title_IX/).

Windward Community College (WCC) is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.

**ALTERNATE CONTACT INFORMATION**
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121  
Phone: 808-235-7422  
Email: wccaa@hawaii.edu