



Psychology 3311 Research Methods

Dr. Lloyd (she/her pronouns)

*Welcome! I absolutely **adore** teaching this class. We're going to work hard, learn a lot, and take an adventure into the center of Psychology: Research Methods. I am glad you are here!*

Syllabus for Fall 2022: MW 9-10:40 CC or 11-12:40 AA

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Student Hours: Tuesdays 12:30-2pm, Wednesdays 1-2:30 or send me a Teams chat/email for other time options. (Really, please do! I want to meet with you!)

3 CLAIMS & 4 VALIDITIES THE RESEARCH METHODS FRAMEWORK



Figure 1: The 3 claims and 4 validities that will frame our course.

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Diversity Statement: (adapted from professional development workshop at APA conference, 2019/[ASEE resources](#)): I consider this classroom to be a place where you and I will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual identities, ability – and other visible and nonvisible differences. All members of this class, including me, are expected to contribute to a respectful, welcoming and inclusive environment for every member of the class.

Course Learning Objectives

1. Practice reading and explaining journal articles both in writing and discussion
2. Improved quantitative interpretation skills through reading journal articles, assessing statistical output, and interpreting graphs
3. Practice in explaining psychology research for a scientific and general audience
4. Enhanced metacognition, time management, and writing skills
5. Eliminate plagiarism in writing
6. Application of concepts of research methods to scientific products, particularly journal articles
7. Describe the psychological study of understanding the experience of historically marginalized groups by reading and responding to journal articles
8. Gain experience and skills in the following areas: cognitive, communication, personal, social, and technological
9. Be more comfortable with making mistakes by having many chances to revise work

You can find the official catalogue description of the course here: <https://www.sbu.edu/academics/course-catalogues.cfm>

COVID-19 Course Modifications

(Adapted from Dr. Hunter)

General expectations for classroom attendance:

- We'll all follow the [Seton Hall Pledge](#), which acknowledges our shared responsibility in keeping others safe.
- If you're feeling at all ill, please don't come to campus.
- We will use surveys to determine masking levels.

Learning Goals

The American Psychological Association has identified 5 goals of the undergraduate major. The full set of goals, and those that the course addresses (all of them!), is posted at the end of the syllabus.

Career Development Goals

The American Psychological Association has also identified 5 areas of skills in which a Psychology Major should be developed. The full set of skills, and those that the course addresses, is posted at the end of the syllabus. Every assignment in this class is built around one or more of these.

Reading/Writing Proficiency

A Seton Hall University *Reading/Writing-Intensive* course will include a significant amount of formal and informal writing with several of hours of academic and professional reading per week. Assignments related to reading and writing will be assessed to comprise much of the total course grade.

Numeracy Proficiency

In addition, this course meets the criteria for Seton Hall's numeracy proficiency. That means there will be a substantial amount of time devoted to using numbers to measure and evaluate behavior. Sometimes this will be interpreting other results, sometimes creating new ways to present data, and sometimes in collecting. Assignments relating to numeracy will occur in about 50% of assignments.

Suggestions for Success in Research Methods

1. **Attendance:** This is not the sort of class where getting notes is a good substitute for the experience. I expect you will attend class unless something extraordinary is happening (e.g., illness, especially a contagious one). (See policy on attendance.)
2. **Prepare in advance:** Read the article and book a few times. Visit student hours with questions.
3. **See a tutor:** Psi Chi provides free tutoring for psychology courses. Email PsiChiClub@shu.edu for more information.
4. **Visit the Writing Center:** This is an excellent resource to improve your writing.
5. **Be an active learner:** Come to class prepared and ask questions when you do not understand. I want to be helpful!
6. **Stay on track:** This class is a LOT of work. I will not deny that. Writing and reading take time to be effective and research methods is complex. I am always happy to discuss better time management strategies if you are having difficulty figuring out how to be successful. In general, the 8-12 hours/week of work for this class will be divided as follows:
 - 2 hours – reading chapter, taking quizzes
 - 2-3 hours – reading journal articles and writing responses
 - 1 hour – doing SEL exercises and completing response
 - 2-3 hours – preparing for upcoming exams
 - 0-4 hours – working on lab papers

Don't believe me? On the spring 2021 cumulative final I asked students to reflect on the accuracy of these time estimates. Here's is a sample response:

“I find these time estimates to be very accurate. With the first four items, I spent time every week working on them and the breakdowns were fairly accurate. With the lab papers and open projects I spent more than 4 hours per week when completing them, but had I split them up more evenly over the semester the 0-4 hour range would have applied. I was surprised to see how much time I would be expected to spend on the assignments and assumed I could complete them quicker at first. However, when I started to understand the depth of the assignments those estimates began to hold a lot of truth. I appreciated you including those time guidelines in the syllabus because it helped me plan and structure my week more effectively.”

Course Materials/Requirements

1. **Required Textbook (plus Blackboard, Word, and Excel)** – Morling, B. *Research Methods in Psychology: Evaluating a World of Information*. 4th ed. There are various formats noted [here](#). If you choose to save money by buying an earlier edition, you are responsible for any differences but I will try to point them out in class.
2. **Pre-requisites:** You must have completed PSYC2311 or Math 2111 with a grade of C- or better.
3. **Sequence Course Requirements:** Psychology Majors must earn a final grade of a C- or higher in Introduction to Psychology, Orientation to the Psychology Major, Elementary Psychological Statistics, Research Methods in Psychology, and Seminar in Psychology. Should you earn an F/ D/D+, you will need to retake the pre-requisite course before taking the next course in the sequence. Federal financial aid can be used to improve a grade of D or higher only once for a given course. If you are retaking the course to replace a D or higher for the second time and receiving Federal financial aid, be sure to enroll in at least 12 additional credits to maintain full-time status. Further, to remain a psychology major, the course may only be taken twice.

Components of your final grade

Rather than the points system you have likely used in most classes, this course uses specifications deadlines. Assignments are graded as either a. ACCEPTABLE (worth 1) or b. not **YET** acceptable (scored as 0 in order to meet Blackboard's standards but I think of that as "o" for "open to revision."). You accumulate a certain number of credited assignments to earn various grade levels. The idea here is that I want to focus on what you have learned accurately so a 0 is not "bad" it means you aren't there just **YET**.

A description of these graded components of the course are below. The course objectives that it meets are listed in parentheses (CO).

1. **Syllabus and Specifications Grading Quiz:** This class has a lot of pieces and I want to make sure you recognize them early on. You need to have earned an acceptable score on this by September 12 in order for subsequent assignments to be available to you. You may retake this syllabus quiz as often as you need to. *Scores of 90% or higher earn credit.* (CO 9)
2. **Online Chapter Quizzes:** The quiz for each chapter that is on blackboard is due before the start of the first class on which we will discuss the chapter. These are under Course Materials in Blackboard. Open the chapter you are working with to take the quiz. I suggest taking the quiz at least twice, once before reading and once after learning the material to help guide your reading. You may redo quizzes for credit until the COL that covers them occurs. *Score of 80% or higher to earn credit.* (CO 2, 9)
3. **Journal Article Writing:** On average of once a week, you will read an article, usually an empirical study in a journal, regarding the psychological research on historically marginalized identities, and write a single spaced/12 point font ticket of one page not including headers using the format in the assignment. You should also fill out the scoring rubric on page 2. (CO 1-9)

Assignment	A	A-	B+	B	B-	C+	C	C-	D+	D
Syllabus/SPECS	1	1	1	1	1	1	1	1	1	1
Quiz										

Note: In order to earn a particular grade, you must meet the counts for every assignment in that column.

* Must complete Paper #1 successfully before completing Paper #2.

** Extra SEL's may be traded in for bonus tokens. 2 SEL=1 token

Grade Definitions from pages 51-52 of University Catalog:

A: Superior (demonstration of learning); B: Good (demonstration of learning); C: Satisfactory (demonstration of learning); D: Poor but Passing (demonstration of learning); F: Failure (to demonstrate sufficient learning)

Course and Classroom Policies

Redo Options:

You may turn in the first of any product (e.g., COL, SEL, Paper) up to three times.

You also have 4 redo tokens to use as needed for other assignments. You can earn up to 2 more from doing all 14 SELs. You may also use a redo to get an extension on a deadline. To use it to redo an assignment, [apply](#) to use a token, submit the revision to blackboard and at the start of the assignment explain what you changed in the new submission. The deadline for work extensions or redoing an assignment is as follows:

1. Chapter Quizzes – Can redo until the COL that covers them occurs with **no token needed**.
2. SELs: Extension or redo - One week after due date.
3. Journal Articles: Extension or redo – One week after the class in which on time attempts have been graded
4. COL: Tokens may only be used to redo the COL, not to turn it in late. These are due one week after the COL is discussed in class.
5. Writing: Drafts do not require a token but late drafts may not get feedback in time for final drafts to be due. For final versions, the deadline is one week after receiving feedback.
6. Cumulative Final: Redos are due 48 hours after the exam date (I will grade these the day of the final).

These deadlines are meant to help keep you from falling too far behind in the course, especially since the material builds. They are also to prevent me from having 2000 things to grade at the end of the semester. However, I recognize that sometimes students experience exceptional events in the semester (illness, death, sudden change in employment, etc.) that may make this difficult to manage. I encourage you to reach out to discuss the possibility of an alternate plan in this case.

Attendance: Attendance is expected because I view this class as the most important one in the major. I am also trying to prevent slipping behind from becoming a slide as the course has many components. That said, I recognize that things happen that can interfere with getting to class. Please plan to meet with me if you a. will miss two classes in a row b. have missed more than 3 total classes c. anticipate something coming up that will lead to absences.

Citations: Treat every writing assignment like a formal paper and cite sources as appropriate.

E-mail: I will respond to e-mails within two business days using polite and professional language. In return, I expect that you will write to me using professional language and understand the limitations of discussing big ideas over e-mail. I am happy to meet with you in student hours or make an appointment.

Preferred Names/Pronouns: I want to address you using your preferred name and gender pronouns. Please advise me of this through the pre-class survey or an email so that I can make the appropriate changes to my rosters/records.

Disability Services: I want to do my best to make sure your physical and learning accommodations are met to help ensure an equitable classroom. Please bring me your documentation and we can talk about how it will fit in with the course.

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Cancelled Classes due to weather or anything else: The syllabus shall go on! In the event SHU is closed for weather or I need to cancel due to travel/illness (mine or tween's)/broken car I will contact you via e-mail and a Blackboard announcement. Unless I explicitly state otherwise, we will maintain the schedule. This may mean a remote class on Teams, a take home quiz, turning in multiple assignments during the next class, or electronically doing a peer review. I will specify the plan in my email to you.

Returning graded work: I strive to return graded work within a week. For exams, I do my best to have them graded for the next class period.

Title IX Statement (adapted from the University of Mary Washington thanks to Dr. Hunter) Seton Hall University faculty are committed to supporting students and upholding the University's [Policy Against Sexual Misconduct, Sexual Harassment and Retaliation](#). Under Title IX and this Policy, sexual misconduct, domestic violence, dating violence, and/or stalking in all forms is prohibited. If you experience such an incident, we encourage you to report it. *While you may talk to any of your faculty members about such an incident, please understand that as "Responsible Employees" of the University, faculty members MUST report what you share to SHU's Title IX Coordinator.* If you wish to speak to someone confidentially, please contact the confidential resources listed below; they can connect you with support services and help you explore your options. Confidential resources are: any professional staff members of [Counseling and Psychological Services](#) or [Health Services](#) acting in their professional roles, or members of the clergy who are acting in their roles as counselors.

Psychology Department Academic Dishonesty Policy:

I try to structure the class to minimize incentives for academic dishonesty. This includes having open book/note exams and putting in small deadlines before large papers are due. I would rather you talk to be about not being able to make a deadline than to risk needing to invoke this policy.

I. Statement — The Department of Psychology will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized; students should understand that suspension or expulsion from the University is a possible result.

II. Definitions — “Academic Dishonesty” shall be understood to encompass at least the following: *Cheating* — whether on tests or on other course assignments, whether by the giving, receiving or taking of information. Additionally, turning in the same paper for two different assignments is cheating.

Plagiarism — stealing and/or passing off as one’s own the ideas or words of another; using without crediting the source. It includes: (1) copying of text/research/assignments; (2) using someone else’s papers/research/assignments without permission and citation; (3) representing as one’s own work what is really the work of another person. This includes downloading from WEB sources. Students are responsible for understanding proper crediting procedures: unintentional plagiarism is still academic dishonesty.

III. Penalties:

A student determined to be cheating on any test or who plagiarizes on a course assignment will be appropriately penalized at the discretion of the instructor. This may include receiving a zero on the assignment or “F” for the course.

Notice that a student has cheated or plagiarized will be sent to the department of the student’s major. All cases of plagiarism resulting in an “F” for the course will be reported to the Dean. This can result in a recommendation to the Dean for suspension or expulsion from the university.

If the chair of the Psychology department finds that a student who has declared a major or minor in Psychology or is a graduate student in Psychology has been found to have committed acts of academic dishonesty in more than one Psychology course, the student is expelled from the Psychology program after due notice of the discovery. After one year, the department may rescind the expulsion upon the application of the student provided the student evinces a genuine, informed, and vigorous commitment to academic integrity to the satisfaction of the department’s Academic Integrity Committee.

All department or instructor actions resulting from suspected violations of this policy will be taken in accordance with the students’ due process rights. Nothing in this policy statement shall be construed to preclude the department from taking appropriate disciplinary action against forms of academic dishonesty not stipulated here.

Psychology department policy on incompletes: I will support you in taking an incomplete for the course if you meet the departmental requirements.

Incompletes can only be given when the following criteria are met:

- An unforeseen and documented event occurs that prevents a student from completing the remaining course requirements during the semester. This documentation must be reviewed and approved by the course instructor.
- A student has completed at least 75% of the assigned coursework.

- A student is passing the course at the time of the request.
- The completion plan is in alignment with [university guidelines](#).

Incomplete grades not resolved within one academic year will convert to a grade of F. Incompletes cannot be used to avoid a bad grade or as a substitute for withdrawing; students are responsible for seeking help in a timely manner and for being aware of withdrawal deadlines.

American Psychological Association (APA) National Curricular Objectives: The APA recommends that Psychology course offerings in departments across the country address specific curricular objectives, with the overarching goal that a student majoring in Psychology will have each item covered in at least one course during their undergraduate career. Below is the list of the goals recommended by the APA; the curricular objectives addressed by this course are indicated. By evaluating this information for each of your Psychology courses, you will be able to see how your undergraduate courses complement each other and gain perspective on the information and skills you are acquiring as a Psychology student. **Note that research methods touches on all of these!**

Table 2 APA Goals

Goal 1. Knowledge Base of Psychology

- *1.1 Describe key concepts, principles, and overarching themes in psychology.
- *1.2 Develop a working knowledge of psychology's content domains.
- *1.3 Describe applications of psychology.

Goal 2. Scientific Inquiry and Critical Thinking

- *2.1 Use scientific reasoning to interpret psychological phenomena.
- *2.2 Demonstrate psychology information literacy.
- *2.3 Engage in innovative and integrative thinking and problem solving.
- *2.4 Interpret, design, and conduct basic psychological research. A
- * 2.5 Incorporate sociocultural factors in scientific inquiry.

Goal 3. Ethical and Social Responsibility in a Diverse World

- * 3.1 Apply ethical standards to evaluate psychological science and practice.
- * 3.2 Build and enhance interpersonal relationships.
- * 3.3 Adopt values that build community at local, national, and global levels.

Goal 4. Communication

- *4.1 Demonstrate effective writing for different purposes.
- *4.2 Exhibit effective presentation skills for different purposes.
- *4.3 Interact effectively with others.

Goal 5. Professional Development

- *5.1 Apply psychological content and skills to career goals.
- *5.2 Exhibit self-efficacy and self-regulation.
- *5.3 Refine project-management skills.
- *5.4 Enhance teamwork capacity.
- *5.5 Develop meaningful professional direction for life after graduation.

American Psychological Association (APA) Skillful Psychology Student: The APA has recently evaluated job advertisements to understand what employees value in a new hire. These skills are listed below and I have noted which I plan to help develop in this course. Read more [here](#).

Table 3 APA Career Goals

Skill 1. Cognitive

- * Analytical Thinking
- * Critical Thinking
- ** Creativity
- * Information Management
- * Judgment and decision making

Skill 2. Communication

- * Oral communication
- * Written communication

Skill 3. Personal

- * Adaptability
- * Integrity
- * Self-regulation

Skill 4. Social

- * Collaboration
- * Inclusivity
- ** Leadership
- ** Management
- Service orientation

Skill 5. Technological

- * Flexibility/adaptability to new systems
- * Familiarity with hardware and software

- * Intentional inclusion
- ** Possible

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Week#	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Aug/Sep Week 1	29 Syllabus, introduction to course	30	31 Ch 1 – BQ Syllabus queries SEL #1	1	2	3	4
Sep Week 2	5 No Class	6	7 Ch 2 – BQ SEL #2 Podcast in Class	8	9	10	11
Sep Week 3	12 Ch 3 – BQ JA#1 Podcast in class	13	14 Ch 4 – BQ SEL #3 Prep for reading JA#2	15	16	17	18
Sep Week 4	19 JA #2 Science Vs Podcast in class	20	21 Ch 5 – BQ SEL #4 Collect Lab Report Data	22	23	24	25
Sep Week 5	26 JA#3 COL #1 review PsychInfo Demo	27 Evening review session	28 COL 1: Chs. 1-5 SEL #5	29	30	1	2
Oct Week 6	3 Ch 6 – BQ Analyze Lab Report Data	4	5 Ch 7 – BQ Annotated Bib of 3-5 articles due	6	7	8	9
Oct Week 7	10 NO CLASS FALL BREAK	11	12 Work on Lab Reports JA #4 SEL #6	13	14	15	16
Oct Week 8	17 Ch 8 – BQ SEL #7 Analyze Lab Report Data part 2	18	19 Ch 9 - BQ Lab Methods & Results Due	20	21	22	23

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Week#	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Oct Week 9	24 Dr. Williams Podcast SEL #8 JA #5 Paper time	25	26 JA#6 COL#2 Review Paper Time	27	28	29	30 Evening review session
Oct/Nov Week 10	31 COL #2 Chs 6-9 SEL #9	1	2 Ch 10 – BQ Lab Draft due at end of class time	3	4	5	6
Nov Week 11	7 Draft + Open Project Meetings SEL #10	8	9 Ch 11 – BQ Paper Time	10	11	12	13
Nov Week 12	14 Paper #1 Due SEL #11 Open Project Data Collection	15	16 REMOTE CLASS JA #7 More Data Collection	17	18	19	20
Nov Week 13	21 Ch 12 – BQ SEL #12 More data collection	22	23 NO CLASS	24	25	26	27
Nov/Dec Week 14	28 JA #8 SEL #13 More Data Collection	29	30 Ch 14 – BQ SEL #14	1	2	3	4 Evening review session
Dec Week 15	5 COL 3 Review JA #9 Draft if you can for paper #2	6	7 COL #3	8	9	10	11

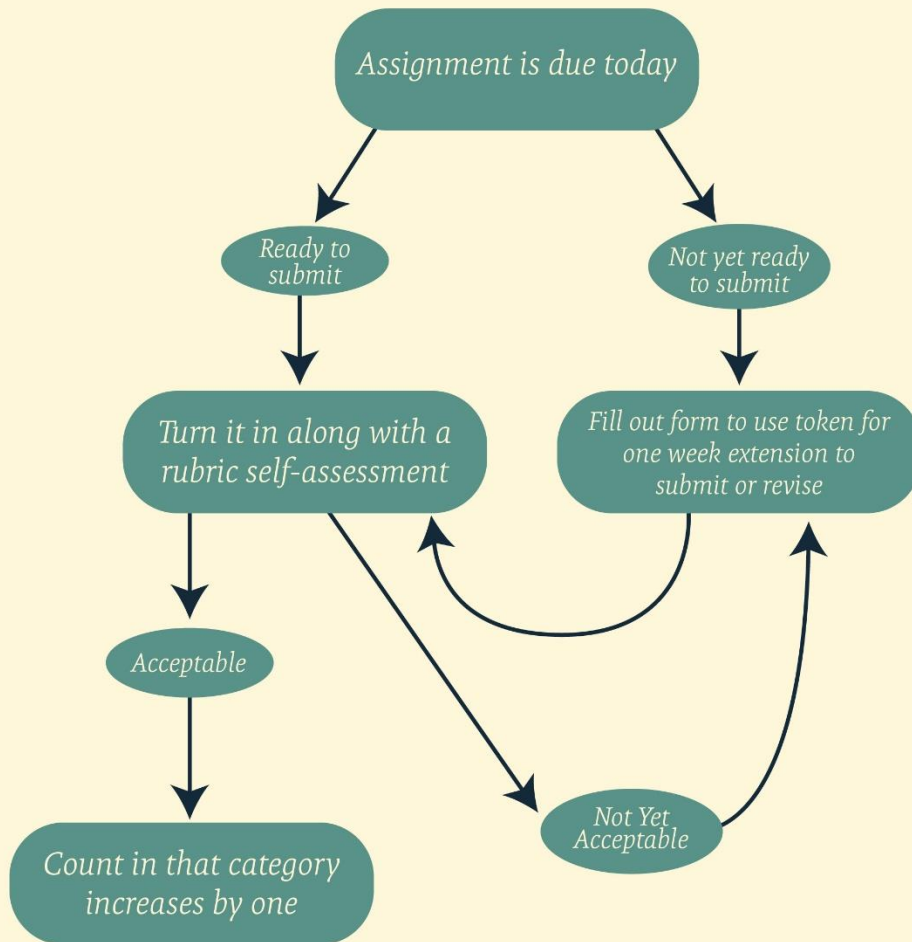
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Week#	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Dec Finals 1	12 Review for Final + Course Wrap Up Paper #2 due if relevant JA Bonus	13 Reading Day Evening review session	14 9:00 section final exam 2:30-4:30	15	16	17	18
Dec Finals 2	19	20 11:00 section Final 12:20- 2:20	21 Break begins!	22	23	24	25

Table 4 Calendar of Assignments

Earning Credit for Assignments

Process for the second and subsequent assignments of a given type



*Note: First assignment of a given type (chapter quiz, paper, COL, JA, SEL) are automatically given 3 attempts.
Late drafts do not require tokens but may not be given feedback.*

Rubrics

Lab Reports: Must earn acceptable in all categories to receive credit

	Acceptable	Not Yet Acceptable
Intro	<ul style="list-style-type: none"> • Paper explains the prior literature accurately • Paper integrates findings by discussing how studies relate to each other/multiple citations for each paragraph • Last paragraph before methods previews the study • Meets minimum number of journal article sources (5) • Paper free of plagiarism 	<ul style="list-style-type: none"> • Paper contains errors regarding prior studies • Paper lists one study after another • Paper missing sufficient sources • Paper plagiarizes other work
Methods	<ul style="list-style-type: none"> • Contains participants, design, materials, and procedure sections. • Sections contain needed information in the proper place. • Replicating the study is possible from the description. 	<ul style="list-style-type: none"> • Missing sections • Information in the wrong section • Important information is missing
Results	<ul style="list-style-type: none"> • Statistics are presented appropriately • All required analyses are reported 	<ul style="list-style-type: none"> • Statistics are not presented appropriately • Missing analyses
Discussion	<ul style="list-style-type: none"> • Paper summarizes findings in words rather than statistics • Paper integrates prior findings to present findings • Paper discusses limitations and future directions 	<ul style="list-style-type: none"> • Paper does not summarize findings in words • Paper does not integrate prior findings to present findings
References, Tables, Figures	<ul style="list-style-type: none"> • References, table(s), and figures meet APA guidelines 	<ul style="list-style-type: none"> • References, tables, and figures do not meet APA guidelines
APA Style	<ul style="list-style-type: none"> • Paper follows APA style including title page, abstract, page headers, etc. 	<ul style="list-style-type: none"> • Paper contains style errors
Checklist	<ul style="list-style-type: none"> • Checklist is completed 	<ul style="list-style-type: none"> • Checklist is missing

Other Assignments: Must earn acceptable in all components to receive credit

	Acceptable	Not Yet Acceptable
<p>a. Journal Article Responses <u>Experience:</u> Write a few sentences about the experience of reading the article. What was easy? What was tough?</p> <p>b. <u>Understanding:</u> write a few sentences about the study in a way that shows you understand and read more than the abstract. Pay particular attention to the methods and graphs and cover the results of the study.</p> <p>c. <u>Judge:</u> How does this fit in with the material in the course, particularly the current chapter? This should be the longest and contain at least 6 items.</p> <p>d. <u>Decide:</u> What are ways you can use this information in your everyday life? How does this work help you better navigate issues of marginalized identities in your life?</p> <p>e. <u>Reference:</u> Include the full APA style citation</p>	<ul style="list-style-type: none"> • Response accurately explains findings • Response is written in a way that it could be understood by someone who has only taken Intro Psych • Reference is formatted correctly • Checklist is completed 	<ul style="list-style-type: none"> • Response mischaracterizes work • Response is written in a jargony style • Reference is incorrect
SEL	<ul style="list-style-type: none"> • Clearly did assignment • Answered question thoroughly and thoughtfully 	<ul style="list-style-type: none"> • Answer is not convincing • Answer is curt