



PSY 3214 - Research Methods In Psychology
Spring, 2008 (3 Credit Hours)
University of North Florida

Welcome to Research Methods in Psychology! We will explore various aspects of Science and see how fascinating research in Psychology can be. I hope that you will find Science, research, design, and critical thinking as intriguing, exciting, and rewarding as I do. You will work *hard* during this course. I have high expectations, but I know you can achieve them. UNF students consistently electrify me with their ability to master complex critical thinking tasks, ask inquisitive questions, uncover their misunderstandings, modify them, and demonstrate their comprehension across a variety of formats and applications. I know you will not disappoint me.

Professor: Dr. Adam C. Carle

Office: 51/3403.

Office Hours: T, TH 11:00–12:30. By appointment.

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Course Meeting Time and Place:

T, TH 8:00-9:15

Course Materials:

Lammers, W. J, & Badia, P. (2005). *Fundamentals of Behavioral Research*. Wadsworth: Belmont, CA.

Prerequisites/Co-requisites:

Prerequisite: STA 2014 or STA 2023

Co-requisite: PSY3214L

Course Description:

This course's design introduces the undergraduate Psychology student to Science as a philosophy and Psychology as a branch of Science. Through *active learning*, it aims to enhance critical thinking and logical inference, present basic research strategies in Psychology, and offer a discussion of ethical principles in research.

Course Goals:

- Describe the nature of scientific inquiry in Psychology.
- Discuss issues related to evaluating research in Psychology, including but not limited to: causal inference, sampling, reliability, validity, and statistical analysis.
- Prepare students to think critically and evaluate the validity of conclusions in the scientific literature.
- Read and critically evaluate psychological research.
- Engage students in collaborative, scientific discussions.
- Experience the process of expressing and developing scientific ideas through group discussion.
- Articulate scientific questions, comments, and research evaluations in writing.
- Allow students to participate in the cooperative nature of modern scientific inquests.
- Increase students' ability to transfer an understanding of Science to everyday applications and decisions.

Course Orientation

This course uses a "Session" approach to learning. We have seventeen sessions that generally correspond to chapters in our text and "chunk" the material into related topics. We will use Blackboard extensively this semester to do this.

First, for almost every session, you'll first read a chapter and write a short assignment called a QRC about the chapter by a *specific date* (see schedule and QRC instructions below). Following the date, you'll receive Webnotes for the Session in Bb. The Webnotes support our class and text. This explains why you can't access them until after you've demonstrated an attempt to read the text. They provide supplementary material, approach the concepts from new directions, and work to clarify and support the text and lecture. I wrote them under the assumption that you've *already* read the chapter, just like I teach class assuming you've *already* read the chapter. As a result, you can't read the Webnotes until after you've read the Session's chapter. They only become viewable in Bb after the QRC deadlines.

Second, we also make extensive use of *active* learning this semester to engage you with your peers and the material. Throughout each Session's Webnotes, you'll find italicized questions about the material. I designed these questions to foster reflection and discussion on the deeper, analytical issues that lie at the heart of Science, Research Methods, and Psychology. They encourage synthesis, reflection, and evaluation, as opposed to simple memorization. To conclude almost every session, you have an opportunity to post a short Extra Credit Webnote Response to the Session's Discussion Board Forum (see instructions and schedule below).

Thus, each session will usually progress as follows:

- 1) Read the Session's chapter.
- 2) Write and submit your QRC for the Chapter.
- 3) Webnotes become available.
- 4) Read the Webnotes.
- 5) Post a Webnote Response.

Third, several times this semester we'll have Group Discussion Assignments and Follow-Up Writing Assignments. The Group Discussion Assignments work to engage you fully with the material and your peers. They allow you to explore the material, tentatively express answers, ask questions about things you don't understand, and, importantly, receive input from your peers. The *group* work functions to allow you to participate in a process, rather than "answer" a question correctly. (See schedule and instructions below). Following the group discussions, you'll write assignments based on the discussion's results. These Follow-Up Writing Assignments allow you to demonstrate your *personal* understanding and achievement (see schedule and instructions below). For these, you will focus on answering correctly and articulately. But, you'll use the Group Discussion Assignment's material to inform your assignment.

In conclusion, this semester you'll use the text, class, and online Webnotes I wrote as the sources and description of the material you'll learn. You'll actively and regularly engage in group discussions and submit formal writing assignments. As you've probably noticed, you do *a lot* this semester, and you'll work *hard* while you do it. But, as a result of this mental workout, you'll find you've developed the accompanying mental muscles to match.

Communication: Announcements, Discussion Boards, Email, Phone, Office, etc.:

I Value Communicating!

You'll discover this semester that I consider an inquisitive mind among an individual's highest attributes. I hope you communicate with me when you don't understand something; want more extensive feedback; have a question related to research; would like to explore the philosophical, epistemological, or empirical implications of science and psychology; or simply have a grading question. I value contact with each of my students. Indeed, as you'll read shortly, I value it so highly I include course engagement as part of your final grade. You can demonstrate your engagement one way by communicating. First, you can do this in class. However, class does not always allow us the opportunity we'd like to delve into various issues in depth. As a result, I also hold regular office hours, communicate via Blackboard, answer email, use the telephone, have an open door policy, and make appointments. I am committed to making sure I am available to help you develop strategies that lead to your success and development as a psychologist. With that in mind, your best opportunity to receive a complete, immediate, and full answer to a question you

have is to visit me during office hours. Before we discuss office hours and other forms of communication, let's pause a moment and review the *manner* in which we'll communicate.

Whenever we communicate, whatever the method, let's *all* use proper punctuation, spelling, grammar, complete sentences, etc. If we cannot understand a message, then we can't assist each other. I will communicate with you this way, I expect you to do the same. Likewise, treat each other nicely. I find life too short for malice. I hope you do too. Your peers and I will not respond easily to spite.

Now, let's cover the methods by which we'll communicate:

Announcements:

I will make frequent and regular announcements within our Blackboard (Bb) site. You should check often to see if I've announced anything. These announcements will run the gamut from friendly hellos to special assignment directions to testing instructions. You don't want to miss these. You should login to Bb often, daily even, so that we can connect through these announcements.

Discussion Board Forums:

We will make extensive use of Discussion Board Forums. We have three types: one Forum for Course Questions, one Forum for Informal Chatting, and several Assignment Forums.

First, we'll use the Course Questions Discussion Board forum for *all* course related questions. If you have a question about the course "after hours", first review your syllabus and notes. If you can't find your answer, post your question to the Course Questions Forum. Do *not* email me. Why? In all likelihood, several of your peers have a similar question. I want to answer your question in a place that benefits everyone. Second, someone may already know the answer and you may receive an answer from them before you'll receive an answer from me or we meet in class. Thus, you should consult the syllabus and the Course Questions Forum *whenever* you have a question if you can't wait until class. If you don't see your answer, post your question to the discussion board. I'll respond as quickly as possible. You'll find this semester I'll login and communicate with you often! Likewise, if you see a question for which you think you know the answer, by all means, post a response. Let's work *together* to help each other.

Second, please use the informal chatting section to connect with your peers, ask questions related to your academic career, announce events of interest, etc. But, *don't* use this section to ask questions about class. I hope you come to this area frequently and chat. Tell your peers about exciting research you read, professors they should avoid (you can even talk about me!), courses they might want to take, movies you saw, music you like, etc. Let's use this area to enjoy ourselves *together*. Let's use it to create a class *community*. You might post

a picture of yourself. You might post a link to your website. Again, we'll use this area to connect on a personal level.

Third, we have several Forums devoted to Discussion Board based assignments. Generally, you'll use these Forums to respond to Extra Credit questions I ask in the Session Webnotes. For now, know that you'll make *frequent* use of these Forums. Indeed, you have your first Discussion Board Forum post due Wednesday, January 9th!

Office Hours:

As I noted above, I prefer office visits. Why? We will cover difficult and complex topics this semester. I often find email an inefficient and ineffective way to ask and answer questions. I do you a disservice if I don't give you the best possible answer. I want to insure that I fully understand your question(s) and provide an appropriately detailed answer. As a result, I prefer office visits. Moreover, I find students generally want an answer to *their* question *immediately*. I hold office hours so you have a time when you *know* you can receive an answer to your question immediately. This doesn't mean you can't contact me other ways. Indeed, I encourage it and value it. But, you may not receive an immediate response. With that in mind, you may feel your best opportunity to receive a complete, immediate, and full answer to a question you have is to visit me. In no way should you feel *required* to meet with me in person, however, some things work better with a personal connection, and I want you to know I'm here to help with that. Moreover, I *always* love meeting students personally. If you just want to show me a face, perhaps get coffee together, I enjoy that too. I'm on campus regularly and have an open door policy. If you look for me outside of office hours and find my door open, feel free to ask your question. Likewise, I will work to make an appointment if you can't visit during office hours.

Email: Beyond Office Hours.

Despite numerous opportunities to connect, we may not always have the opportunity we'd like to explore various issues. Or, you might want to "chat" with me individually. You may have a personal question that you don't feel comfortable asking in front of your peers or in front of me. As a result, I encourage you to feel comfortable emailing me. I consider email an excellent method for connecting and I encourage you to email me with concerns or comments, although I usually don't discuss grades via email. Miscommunication happens too easily for emotionally laden issues. You'll also find email an excellent way for you to make sure I remember something. Also, do not assume that I received your message unless you receive a reply. If you want a reply, make sure you note this in your email. Many students write just to share an insight. I LOVE this, truly, but I may not realize you need a response. Finally, treat me in your emails the way you would like me to treat you in kind.

Phone:

Lastly, in spite of all these resources, you may still have difficulty connecting with me. We all have different and demanding schedules. Nevertheless, I want to do everything I can to assist you. As a result, we can also try and connect using the telephone. We may also use Skype if we can't connect using a telephone. If you feel you'd like talk to me about something, don't want to email, can't visit during office hours, and can't schedule a visit, please know you can call. I want to do everything I can to support your learning.

Response Times:

Office Hours: Immediately!

Email: I respond to email as quickly as possible, usually within 12 hours. However, things sometimes go slowly and life doesn't allow me to connect as often as I'd like. Thus, you can "*demand*" a response within 3 academic calendar days. Again, I do often respond much, much more quickly, sometimes within seconds, but I can't promise to respond to email that fast all the time. This means if you have a question about an assignment, you need to think *in advance* and contact me early. You'll find me accessible and interested in helping you answer your question. If it's late, and you have a question; email me. I'll always try and respond. I just can't promise that I always can respond quickly.

Phone: Immediately, if I can answer. However, if you call and I don't answer, please leave a message especially during office hours. I will respond to your voicemail via phone or email within 3 academic calendar days. Again, plan in advance. Work on assignments in advance!

In sum, I encourage you to contact me however works best for you. I am accessible to you and want to foster your learning experience. Throughout our communications, we'll write intelligibly, recognize each other's humanity, and treat each other kindly. We will use our communications, between each other and among the class to foster our *community*.

Evaluation:**Assignments and Grades:**

Psychology demonstrates individual differences in people's abilities as well as their success at demonstrating ability and achievement. Some people better demonstrate their learning through tests, others through writing, and still others through discussion. As a result, your final grade will consist of multiple components. I have carefully reviewed the educational literature and constructed these assignments and components to help you learn. I've thoughtfully and *scientifically* designed each to help you comprehend, analyze, synthesize, *and* remember the material. We have frequent and diverse assignment types and they each contribute to your grade in different ways. I list each of these components and their weight in the final grade below.

Before describing them, though, you should note the following. You may find it tempting to neglect one of these elements during the semester. I strongly encourage you not to do this. First, each of these pieces differentially addresses the diverse course goals. You must masterfully complete *each* component in order to get a good grade in this class. You cannot “simply” do well on the midterm and final. Even if you get perfect scores on the midterm and final, you *cannot* get an A in the course unless you’ve *also* received excellent evaluations on the other course components. Second, completing the Group Discussion Assignments, Follow-Up Writing Assignments, QRCs, Article Based Writing Assignments, and Quizzes will help you understand and master the material for the midterm and final. Relatedly, preparing for the midterm and final across the semester will help you apply your understandings during the other types of evaluations. In sum, the components build on each other and foster broad understandings and applications and they allow you the opportunity to demonstrate your learning across a variety of evaluative formats.

QRCs and Article Based Writing Assignments (10%):

This component encompasses two types of scheduled assignments during the semester.

First, for each chapter, you must comment in writing. Your written notes should be in the form of:

- 1) A Question (Q) as in "What did the chapter mean by...",
- 2) A Reaction(R), as in "I dislike the whole approach of this chapter, because ...", and
- 3) A Comment (C), as in "The discussion of X in the chapter led me to reconsider ...".

In short, QRCs. The goal is for you to give more than a cursory reading and provide an evaluation of the reading in light of the course’s goals. Your comments should be typed, at least a paragraph/half page in length, but NO LONGER than one page in length. Each of these writing assignments will be worth 5 points and graded on a pass/fail basis. If your writing is grammatically correct, reflects a thorough reading of the chapter, and a *thoughtful* effort to *evaluate* the reading, you will receive full credit. If your assignment is sloppy, does not reflect that you read the chapter, or you did not attempt to evaluate the reading, you will receive a ZERO for the assignment. In sum, you should use these assignments to show you’ve worked through the content in the Chapter. Show me what you don't understand. Tell me what you liked, etc. You will receive full credit for these assignments if you show that you’ve cogently engaged with the material. Use the QRC format to provide evidence of this process. Importantly, I will use the class QRCs to update the Webnotes and provide additional supporting documents and information. Moreover, I will frequently respond to you individually via the comments link. Thus, these assignments allow you to show that you’ve worked to understand the material and they allow you an outlet to request additional information and share your feelings about the material. You will find an example

QRC in the Supporting Documents section. Finally, you must submit these assignments by **11:00 PM** on the dates listed below unless I announce otherwise.

Second, you will read two research articles during the course of the semester (see schedule below). At a minimum for each article, you must:

- 1) Identify the independent variable(s) (IVs) and dependent variable(s) (DVs),
- 2) State the authors' goals in your own words, identify the authors' hypotheses,
- 3) Describe specifically the research design used in the study,
- 4) Specify whether you believe the findings support the authors' hypotheses, and
- 5) Provide a brief discussion of why you think the findings were or were not supported.

Your paper should not simply be an answer to each of the points just listed. Rather, you should integrate your answers into a cohesive, short paper describing the study and findings. Each writing assignment will be worth 15 points and graded on a pass/fail basis. If your writing is grammatically correct, reflects a thorough reading of the article, and a thoughtful effort to evaluate the article and answer the questions listed above, you will receive full credit. If your assignment is sloppy, does not reflect that you read the assignment, or if you did not attempt to evaluate the reading, you will receive a ZERO for the assignment. You may ask me if you are the right track. In fact, I ENCOURAGE you to do this. I will help you decide whether you've correctly identified the IV, DV, design, etc. I will help you decide whether you understand the material and whether you will receive a passing grade (assuming you've "come" prepared to discuss the material, etc.). But, you MAY NOT ask your friend what the IV and DV were. I consider this cheating. You should complete the entire assignment on your own. These assignments are due by **11:00 PM** on the dates listed below unless I announce otherwise.

Unless otherwise specified, all assignments should be NO LONGER than one page, completed individually, and you **MUST** submit them using the appropriate assignment link in Bb. Do **NOT** email me your assignment. You will receive a **ZERO**. No exceptions. You **must** use the link in Bb. I cannot stress this enough. Finally, these assignments are due by **11:00 PM** on the dates listed below unless I announce otherwise. I suggest you do *not* wait until the last minute to submit though. Given the pass fail nature of the assignments and the importance of your comments and questions, as well as the fact that *all* assignments are scheduled well in advance, I will **NOT** accept LATE assignments. No exceptions.

The summary of your writing assignment grades (QRCs and Articles) contributes 10% to your final grade.

Group Discussion Assignments (10%):

We will have several opportunities this semester to discuss, debate, and deepen our understandings of science, psychology, research methods, and their application to clinical work, research, and everyday life using group discussion. We will use *in-class* discussions to work together in groups on these assignments. We have five assignments of this type and each will have a value of 15 points. Their total will contribute 10% to your final grade. Some of these assignments already have detailed instructions posted. For those that don't, you will receive instructions as each deadline approaches. The instructions (will) include the goals of the undertaking, the instructions you need, and the criteria you need to evaluate whether you've completed the task well. You will receive adequate time to complete these assignments and you will receive feedback regarding your completion of the task. Given that you must attend class to participate in these assignments, I WILL NOT accept or allow make-up work for missed group assignments. Your peers depend on your engagement. So do I. So does your grade. No exceptions¹.

The summary of your group assignment grades contributes 10% to your final grade.

Follow-Up Writing Assignments (15%):

Following our Group Discussion Assignments, we will nearly always have individual writing assignments based on the group activities and discussion. You will submit these assignments via link in the "Follow-Up Writing Assignments" link in Blackboard. These assignments will allow you to demonstrate *your* specific knowledge through written communication. Each assignment will differ in focus and the aspects needed for successful achievement. You will receive detailed instructions for each Follow-Up Writing Assignment when you receive instructions for the Group Discussion Assignments.

Importantly, you may work with *one* other individual on these assignments, though you can work alone if you'd like. However, I *highly* encourage you to collaborate with another peer. You might initiate contact with potential coauthors in class, during our class discussion, or using the informal chat section of our site. I can also facilitate your efforts to identify a coauthor if you try several different contact methods and none work.

Once you have a collaborator, you may work together as much as you'd like. You can even submit *identical* papers for your assignment, i.e., coauthor your work. But, make sure you *each* submit a version via Bb (this way I'll have a record of your submission and you needn't depend totally on your partner). Again, you may coauthor a paper with your partner and you will each receive the same grade, but you must submit your papers individually via Bb. If you work with another, identify their co-authorship in your manuscript. In rare

¹ Ok, ok. I do allow exceptions. They include medical emergencies accompanied by empirical verification, e.g., a doctor's note explicitly stating that you couldn't function and attend class. If you get sick, go to the doctor, by all means! Take care of yourself. Just get a note when you go.

circumstances, I will require you to work alone on Follow-up Writing Assignments. I will note this in the instructions. Unless you see language otherwise, know that you can *always* collaborate with *one* other on these Follow-up assignments. Finally, if you fail to complete the Group Discussion Assignment part of the assignment, you can still submit the Follow-Up Writing Assignments, but, you won't have had the opportunity to discuss the material with your classmates and you are responsible for learning about the assignment.

The summary of your Follow-up Writing Assignment grades contributes 15% to your final grade.

Quizzes (10%):

Twice during the semester, you will have sets of quizzes that you complete in Blackboard. The quizzes will be available in Blackboard approximately two weeks before each exam. They need to be completed by 11:00 PM on the dates listed below. You can repeat the quizzes **AND** you **MUST** take them until you receive 100%. Blackboard will reflect your most recent attempt. After the due date for the quiz passes, if you have not achieved a 100%, your grade will revert to a ZERO for the quiz. We will have 14 quizzes of this type (Chapters 2-15). Given that you will have two weeks to complete these quizzes, under no circumstances will late quizzes be accepted, nor will make-ups be allowed. None.

The summary of your quiz grades contributes 10% to your final grade.

Course Engagement (05%):

I will assess your participation and engagement in the course throughout the semester. You will demonstrate your engagement through several manners, among them: participation in class, attendance, questions outside of class, office hour visits, questions in class, logging in to Blackboard, etc. Your attendance, participation, and engagement in the course contribute 5% to your final grade. I recommend that each student come prepared with discussion questions at the beginning of each class. If you ask questions, you will make your engagement clear. Office visits, encouraged and valued, similarly demonstrate engagement.

Also, I will keep attendance. If you miss more than three classes, you will fail this portion of the course (5% of your grade). Missing more than 8 courses will result in a failing grade for the ENTIRE COURSE. If I cannot make class, someone will place a note on the door. If there is no note, and I do not appear within 15 minutes of the starting time, you may leave.

Note, I evaluate both attendance *and* engagement in this component. Failure to successfully engage in or attend the course will result in your inability to receive full credit for this portion of your grade. You must do *both* to receive full engagement credit. Just coming to class will not result in you receiving all of the engagement credit. Asking questions in and

out of class, but failing to attend classes will not result in your receiving all of the engagement credit. You must do *both*.

My summary evaluation of your course engagement contributes 5% to your final grade.

Examinations (50%) = Midterm (25%) + Cumulative Final (25%):

You will have two exams this semester. You will take both online. You can take your Midterm anytime between **6 AM Monday February 25th** and **11 PM Friday February 29th**. You can take the *cumulative* final anytime between **6 AM Monday April 28th** and **11 PM Thursday May 1st**. For both tests, all material, whether we cover it in the text, in class, in the Discussion Board Forums, etc. may be covered. Exams contribute a total of 50% to your grade. The midterm contributes 25% to your final grade and the final 25% to the final grade. You will find a link for tests in the Assignments section of our site. This folder remains empty for most of the semester, but includes links for your tests and detailed instructions for taking tests in the Bb environment during the testing period. As I note, you will find your Midterm available between **6 AM Monday February 25th** and **11 PM Friday February 29th** and you will find the *cumulative* final available anytime between **6 AM Monday April 28th** and **11 PM Thursday May 1st**. Given that you have extensive time to take these tests and can take them from anywhere, I will give **NO** make-up examinations. Period.

Your Midterm contributes 25% to your final grade.

Your Final contributes 25% to your final grade.

EXTRA CREDIT! EXTRA CREDIT! EXTRA CREDIT! EXTRA CREDIT!

Session Webnote Responses (05%):

This aspect involves written responses to tasks and questions embedded within each Session's Webnotes. I've written Webnotes to support our lecture and text. Throughout each Session's Webnotes, you'll find italicized questions and tasks about the material you've read in book and in the Webnote. I deliberately created these questions to promote contemplation of the deeper, analytical issues that lie at the heart of Science, Research Methods, and Psychology. They support synthesis, reflection, and evaluation, as opposed to memorization. I will ask you similar questions in class. Trust me, *all* of my students get asked questions. Because I cannot always ask each of you questions in class, to conclude almost every session, you will have an opportunity to respond to a Webnote question or task in the Session's Discussion Board Forum (see schedule below).

Specifically, when you finish reviewing the Webnotes, you can choose *at least* one of the italicized questions or tasks and post your answer using *at least 150* words to the Session's Forum in the Discussion Board area by **11 PM** on the due date (see schedule below). Use your answer to show you've thoughtfully considered the issue. You must write your

answer in complete sentences with proper grammar, etc. I intend these to foster learning and help you deepen your understanding. Thus, you should work hard to demonstrate that you've thoughtfully considered the task or question. You should seek accuracy when appropriate. I will base your grade on both the quality *and* accuracy of your response. You should not consider these "easy" points to earn given their potential to so positively affect your grade. Like your QRCs, you must show a thoughtful attempt to evaluate and answer the question. And, like your QRCs, you will receive credit even if you don't fully "get it," if you successfully show how thoughtfully you considered the question or task and articulately support your answer with evidence. Each Webnote response has a value of 5 points and you must post it by **11 PM** on its due date. The summary of your Webnote Responses adds 05% to your grade. Thus, if you successfully complete them all, you'll receive 5% added to your final course grade. If you only complete half of them, you'll receive 2.5% added to your final course grade.

Please know, I encourage you to consider each of the questions and tasks regardless of whether you *choose* to post a response or not. Additionally, nothing precludes you from submitting answers to more than one question or task. I hope you always consider the entire set of tasks and questions and frequently post responses. Likewise, I encourage you to read everyone's responses. Just like class, you'll often learn something by listening to others question and discuss material. Here, instead of listening, you read. And, like class, you can respond if you'd like. But, instead of talking, you reply in the Forum. If you worry about your final grade, please choose this opportunity and choose it often. It allows you to substantially and positively affect your grade by demonstrating frequent, thoughtful engagement with the material.

In conclusion, 14 of our Sessions offer you an opportunity to post a Webnote Response and earn extra credit toward your final grade (see detailed schedule below). For each session, you will choose *at least* one italicized task or question and post a response using *at least* **150** words in the Session's Discussion Board Forum by **11 PM** on the scheduled due date. Do not submit your response in any other format or Forum. Do not submit late. You will not receive credit if you do. No exceptions.

Final note: You will receive no other opportunities for extra credit. Thus, you should start early, post often, and post thoughtfully if you'd like to receive extra credit. Throughout this class, you receive *ample* opportunities to demonstrate your knowledge and understanding. I always encourage questions, communication, and collaboration. If you seek my input early enough, you'll rarely go wrong. Additionally, part of conducting research involves moving along a pointed path, finishing tasks in a timely and ordered fashion. To do well in this class, you must demonstrate your effort and achievement as we move through the semester. You must do what scientists do every day. If you do this, you'll do well. If you choose to conduct extra *course related* work that intends to help you *learn* the material better,

if you want to earn extra credit for going above and beyond “the call of duty” *as we move along*, I will deeply reward these efforts with extra credit. But, if you don’t, do NOT expect me to offer you a way to make-up or give extra credit so you can fix an earlier error. Don’t ask. Do not assume that you can ignore the various opportunities you have to inquire, investigate, and modify your understanding and then expect me to provide you with an easy way to improve your grade after the fact. You must *choose* to complete the extra credit in a timely manner related to the subject at hand. If you do, you’ll receive extra credit *and* better understanding of the material.

The summary of your Webnote Responses can contribute a total of 5% to your final grade! If you successfully accomplish all of them, I’ll add 5% to your final course grade. If you only do half of them (7), I’ll add 2.5% to your final course grade, etc. **You** *choose* how much extra credit you earn!

Final Grade:

Your final grade will be based on a combination of your exam grades, writing assignments, engagement, QRC, in-class assignment grades. Each contributes as follows:

Group Assignments:	10%
Follow-up Assignments:	15%
Quizzes:	10%
QRCs:	10%
Course Engagement:	05%
Mid Term:	25%
Final:	25%
Webnote Extra Credit:	05%

A: 90% and higher.

B: 80-90%

C: 70-80%

D: 60-70%

F: Less than 60%

As we move along the semester, you may want to estimate your grade. To do this, you need a basic understanding of algebra (which you should have given that you successfully completed statistics!), your grades in Blackboard, and your best guess for course components we haven’t completed.

To estimate your grade:

1. Sum each of your grades for a given course component, e.g., add all the points you’ve received *so far* for your QRCs.

2. Do this for each course component for which you have a grade in Blackboard (QRCs, Group Discussion Assignments, Follow-up Assignments, Quizzes, Mid-term, Final, and Engagement).
3. Give *your* best guess for those components we haven't completed, e.g., the final or your course engagement grade.
4. Multiply each component by its weight given above, e.g., multiply the total points you've received for your QRCs by .10.
5. Sum the weighted component grades, ($QRC_{total} \cdot .10 + Group_{total} \cdot .10 + Follow-Up_{total} \cdot .15 + Quiz_{total} \cdot .10 + Midterm \cdot .25 + Final \cdot .25 + Webnote\ Extra\ Credit_{total} \cdot .05$).
6. The sum of the components gives your *estimated* final grade. Note, *you've* estimated some of the pieces that go into the component. I make the decision regarding your grade at the end of the semester. I make the final decision regarding your actual grade based on the best available information I have about you.

Grading Errors: Occasionally errors occur. Indeed, a large portion of this class concerns thinking about error and its influence on our decisions. In this vein, sometimes grading errors occur. I make every effort to quickly and fully give you effective feedback regarding your assignments. In rare cases, errors occur. For example, Blackboard may inadvertently assign you the wrong points. Let me stress, this rarely occurs and I make concerted efforts to insure that this does not and will not happen. But, if it does, I endeavor to correct *all* errors. In all cases, you will receive the grade you should have achieved, i.e., the correct grade. Thus, if Blackboard accidentally assigns you a lower grade than you achieved, I'll correct it and *raise* your grade. Likewise, if Blackboard assigns you a higher grade than you achieved, I'll correct it and lower your grade. In this way, your grade and all other students' grades *accurately* and *fairly* reflect task achievement. Importantly, part of the responsibility lies with you. Keep track of your grades. If you feel that an error occurred, you must provide evidence that an error has occurred. With evidence, I'll immediately change the grade. Without empirical evidence (observable evidence), I can't. Likewise, I'll inform you if an error occurred and resulted in any changes. I strongly suggest you regularly print Blackboard's record of your grades. I routinely back-up grades, as does the Blackboard system. You can provide an additional back-up, and this will allow you access to your grade set at the end of the semester when you can no longer access the class in Blackboard. At all times, if you feel Blackboard incorrectly represents your grade, *you* are responsible for providing evidence contrary to Blackboard's record.

Academic Integrity:

I expect you to be familiar with UNF's Academic Integrity Code. I do not tolerate cheating in any form. All of you must adhere to the Academic Integrity Code. If you breach this code, **ANY** breach of this code, I will assign you a **failing grade** for the course and submit a letter to Academic Affairs and the Department of Psychology for placement in your permanent record. I may take further action (such as a recommendation for removal from the program of study or UNF) depending on the nature of the offense. Let me state this again. I do not tolerate cheating in any form. I consider cheating any behavior or activity that gives you an unfair advantage over your peers. I strive to create a level playing field. If you upset this field, I will hold you responsible. I expect your work to be your own. I expect that you will not plagiarize, etc. If I find you cheating in **ANY FORM**, you will receive a *failing grade* as noted above.

Learning or Physical Disabilities:

If you have a physical, psychological, and/or learning disability that might affect your performance in this class, please contact Disability Resource Center, Honors Hall (Bldg. 10/1201), (904) 620-2769 (Voice), (904) 620-2969 (TDD/TTY), as soon as possible. The Center will work with you, assess your documentation, and determine appropriate accommodations. I will *fully support* their recommendations.

Course Schedule:

Tuesday, January 08:

Session 1: Welcome, Syllabus Review, and Introduction.

Chapter 1: Overview of Behavioral Research.

Wednesday, January 09:

Session 2: Ethics

Chapter 2. Ethical Principles of Research. QRC Due 11 PM

Course Goals and Personal Interests Assignment Due 11 PM

Thursday, January 10:

Session 2: Class

Friday, January 11:

Session 2 Extra Credit Webnote Response Due 11 PM

Monday, January 14:

Session 3: Epistemology

Chapter 3: Fundamentals of the Scientific Approach. QRC Due 11 PM

Tuesday, January 15:

Session 3: Class

Thursday, January 17:

Session 3: Class

Determinism Group Discussion Assignment

Friday, January 18:

Session 3 Extra Credit Webnote Response Due 11 PM

Monday, January 21:

Session 4: Hypotheses and Variables

Chapter 4: Developing Research Questions Hypotheses and Variables. QRC Due 11 PM

Determinism Follow-Up Assignment Due 11 PM

Tuesday, January 22:

Session 4: Class

Wednesday, January 23:

Session 5: Measurement

Chapter 5: Measurement QRC Due 11 PM

Session 4 Extra Credit Webnote Response Due 11 PM

Thursday, January 24:

Session 5: Class

Tuesday, January 29:

Session 5: Class

IV and DV Group Discussion Assignment

Wednesday, January 30:

Session 6: Collecting Data

Chapter 6: Methods of Data Collection. QRC Due 11 PM

Session 5 Extra Credit Webnote Response Due 11 PM

Thursday, January 31:

Session 6: Class

Monday, February 04:

IV and DV Follow-Up Assignment Due 11 PM

Tuesday, February 05:

Session 6: Class

Wednesday, February 06:

Session 7: Sampling

Chapter 7: Sampling Techniques. QRC Due 11 PM

Session 6 Extra Credit Webnote Response Due 11 PM

Thursday, February 07:

Session 7: Class

Friday, February 08:

Session 7 Extra Credit Webnote Response Due 11 PM

Monday, February 11:

Session 8: Common Threats to Inference

Chapter 8: Sources of Extraneous Variability. QRC Due 11 PM

Data Collection Method "Follow-Up" Assignment Due 11 PM

Tuesday, February 12:

Session 8: Class

Wednesday, February 13:

Quizzes on Chapters 2-9 Available 6 AM

Thursday, February 14:

Session 8: Class

Friday, February 15:

Session 8 Extra Credit Webnote Response Due 11 PM

Monday, February 18:

Session 9: Controlling Threats to Validity

Chapter 9: Using Experimental Control to Reduce Extraneous Variability. QRC Due 11 PM

Tuesday, February 19:

Session 8: Class

Thursday, February 21:

Session 8: Class

Extraneous Variability Group Discussion Assignment

Friday, February 22:

Quizzes on Chapters 2-9 Due 11 PM

Session 9 Extra Credit Webnote Response Due 11 PM

Friday, February 22:

Optional Chapters 2-9 Practice Quizzes Available 11 PM

Monday, February 25:

Optional Chapters 2-9 Practice Quizzes Unavailable 6 AM

Monday, February 25: Midterm First Available 6 AM

Friday, February 29: Midterm Due 11 PM

Monday, March 03:

Session 10: Statistical Description and Inference

Chapter 10: Experimental Design Statistical Analysis of Data. QRC Due 11 PM

Tuesday, March 04:

Session 10: Class

Thursday, March 06:

Session 10: Class

Statistical Concepts Group Discussion Assignment

Friday, March 07:

Session 10 Extra Credit Webnote Response Due 11 PM

Monday, March 10:

Session 11: One-Way Independent Samples Experimental Designs

Chapter 11: One-way Independent Samples Design. QRC Due 11 PM

Tuesday, March 11:

Session 11: Class

Thursday, March 13:

Session 11: Class

Friday, March 14:

Statistical Concepts Follow-Up Writing Assignment Due 11 PM

Session 11 Extra Credit Webnote Response Due 11 PM

Saturday, March 15 – Sunday March 23: Spring Break!

Monday, March 24:

Session 12: One-Way Correlated Samples Experimental Designs

Chapter 12: One-way Correlated Samples Design. QRC Due 11 PM

Tuesday, March 25:

Session 12: Class

Thursday, March 27:

Session 12: Class

Friday, March 28:

Statistical Concepts Article Based “Follow-up” Assignment Due 11 PM

Session 12 Extra Credit Webnote Response Due 11 PM

Monday, March 31:

Session 13: Factorial Experimental Designs

Chapter 13: Multiple Independent Variables. QRC Due 11 PM

Tuesday, April 01:

Session 13: Class

Thursday, April 03:

Session 13: Class

Friday, April 04:

Session 13 Extra Credit Webnote Response Due 11 PM

Monday, April 07:

Session 14: Single Subject Experimental Designs

Chapter 14: Single-Subject Designs and Time-Series Designs. QRC Due 11 PM

Tuesday, April 08:

Session 13: Class

Thursday, April 10:

Session 13: Class

Crum and Langer Experimental Design Group Discussion Assignment

Friday, April 11:

Session 14 Extra Credit Webnote Response Due 11 PM

Monday, April 14:

Session 15: Non-experimental Designs

Chapter 15: Non-experimental Research Designs. QRC Due 11 PM

Crum and Langer Experimental Design Follow-Up Assignment Due 11 PM

Tuesday, April 15:

Session 15: Class

Wednesday, April 16:

Quizzes on Chapter 10-15 Quizzes Available 6 AM

Thursday, April 17:

Session 15: Class

Friday, April 18:

Cohen, J. A., Mannarino, A. P., & Knudsen, K. (2005). Assignment Due 11 PM

Session 15 Extra Credit Webnote Response Due 11 PM

Monday, April 21:

Session 16: Disseminating Research

Chapter 16. Fundamentals of Disseminating Research. No Chapter 16 QRC

Tuesday, April 22:

Session 16: Class

Wednesday, April 23:

Session 17: Putting It All Together

Carle, A. C., & Chassin, L. (2004) Assignment Due 11 PM

Thursday, April 24:

Session 17: Class

Friday, April 25:

Quizzes on Chapter 10-15 Quizzes Due 11 PM

Optional Chapters 10-15 Practice Quizzes Available 11 PM

Monday, April 28:

Optional Chapters 10-15 Practice Quizzes Unavailable 6 AM

Monday, April 28: Final First Available 6 AM

Thursday, May 01: Final Due 11 PM

Important Note: The above information, policies, dates, and material are subject to change as necessary. Any changes will be announced in Bb. You are responsible for logging into Bb to learn of any changes.