

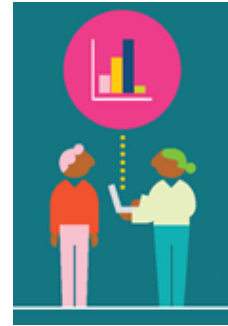
Introduction to Research Methods

PSY 202 Sections 2 & 3, Spring 2025
 Smith College
 Dr. Katherine Clemans

Class Time/Location:

Section 2: TTh 10:50 am – 12:05 pm, Sabin-Reed 220

Section 3: TTh 1:20 pm – 2:30 pm, Bass 203



Office hours: Tuesday & Thursday afternoons

Book office hour appointments at clemans.youcanbook.me

Message me on Slack to set up an alternative appointment if the available times on youcanbook.me do not work with your schedule.

Zoom ID if attending class remotely: **731 805 717** password: **science**

see course policy on remote attendance

Zoom ID if attending office hours remotely: **411 260 4402 (has waiting room)**

Contacting me:

Messages, questions, etc: The best way to contact me is via direct message on Slack.

Google Drive: If you would like to share a draft of a writing assignment via Google Docs, share the document in your drive with kclemans@smith.edu.

Course Objectives

Psychology majors must learn the content of psychology, but they also must learn *how* psychologists know what they know. Research Methods is a critical thinking skills class in which the main goal is to help you become a better consumer of information in both psychology classes and the real world. You will learn how to evaluate the claims that you might encounter in a psychology textbook, a research article, the media, and even casual conversation. This class will also introduce you to the production of research -- how to develop ethical research strategies, measure variables, collect data, and interpret statistical results.

Textbooks

Required: ***Research Methods in Psychology*** by Beth Morling (Norton Publishers), 4th edition. Purchasing a used copy is fine. Access to the “Inquisitive” online resource is not necessary.

Recommended: *Publication Manual of the American Psychological Association, 7th ed.*

(2019). Provides examples of APA-style formatting for references, statistics, and manuscript submissions. A personal copy of the APA style guide is a great resource for any student majoring in psychology.

Course Technology

Moodle	<p>Our home base for course materials. From the course Moodle page, you can find links to:</p> <ul style="list-style-type: none"> • The syllabus, assignment instructions, and additional information about the course • Our Slack workspace and my office hours appointment website • Articles and other additional non-textbook course readings • Weekly quizzes and assessments
Slack	<p>Our primary communication platform outside of class sessions. Please use Slack for all communication with me. A link to the class Slack workspace is at the top of the syllabus and at the top of the course Moodle page. You can:</p> <ul style="list-style-type: none"> • Communicate privately by sending me or classmate(s) a direct message. • Post a public class-related question or comment in one of the channels • Start a discussion about a course topic • Reply to others' questions and comments • Maintain a message thread for your project or study group <p>All class announcements, including any updates to assignments and deadlines, will be posted on Slack. Please download the Slack app and enable notifications for all messages and channels in our class's workspace. Check the workspace channels and your direct message feed regularly for announcements. If you're unfamiliar with using Slack, links to several helpful tutorials have been posted on Moodle.</p>
Zoom	<p>Our platform for any remote class attendance and remote office hours. Zoom IDs for remote class and office hour attendance are at the top of the syllabus.</p>
Youcanbook.me	<p>Youcanbook.me is the scheduling site that I use for office hours. Find available appointments here: https://clemans.youcanbook.me</p>
Qualtrics	<p>Qualtrics is an online survey-building and data collection platform. To set up your account, please visit smithcollege.qualtrics.com and enter your Smith portal information; it's the same username (omitting @smith.edu) and password as your Smith email, Moodle, etc. If you are using the Smith Qualtrics platform for the first time, an account is automatically created for you upon login. NOTE: It's very important that you visit smithcollege.qualtrics.com and not simply qualtrics.com, so please make note of the correct URL.</p>

Microsoft Office You should have the Microsoft Office programs, including Excel and PowerPoint, on your personal computer. Excel, in particular, will be necessary for certain assignments. You can download the Office suite for free through Smith; instructions are here: https://www.smith.edu/its/tara/software/office365_2.html

— If you use a Chromebook, you can sign up for an Office 365 account through Smith using the link above and then download the app for Excel (and other Office apps) through the Google Play store.

Coursework

- **Reading assignments**

The **textbook** used in this course is *Research Methods in Psychology: Evaluating a World of Information*, 4th edition, by Beth Morling. For the best use of the textbook, I recommend reading the week's assigned chapters in their entirety before attempting Monday's quiz or any of the week's activities. As you read, take notes on the definitions of any unfamiliar terms and any examples that you found helpful; you'll be able to use these later to study for assessments and to complete writing assignments.

Several **additional readings** will be made available throughout the semester in conjunction with assignments or course activities. Please read these carefully before the start of class on the day they are assigned.

- **Learning quizzes**

To help you prepare for class discussions and activities, you'll be asked to complete weekly learning quizzes on Moodle based on chapters from the textbook and other course readings. Each quiz is a random selection of 10 multiple-choice items. Six items will cover material from the most recent chapter(s) and four items will cover cumulative material from previous chapters. These quizzes are study aids, and their purpose is threefold: To free up class time for application of course concepts, to give you incentive for keeping up with the course readings, and to help you retain knowledge by reviewing course material throughout the semester.

Quiz grading: Each quiz is worth **four points**. You'll receive three points for "passing" each quiz (defined by earning 7 out of 10) at least once **before 10:00 am on the day it is due**, and another point for "mastering" the quiz (defined as earning 9 out of 10 or better) at any point up to one week after its deadline. The quizzes are not timed, and you can attempt them as many times as you wish in order to pass and/or achieve mastery. You will probably see different questions each time you attempt the quiz.

Below are some examples of how quizzes are graded:

Student 1 takes the quiz three times the day before class. She gets scores of 6, 5, and 9. She receives full credit: 3 points for passing the quiz before 1 PM on the due date, and 1 point for mastering the quiz.

Student 2 takes the quiz two times a few days before class and gets scores of 3 and 7. They receive 3 points for passing the quiz before the due date. Two days after class, they take the quiz again and get a 9. They receive 1 more point for mastering it.

Student 3 takes the quiz on their laptop five minutes before class and gets a score of 8. She receives 0 points for passing because the 10 am deadline has passed. Four days later, she takes the quiz again and get a score of 10. She receives 1 point for mastering the quiz.

Student 4 takes the quiz once in the morning on class day and finishes it at 9:58 am. She gets a score of 10. She receives full credit for both passing and mastering, breathes a sigh of relief, and resolves to start her assignments earlier in the future.

As you can see from the examples above, receiving full credit on the reading quizzes will require some time management on your part. Make sure you are allowing yourself enough time to retake a quiz if you don't pass it on the first try!

- **Class activities**

Each week, we will devote some amount of class time to practice exercises and activities. The topic and structure of the activities will vary. Course activities are learning exercises; your credit for these assignments is based on completion and effort rather than on correctness.

- **Research project**

We will be conducting semester-long research projects together both in and out of class. You will collaborate with a small group to design a study, submit and revise a research proposal, and collect data; each student will then write their own independent research report. You'll have numerous opportunities throughout the semester to discuss and revise this project, to receive feedback from both your instructor and your peers, and to provide peer feedback to others. A few smaller assignments are also related to this project, including data collection activities and a training module on ethical research with human subjects. Please read each Moodle document for these assignments, which contain detailed instructions, as they are posted.

- **Assessments**

Assessments are short exams that are designed to test your understanding of essential course material.

Assessments are similar to learning quizzes in the following ways:

- You take most of them (all but Assessment 4, which is taken in class) at home on Moodle.
- For Assessments 1-3, you can use your notes and textbook to help you answer the questions.
- Each assessment contains some questions that specifically cover new material and other questions which are cumulative and may draw on any prior course topic.

Assessments are different than learning quizzes in the following ways:

- The question types will vary from multiple choice to short open-ended answers.

- They are open on Moodle for a shorter period of time.
- You can only submit your answers to an assessment once.
- On questions that contain *new* material, you will receive feedback and credit for completion only (no content score). This is to give you an opportunity to review and correct your understanding of material before being graded on it. Completing the ungraded portion of an assessment is not optional; you must attempt all ungraded questions to get full credit for the entire assignment.

Assessments are solo assignments and thus should reflect your own independent work. You are welcome to contact me for guidance or feedback on an assessment answer before its due date, but you and your classmates may not work on assessments together, compare answers, or share answers. Collaborating or receiving outside help from any source other than me is an honor code violation.

- **Other assignments**

There are several short, individual writing assignments and activities throughout the semester that are designed to apply concepts that you've learned.

Course Policies

- **OFFICE HOURS:** Office hours are an excellent resource for receiving extra help, academic guidance, and assignment feedback, and they also help me get to know you better. I welcome (and love) office hour visits, so don't be afraid to use them! I encourage you to ask questions about anything you don't understand and to give me feedback and suggestions for how I can improve your learning.

I have an appointment-based system for office hours. Available office hour time slots are posted on the website <https://clemans.youcanbook.me>. If you're interested in coming to office hours, please go to this website first. You can use it to reserve time slots in advance, or, if you'd like to drop in without an appointment, you can use the website to check whether the current or upcoming time slot is free. If all the appointment slots are taken but you have a question, please feel free to come anyway and hang out in the Zoom waiting room. I sometimes have extra time between appointments and will do my best to fit you in for a drop-in session.

If you'd like to come to office hours but none of the normal appointment times work with your schedule, just message me on Slack and we can find an alternative time to meet.

- **Consultation and Feedback:** I am very happy to look over and provide detailed feedback and suggestions on a draft of any written assignment during office hours. If you want the opportunity to revise your papers before receiving a grade, this is the best way to do it! To receive feedback, you should:

1. Sign up for an office hours appointment which takes place before the assignment deadline using <https://clemans.youcanbook.me> (or message me on Slack to schedule an appointment outside the usual time blocks)

2. Share a Google Doc copy of your draft with kclemans@smith.edu before the meeting.

Although I make every effort to accommodate students seeking to meet with me outside of class, my available office hour time occasionally fills up completely, especially during weeks when major course assignments are due. I recommend making your appointment as early as possible to ensure that you're able to receive feedback on your draft.

- **Class Attendance and Participation:** This course is, by nature, cumulative (each topic builds on the ones that have come before). Regular attendance is important and will help you learn, practice, and retain course information. Classroom sessions function best when students actively attend and participate, and participation in the form of comments, questions, or discussion is highly encouraged. I encourage you to turn off notifications on your computer, tablet, and/or phone during class and refrain from sending messages, opening social media, doing other work, or surfing the internet.

Class participation grade: Perfect attendance, but no other participation, will earn you a class participation score of 75. You can gain additional participation points by: Asking questions, participating in class discussions, participating in class activities, participating in discussion on Slack, attending office hours, and/or communicating with me outside of class. You can lose participation points by: Unexcused absences, being absent or late with no prior notification, being disrespectful to others, and using your phone, tablet, or computer for non-course related activities during class.

Absences: An occasional absence, with prior notice to me via Slack, will not detract from your participation grade. Frequent absences or absences with no prior communication will, though, so it's important to try to stay ahead of these and let me know if you're struggling with something that affects your attendance or ability to get to class on time. If you expect to be absent or late on a specific day, please message me in advance of class to let me know the reason. Note that spring break travel is not an approved reason for absence, and I expect you to be in class the Thursday before spring break.

- **Remote class participation:** If you have symptoms of a contagious illness (e.g., cold, flu, COVID) or have to be away from campus, you may attend class remotely via Zoom. Message me in advance of class so that I can open up the Zoom room for you on my tablet. If you are Zooming into class, you are still expected to still participate in activities and group discussions. Please enable your camera so that I can see your face. To participate, you must speak out loud. You can say "I have a question," or "I'd like to answer," or just shout out or make a noise to get my attention.

Remote participation is offered as a "when necessary" option. If I suspect that you are overusing the remote attendance option for unapproved reasons, I may ask for documentation to support the necessity of your absence.

- **Learning accommodations:** Please send me your ODS letter via email to kclemans@smith.edu before the end of drop/add. Students requiring technology accommodations or extra time for in-class work should make an office hours appointment during the first few weeks of class to discuss these needs.

- **Deadlines, Extensions, and Partial Credit:** If you think that you will need an extension on an assignment, let me know via Slack message prior to the assignment deadline and as early as you can (at least 24 hours prior is recommended). I am usually happy to work something out as long as the extension doesn't affect your ability to participate in class activities or my ability to return work to students in a timely manner.

Exceptions:

- I cannot grant extensions or partial credit on drafts for peer review activities or on group presentations, because other students depend on your participation.

- With rare exceptions, I won't grant extensions on learning quizzes because your participation in class depends on familiarity with the material assigned for that day. Partial credit for late quiz attempts is already built into the quiz grading system; you can submit extra "mastery" attempts up to one week after each quiz deadline (see quiz section above).

Late assignment submissions without extension: You can submit assessments and most other written assignments (excluding peer review activities) late for partial credit. A **writing assignment** submitted after its deadline without an approved extension can receive up to 85% of maximum credit if submitted within one week post-deadline and up to 70% of maximum credit if submitted between one and two weeks post-deadline. Writing assignments submitted more than two weeks late will receive a score of 0. **Assessments** can only be extended or submitted for partial credit for five days after the due date. They'll receive 85% of maximum credit if submitted up to one day late and a reduction of 5% of credit for each subsequent late day.

- **Honor Code:** You are expected to adhere to the Honor Code for all academic work which you complete for this class. All quizzes, assessments, and written assignments should reflect your own effort. Cheating, collaboration on solo assignments like assessments, and plagiarism of other authors or use of AI language models like ChatGPT are violations that are taken very seriously. Submitted assignments that violate the honor code will result in grade deductions that may range, depending on severity, from a portion of credit on an assignment to a 0 for the semester. I've had to report students to the Honor Board several times in the past for sharing answers and plagiarism of written work. It's an awful experience for both me and the students involved, so let's try our best to avoid that this semester. **Please read the course materials on plagiarism thoroughly and carefully. Make sure that you can recognize the distinction between appropriate and inappropriate paraphrasing.**
- **Syllabus:** The dates, assignments, and policies on this syllabus may change if deemed necessary by the instructor. Students are responsible for all announcements made in class, on Slack, and on the course website. Consult the additional documents available on Moodle for more information on the guidelines and expectations for each assignment.
If you've gotten this far in the syllabus, congratulations! Send me a message on Slack by the end of drop/add containing a cute animal picture or funny meme and the line, "I read the syllabus!" to receive a point of extra credit on your class participation grade.

- **Course Feedback**

Dissatisfied with something about the course? Let me know! Like how things are going? Let me know! You can provide anonymous course-related feedback at any point during the semester through the course feedback survey link on Moodle. Please give me some feedback at least once during the semester so that if something's not working for you, I can try to address it.

Grading

Points contributing to your final course grade are distributed as follows. You can check your quiz and assessment scores on Moodle, but do not rely on the Moodle Gradebook for an estimation of your current course grade, as its calculations will not be accurate. Use these percentage weights instead:

Learning quizzes	20%
Class participation, including in-class activity completion	25%
Assessments (2-3 7.5% each; 4 15%)	30%
Research project and other assignments	25%
Proposal	8
Intro	25
Method	14
Results	14
Discussion	25
References	2
Abstract	2
Completion activities	10

Grading Scale:

A	94.0-100%
A-	90.0-93.9%
B+	87.0-89.9%
B	84.0-86.9%
B-	80.0-83.9%
C+	77.0-79.9%
C	74.0-76.9%
C-	70.0-73.9%
D+	67.0-69.9%
D	65.0-66.9%
E	<65.0%

Portions of syllabus text adapted from: Morling, B. (2012); Duncan, L. (2013); Mendoza, S. (2013)