

Psychology 209: Fundamentals of Psychological Research

Day/Date	Topic	Readings/Assignments [Due dates are shown in brackets]
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CAPITAL + RED + BOLD LETTERS = REQUIRED ASSIGNMENT DUE, OR EXAM DATE

Week 1

M	1/7	Science & Psychology	<ul style="list-style-type: none"> Course Website [1/7] <ul style="list-style-type: none"> ➤ Read Carefully: Syllabus, Textbook Info, Poll Everywhere, Action Points. ➤ Familiarize yourself with the rest of the course website. Chapter 1 of textbook [1/10]
T	1/8	Lab 1	<ul style="list-style-type: none"> Very Happy People practice article [1/8; Bring copy to Section 1 on 1/10] [access from UW Libraries: see Lab 1 materials for access instructions]
W	1/9	Science & Psychology	<ul style="list-style-type: none"> HW #1 Assignment Handout (available online 1/9 by 5pm) [1/9]
Th	1/10	Discussion Section 1	<ul style="list-style-type: none"> Statistics Handout (online by 5pm) [1/13: includes Stats Practice Quiz]
F	1/11	The Research Process	<ul style="list-style-type: none"> Chapter 2 [1/17]

Week 2

M	1/14	The Research Process	<ul style="list-style-type: none"> Required Readings for Homework #1 [You should be making progress on the required writing style readings and plagiarism readings]
T	1/15	Lab 2	
W	1/16	Measuring Variables	<ul style="list-style-type: none"> Chapter 4 [1/21]
Th	1/17	Discussion Section 2	<ul style="list-style-type: none"> BRING WITH YOU TO SECTIONS TODAY (paper or electronic copy) HW #1 Online Handout Very Happy People practice article
F	1/18	Correlational Research	<ul style="list-style-type: none"> Chapter 5 [1/25]

Week 3

M	1/21	Holiday: M. L. King Day	
T	1/22	Lab 3	<ul style="list-style-type: none"> INDIANA UNIVERSITY "PLAGIARISM" CERTIFICATE Due by the start of your lab; hand in physical certificate to your TA
W	1/23	Correlational Research	<ul style="list-style-type: none"> HOMEWORK #1, DUE BY 5 pm [submit via Canvas]
Th	1/24	Discussion Section 3	<ul style="list-style-type: none"> Homework #2 Handout (available online by 5pm) [1/24]
F	1/25	Correlational/Observational Research	<ul style="list-style-type: none"> Chapter 6 [1/28]

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Week 4

M	1/28	Observational Research • [You should be making progress on your literature search for HW #2]
T	1/29	<i>Lab 4</i>
W	1/30	Observational Research; Surveys
Th	1/31	<i>Discussion Section 4</i>
F	2/1	EXAM 1 (covers 1/7 to 1/31 but will not cover Survey Research)

Week 5

M	2/4	Survey Research • Chapter 7 [2/6]
T	2/5	<i>Lab 5</i> • [You should be making progress on the assigned “APA style” readings for Homework #2]
W	2/6	Research Ethics • Chapter 3 [2/11; you will focus on Research Ethics in Section 6, 2/14]
Th	2/7	<i>Discussion Section 5</i>
F	2/8	Basic Experimental Design • Chapter 8 [2/15]

Week 6

M	2/11	Basic Experimental Design
T	2/12	<i>Lab 6</i>
W	2/13	Basic Experimental Design • HOMEWORK #2, DUE BY 5 p.m. [submit via Canvas] Homework #2 Due Date extended to Tuesday, 2/19, by 8:30 a.m.
Th	2/14	<i>Discussion Section 6</i>
F	2/15	Basic Experimental Design

Week 7

M	2/18	President's Day
T	2/19	<i>Lab 7</i> • HOMEWORK #2, DUE BY 8:30 a.m. [submit via Canvas] Homework #3 Assignment Handout posted by 5 p.m.
W	2/20	Basic Experimental Design • Chapter 10, pages 310—320 (middle), 321, 326 (bottom)—344 [2/22] [For pp. 341-344, focus only on items that pertain to content covered in the assigned pages above.]
Th	2/21	<i>Discussion Section 7</i>
F	2/22	Basic Experimental Design

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Week 8

M	2/25	EXAM 2 (COVERS 2/4 TO 2/22 plus any 1/30 lecture content on surveys)
T	2/26	Lab 8
W	2/27	Factorial Designs <ul style="list-style-type: none"> HOMEWORK #3, Due by 5 p.m. (submit via Canvas) HW#3 Due Date extended to 8 p.m., Friday 3/1 (submit via Canvas) Chapter 9 [3/5]
Th	2/28	Discussion Section 8
F	3/1	Factorial Designs <ul style="list-style-type: none"> HW#3 Due Today by 8 p.m (submit via Canvas)

Week 9

M	3/4	Factorial Designs
T	3/5	Lab 9
W	3/6	Factorial Designs <ul style="list-style-type: none"> Chapter 10 (entire chapter) [3/10]
Th	3/7	Discussion Section 9
F	3/8	Factorial Designs

Week 10

M	3/11	Experiments & Validity/ Quasi-Experimental Designs <ul style="list-style-type: none"> Chapter 11 [3/15]
T	3/12	Lab 10
W	3/13	Quasi-Experimental Designs
Th	3/14	Discussion Section 10
F	3/15	Quasi-Experimental Designs

W	3/20	EXAM 3 (COVERS 2/26 TO 3/15) 2:30—3:20 P.M., Smith 120. EXAM STARTS at 2:30 P.M. and ends at 3:20 P.M. NOTE: EXAM 3 WILL NOT BE GIVEN EARLY FOR ANY REASON. IF YOU ARE ENROLLED IN THIS COURSE, PLAN TO BE HERE FOR EXAM 3, WEDNESDAY, 3/20.
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A. Course Goals

I hope that this course will enhance your understanding of the scientific method and deepen your appreciation of why it is a valuable approach for learning about the world. My goals include helping you to:

- 1) understand key scientific concepts and terminology;
- 2) learn about major methods of psychological research and their strengths and weaknesses;
- 3) gain experience in searching for, reading, analyzing, and summarizing articles in scientific journals;
- 4) gain experience in integrating information from multiple research articles and using that information to formulate and test a scientific hypothesis;
- 5) acquire concepts and practice that will enhance your ability to critically evaluate scientific claims reported in journals, textbooks, and the popular media;
- 6) understand basic statistics;
- 7) gain experience in conducting a scientific study and interpreting the results of that study.

B. Basic Course Information

Instructor: Michael Passer, 238 Guthrie Hall, 685-1814
 TA Fellow: Nick Lozier
 Teaching Assistants: Mara Rose Dauber, Melissa Gasser, Jessica Glazier, Youngwon Kim
 Office Hours & Locations: Posted on the course website
 Course E-mail account: passr209@u.washington.edu (Note: that's passr, not passer)
 Course Website: <https://canvas.uw.edu/courses/1258672>

Student E-mail accounts: You will need a UW e-mail account (i.e., a UW NetID) to access UW restricted services that are required for this course. If you don't have a UW NetID, go online to < <http://www.washington.edu/itconnect/security/uw-netids/about-uw-netids/> > then click "Your Personal UW NetID" and follow the directions

C. Labs and Discussion Sections: Times/Locations

SEC	TIME	TA	LAB (Tues)	SECTION (Thurs)
AA	8:30 – 9:20	Mara Rose Dauber**	MGH 044	MUE 154 [**M. Dauber is the TA for AA and Y. Kim for
AB	8:30 – 9:20	Youngwon Kim**	MGH 030	THO 331 AB. Ignore the UW Time Schedule if it
AC	9:30 – 10:20	Youngwon Kim	MGH 044	THO 331 shows different AA/AB information.]
AD	10:30 – 11:20	Melissa Gasser	MGH 044	LOW 118
AE	11:30 – 12:20	Melissa Gasser	MGH 044	MGH 295
AF	12:30 – 1:20	Jessica Glazier	MGH 044	MGH 295
AG	1:30 – 2:20	Jessica Glazier	MGH 044	SAV 132
AH	2:30 – 3:20	Mara Rose Dauber	MGH 044	SAV 132

D. Readings

Textbook: **Required.** Passer, M. W. (2017). *Research Methods: Concepts and Connections*, 2nd Edition. NY: Worth (Macmillan Higher Education).
 See the "Textbook Information" link on the course homepage for information.

Articles: **Required (Online).** Several articles from scientific journals and other sources are required reading. Articles are available online via UW Libraries at no charge to you, but you will need your UW NET ID to access them.

Handouts: **Required.** Several handouts are required reading. They will be available online. More information about articles and handouts (e.g., how to access them) will be presented throughout the quarter.

E. Grading (200 points)

1. **Three Exams (100 points total):** Each exam is worth 40 points. ALL EXAMS ARE REQUIRED and you cannot drop any exam. However, your lowest score of the three exams will be weighted only half as much as your two higher scores. Thus:

$$\text{Highest Exam Score} + \text{Second Highest Exam Score} + \frac{(\text{Lowest Score})}{2} = 100 \text{ possible points.}$$

Questions will be based on material from the textbook and other readings, class lectures, labs, and discussion sections.

- Exam 1 will consist of approximately 30 multiple choice questions worth 1 point each. It also will have a separate section (not multiple choice) asking you to make basic statistical calculations.
- Exam 2 will consist entirely of multiple choice questions, worth 1 point each.
- Exam 3 is during finals week. It consists entirely of multiple choice questions. Approximately 10 questions, *worth 2 points each*, will ask you to interpret data presented in tables, figures, or bar graphs. Other questions will be worth 1 point each.
- Exams 1, 2, and 3 are noncumulative. Each exam focuses on material covered in the approximately three-to-four week period prior to that exam. However, please realize that the material covered in each part of the course builds upon information covered in the prior sections. Thus, Exams 2 and 3 will contain terms and concepts covered in prior sections of the course and may contain questions that involve comparing new information with previously covered information.

NOTE: Our Exam 3 date/time falls within our officially scheduled final exam period, which is Wednesday 3/20. Because it is a regular noncumulative exam we will only use the last 50 minutes of that time period. Exam 3 WILL NOT BE GIVEN EARLY for any reason. IF YOU WISH TO TAKE THIS COURSE THEN PLAN TO BE HERE FOR EXAM 3.

2. **Three Homework Writing Assignments (80 points):** For Homework #1 you will read a psychological journal article and write a summary of it. Homeworks #2 and #3 build upon Homework #1 and involve creating a class survey and writing a research report. More information about these assignments will be provided in online handouts during the quarter.

VERICITE REQUIRED NOTIFICATION: We will use VeriCite (an electronic plagiarism-detection service) in this course.

The UW has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. We will use this plagiarism service by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report we receive will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced. For more information, see <https://canvas.uw.edu/courses/1125696/pages/vericite-plagiarism-detection-notice-questions-and-answers>

3. **Poll Everywhere Items (10 points):** We will use a student response system ("Poll Everywhere") during lecture as one means of creating class participation. You will need a cell phone, laptop computer, or tablet to respond to items that will be presented in lecture (e.g., knowledge checks, opinion questions). You will be graded on your overall percentage of participation—the total # of items you respond to that are properly received by the PollEv system (and thus, that end up being included in the data response graphs of the results displayed in class)—divided by the total # of "poll" items presented in lecture. Participation credit will not depend on the correctness of your responses. Points Awarded: ≥ 80% participation rate = 10 pts (i.e., full credit); 75% to 79% = 9 pts; 70-74% = 8 pts, and so on, by 5% increments. Less than 35% = 0 points. Click the "Poll Everywhere" link on the course homepage for more policy information.

DEVICE REGISTRATION & ACADEMIC HONESTY: To receive participation credit, you will need to properly set up a Poll Everywhere—"UW Single Sign-On Account," if you don't already have on. The course website "Poll Everywhere" link provides detailed information about creating a PollEv—UW account and about course PollEv policies. Also see the next paragraph (E5) for the academic honesty policy about using the student response system.

4. **Action Items (10 points):** "Action Items" – various activities and tasks— will take place for course credit throughout the Quarter. Most will occur in labs and discussion sections, although not necessarily in every lab and section. Some Action Items may be assigned for completion online. Most Action Items will be worth 1 or 2 credits each, but some may be worth more credits. To receive credit for an Action Item, it must be completed in a satisfactory manner (e.g., be of at least satisfactory quality) and on time (e.g., during a particular lab or section, or if online, by the online due date). Based on the total number of Action Item credits made available during the course, these credits will translate to course points as follows: Satisfactory/Timely completion of ≥ 80% credits = 10 pts (i.e., full credit); 75% to 79% = 9 pts; 70-74% = 8 pts, and so on, by 5% increments. Less than 35% = 0 points. Click the "Action Items" link on the course homepage for more policy information.

- 5. Student Ethics, Academic Honesty:** These remarks aren't meant to offend anyone's sense of honesty, but it's best to discuss academic honesty up front. I expect that for the *exams and all other graded assignments*, each student will do her or his own independent work. Looking at other students' work, plagiarism, or any behavior indicating unauthorized assistance constitutes cheating. For *classroom participation using the Poll Everywhere response system*, you may only enter responses for yourself. Responding for someone else or asking someone else to respond for you represents cheating. If cheating occurs a grade of zero ("0") will be given for that exam, assignment, or the cumulative class participation unit (i.e., you will receive no participation points for the quarter). If cheating occurs a grade of zero will be given; the Dean's/ Provost's Office is informed and determines further disciplinary action.
- 6. Course Grade and Grading Scale:** Your grade is based on how many points you earn. Shown below is a "guaranteed minimum grade scale." For each point total, your course grade cannot be lower than the grade on the scale. If less than 50% of the class receives a course grade of 2.5 or above, then I will curve everyone's score up until 50% of the class has a final course grade of at least 2.5. This "back-up curve" will only be used if the class is doing poorly. Finally, any "rounding-up" of fractional scores will be done only once – on your overall point total for the entire course – at the end of the quarter.

GRADING SCALE

General Scale:	94% = 4.0	74% = 2.0	60% = 0.7
	84% = 3.0	64% = 1.0	Less than 60% = 0.0 (F)

Because there are 200 possible points, this percentage system converts to the following scale:

<u>Total Points</u>	<u>Course Grade</u>	<u>Total Points</u>	<u>Course Grade</u>	<u>Total Points</u>	<u>Course Grade</u>
188-200	4.0	164-165	2.8	140-141	1.6
186-187	3.9	162-163	2.7	138-139	1.5
184-185	3.8	160-161	2.6	136-137	1.4
182-183	3.7	158-159	2.5	134-135	1.3
180-181	3.6	156-157	2.4	132-133	1.2
178-179	3.5	154-155	2.3	130-131	1.1
176-177	3.4	152-153	2.2	128-129	1.0
174-175	3.3	150-151	2.1	126-127	0.9
172-173	3.2	148-149	2.0	124-125	0.8
170-171	3.1	146-147	1.9	120-123	0.7
168-169	3.0	144-145	1.8	Below 120	0.0 (F)
166-167	2.9	142-143	1.7		

- 7. Exam Materials and Assigned Seating:** You should purchase 3 scantron answer sheets in the bookstore: one per exam. On exam days bring your scantron form with you, along with a #2 pencil for marking your answers. In Week 3 you will be given an assigned seat for the exams. Prior to making seat assignments we will ask you if you have any special seating needs (e.g., left-handed desk). Please note that, on exam days, if your seat is vacant you will receive a zero for that exam.
- 8. Exam & Writing Assignment Appeal Procedure:**
Exams: If your answer to an exam item is scored as incorrect but you feel it is correct, you can write a justification as to why you feel it's correct based upon textbook/lecture material. Don't merely state personal opinions; rather, justify your answer specifically based on course material. If we decide that your appeal justifies your answer, you will receive credit.
Due Dates: For **Exams 1 and 2**, appeals must be emailed within 2 school days after the exam date.
 For **Exam 3**, appeals must be emailed by 11 pm 1 day after the final.

Writing Assignments: If you believe a paper wasn't graded fairly, you may request a re-grade. Someone blind to your original grade will re-grade a clean copy of your assignment. **Whether higher or lower, the re-grade score becomes your new grade.**

Due Dates: For **Assignments 1 & 2:** submit re-grade requests within 1 week of the day we return papers to the class.
 For **Assignment 3:** *If we return this to the class during the last week of classes*, then re-grade requests must be submitted by 5pm on Monday, March 18. *If we return it to the class during finals week*, then re-grade requests must be submitted within 24 hours after we return your graded HW #3 assignment.

9. **Incompletes and Make-ups:** If you feel unable to complete all the coursework this quarter you must see me **in advance** to discuss a possible grade of Incomplete. Incompletes usually are finished by the end of the next quarter. Similarly, if *justifiable* and *uncontrollable* circumstances will prevent you from turning in an assignment, taking an exam, or taking the skills test at the scheduled time, **contact me in advance** so that we can discuss the possibility of a make-up.

****I wish to EMPHASIZE that once you turn in an assignment or take an exam, it counts “no matter what.”** *If you are facing circumstances (e.g., a personal or family illness or other crisis) that you feel will significantly impair your performance, see me ahead of time and then we can discuss what to do. If you go ahead and take an exam or turn in an assignment, and then tell me after-the-fact that some personal circumstance negatively affected your performance, it will be too late.*

Missed Poll Everywhere (PollEv) Items & Missed Action Items: In general, there are no make-ups for missing these items. To account for the fact that you might miss some lectures/labs/sections due to illness or other valid reasons, the grading is already set so that a) you only need 80% PollEv participation to receive full PollEv credit (i.e., all 10 PollEv course points), and b) similarly, you only need to satisfactorily complete 80% of the Action Items that are presented in labs/sections to receive full Action Item credit (i.e., all 10 Action Item course points). Absence caused by official university business (e.g., intercollegiate athletics) or by documented prolonged illness or emergency (>1 week) will be handled on an individual basis. “See the course homepage “Poll Everywhere” and “Action Item” links for more grading policy information and the grade scales for awarding PollEv and Action Item course points.

10. **A Final Note on Grading:** The grading system is diversified: only half of your grade is based on exams. Grades will be based solely on the system and scale discussed above. There is **no possibility of doing “extra” reports, papers, etc., to raise your grade.** So please, don't ask. If you are having trouble with the course material or aren't doing as well as you think you should, be sure to come to office hours offered by the TAs and me. **Don't wait until the end of the quarter. We are here to help you learn. Also, Incompletes will not be given out simply as a way of “taking the course” or part of the course over.**

F. Other Assistance with Course Material

1. **Psychology Writing Center:** (**Chemistry Library Building, Room 160; 685-8278**). The Center offers individual consulting to assist you with writing assignments and has excellent written/online materials on scientific writing. The center is not an editing or proofreading service. Rather, they will help you identify areas of your writing that need improvement.
Writing Center Home Page: <http://www.psych.uw.edu/psych.php#p=335>
To Schedule Appointments: <http://www.psych.uw.edu/psych.php#p=338>
2. **Odegaard Writing & Research Center (OWRC):** The OWRC offers free, one-to-one, 45-minute tutoring sessions for students on any writing or research project, as well as personal projects such as applications or personal statements. OWRC staff collaborate with writers at any stage of the writing and research process, from brainstorming and identifying sources to drafting and making final revisions. For information or appointments, see the OWRC website at: <http://depts.washington.edu/owrc>, or visit their office on the 1st floor of OUGL (Odegaard Undergraduate Library).
3. **Lecture Video Recordings (Panopto):** Lectures will be video recorded. On the course website, click the “Panopto” link to access the videos. They usually are posted the same day as the lecture. **IMPORTANT:** Stuff happens, and some days electronic malfunctions may result in a lecture not being recorded. If so, you'll need to get lecture notes from a classmate
4. **English Language Learners:** If English is not your first language, the OWRC (see above) offers several language learning assistance programs, such as “Targeted Learning Communities,” “Workshops for Students,” and “English Language Support.” At the OWRC website, click the link to “Programs.”

G. CELL PHONES OFF, LAPTOP/TABLET POLICY, and Other Requests

1. **Cell Phones:** Cell phones should only be used during class to respond to Poll Everywhere questions. Otherwise, keep your cell phones turned off. Ringing or buzzing phones disrupt class and are especially inconsiderate to your classmates who are attempting to pay attention to the material. If you are expecting a vital call or text message that may come during lecture, *then do not come to class that day.*
2. **Laptop/Tablet/Electronic Note-Taking Policy:** Some instructors ban laptop/tablet use in class. Here's my current policy:
 - **Seating in the front of the room – number of rows to be determined based on data I gather in class -- will be reserved for students who a) take handwritten notes on paper, b) use a tablet/laptop that is laid flat on the desk with handwritten notes taken with a stylus, and who use that device only (100%) for notetaking (i.e., no off-task time), and c) use an upright laptop with keyboard only (100%) for notetaking and who have spoken with me and gotten my OK about a particular need for sitting toward the front of the room.** Otherwise, students who use upright laptops or tablets and a keyboard, and students who are “cell phone notetakers” (i.e., raising and pointing your cell phone at the screen to take photos of the screen) will need to sit farther back. **Why?** Because data I collected from past Psych 209 and Psych 101 classes indicate that up to 40% to 50% of students who didn't use laptops were distracted by classmates who inappropriately used laptops during lecture (e.g., to do email, browse the web) and many were distracted even when laptops were appropriately used solely for taking notes. I will discuss this policy in class.
 - **During films/videos shown in lecture, please close your device or otherwise put it in sleep mode.**
 - If conditions warrant, this policy will be revised during the quarter.
3. **Finally:** Even in this large class, I would like an atmosphere where you can ask questions, we can have discussions, and you can participate in demonstrations and class exercises. To do this I ask that when you come to class, please come to learn. If you want to chat with classmates, eat or drink, etc., then please go elsewhere. These behaviors are distracting, especially to your classmates. If you talk to the person next to you, it may seem quiet to you, but noise adds up fast in a large class. If a classmate asks me a question during lecture, please show her or him respect by not starting to talk. In sum, come to class because you wish to learn. For my part, I will do my best to make lectures informative and interesting. Thanks.

Michael Passer