

**San José State University**  
**Psychology Department**  
**PSYC 018-03, Introduction to Research Methods, Fall 2022**

**Course and Contact Information**

Instructor(s): My Ngoc (Amy) Nguyen

Office Location: DMH 232

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Office Hours: TR 12:00 - 2:00pm. You can reserve a timeslot on [myngocnguyen.youcanbook.me](https://myngocnguyen.youcanbook.me)

Class Days/Time: Tuesday and Thursday, 3:00pm – 4:15pm

Classroom: DMH 355

Prerequisites: PSYC 001 or equivalent and STAT 095 or equivalent

**Course Description**

Psychological research methods and design (experimental, quasi-experimental [correlational], and descriptive investigations) covering observation, instrumentation, and the collection, analysis, interpretation, and reporting of research data as illustrated through a review of original research in a variety of the subdisciplines of psychology.

**Course Format**

Assignments will be submitted on Canvas so you will need a mobile device. If you need a working laptop, please see the Student Technology Resources section below for more information.

**Canvas**

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking Canvas to learn of any updates. For help with using Canvas, see [Canvas Student Resources page](#) at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>.

**Program Learning Outcomes (PLO)**

Upon successful completion of the requirements for a major in psychology, students will be able to:

- PLO1 - Knowledge Base of Psychology – demonstrate familiarity with major concepts, empirical findings, theoretical perspectives, and historical trends in psychology.
- PLO2 – Research methods in Psychology – design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- PLO3 – Critical Thinking Skills – use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- PLO4 – Applications of Psychology – apply psychological principles to individual, interpersonal, group, and societal issues
- PLO5 – Values in Psychology – value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

- CLO 1 – Demonstrate knowledge of the research process as it relates to behavioral research.
- CLO 2 – Distinguish between non-experimental, experimental, and quasi-experimental research methods.
- CLO 3 – Assess the threats to validity within a study.
- CLO 4 – Analyze a body of research findings.
- CLO 5 – Construct a research design that effectively tests original hypotheses.
- CLO 6 – Develop a research proposal in APA format
- CLO 7 – Discuss the importance of ethical principles when conducting research with human and animal participants
- CLO 8 – Present an oral presentation based on their completed research proposal

## Required Readings

**Textbook:** Cozby, P.C., & Bates, S.C. (2018). *Methods in Behavioral Research* (14<sup>th</sup> ed.). McGraw Hill. ISBN: 1260205584 (Chapters will be provided, no need to purchase).

**Suggested reading:** American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1-4338-3217-8

## Course Requirements and Assignments

**Readings:** Students should read the assigned chapter of the required textbook before the start of class on each Monday of the week.

**Quizzes (CLO1, CLO2):** Students will complete 15 open book quizzes based on the assigned chapter for that week. Quizzes will be taken every Tuesday at the beginning of class and will contain 5 critical thinking questions with approximately 10 minutes to complete. Each quiz will be worth 10 points.

**In-Class Assignments (CLO1, CLO2, CLO3, CLO4):** Each class session will have an in-class assignment due at the end of the day at 11:59pm (unless stated otherwise in the course schedule). In-class assignments will range from participation in group discussions, turning in reflections, or submitting completed word documents onto Canvas. Please note that these assignments cannot be made up or turned in late. Students will have a total of 25 in-class assignments with each assignment being worth 4 points.

**Final Paper: Research Proposal (CLO4, CLO5, CLO6, CLO7):** To prepare students for conducting future research, students will be required to turn in a research proposal (**Due: 12/1/22**). A grading rubric for the research proposal can be found on Canvas. The research proposal must be at least 6 1/2 pages and **include the following: title page (1 page), abstract (1 page), literature review (2 -4 pages), proposed research (at least half a page), methods section (1-2 pages), and references (1-4 pages)**. To help you stay on track with turning in your final paper, you will turn in four separate milestone assignments throughout the semester.

### Milestone Assignments (CLO4, CLO5, CLO6, CLO7)

These assignments will be rough drafts of the different sections in your research proposal. These assignments will be turned in before the research proposal so that you can receive feedback and incorporate the feedback into your final paper. Each milestone assignment will be worth 50 points.

- Literature review (50 points) (**Due: 09/22/22**)
- References (50 points) (**Due: 10/06 /22**)

- Proposed research (50 points) (**Due: 10/20/22**)
- Methods (50 points) (**Due: 11/03/22**)

**Formatting Requirements for Milestone Assignments and Research Proposal:** All papers must be typed, double-spaced, use 1-inch margins, 12-point font, Times New Roman, and adhere to APA format (7<sup>th</sup> edition). Please double-check for grammar and spelling errors before turning in your final paper to avoid having points deducted.

**Final Presentation (CLO4, CLO5, CLO6, CLO7, CLO8)**

In addition to your final paper, you will also present your research proposal to the class. This assignment is worth 250 points and is broken down into 3 parts: Presentation (150 points), slides (50 points), and feedback to peers (50 points). For the presentation, you will have two options: A) Live presentation or B) Video recording of your presentation. Regardless of the option you choose, you will need to be in class to answer questions from your classmates.

**Grading System**

<b>Quizzes (150 points)</b>	15%
<b>In-Class Assignments (100 points)</b>	10%
<b>Final Paper (300 points)</b>	30%
<b>Final Presentation (250 points)</b>	25%
<b>Milestone Assignments (200 points)</b>	20%
<b>Total = 1,000 points</b>	<b>100%</b>

**Final Letter Grade Scale**

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

- **Extra credit opportunities:** Extra credit assignments will be made available throughout the semester and will be announced in class (20 points maximum)
- **Requests for extensions:** As the pandemic continues, you may find yourself facing unanticipated, emergency situations outside of your control that impact your schooling. When these situations arise, please reach out ASAP so that I can work with you to find a successful path forward. **The first step is to request an extension, please fill out this Google Form:** <https://forms.gle/oJhzw8miSJXSZeo7>. Please submit requests 48 hours before the due date of any milestone assignment or the research proposal. **Extensions are not guaranteed**, but I take all requests seriously and will work with you to find appropriate resources.
- **Late assignments:** **If you did not request or receive an extension**, research proposals and milestone assignments that are turned in past the due date will receive a 10% penalty from your earned score per late

day. In-class assignments and quizzes cannot be made up or submitted late. However, as noted above, there will be multiple extra credit opportunities to earn back any missed points.

- **Grade changes:** Final grades will not be changed unless there was a clerical error.
- **Academic integrity:** Plagiarism, cheating, and any other forms of academic dishonesty will not be tolerated. The [University Academic Integrity Policy F15-7 \[pdf\]](#) requires you to be honest in all your academic coursework. If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question and I will file a report with the Office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

### **Zoom Classroom Etiquette**

- **Use of Camera in Class:** Turning on your camera is encouraged if you have one and are comfortable doing so. However, it is not required. If you do use your camera, please place it in a stable position that is focused at eye level.
- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** As best as you can, given your personal circumstances, find a quiet place to “attend” class. Try to avoid locations in which people may be walking behind you, people talking/making noise, etc.
- **Asking questions online:** If you would to ask a question/make a comment during lecture, the best approach is to use the “raise hand” feature in Zoom; I will then call on you to unmute yourself
  - If you use this feature but I still don’t notice you, feel free to unmute yourself and get my attention verbally. You can also use the chat function to ask questions, which is particularly useful if you’re on a device that doesn’t have a microphone

### **University Policies**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

### **Additional Information**

**Writing Center:** The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2<sup>nd</sup> floor. Workshops and tutoring are also available through online platforms. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [sjsu.edu/writingcenter](https://www.sjsu.edu/writingcenter).

**Academic Counseling Center for Excellence (ACCESS):** ACCESS in the Social Sciences provides General Education advising, academic planning, graduation planning, mandatory freshman advising, probation advising, reinstatement and former student returning advising, career counseling, and tutoring (Statistics & Writing) for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (CoSS). To schedule an appointment, visit the ACCESS website at <https://www.sjsu.edu/access/>.

**Student Technology Resources:** The [SJSU Learn Anywhere](#) site (<https://www.sjsu.edu/learnanywhere>) has a number of helpful resources for learning in an online environment, including help with Zoom and Canvas, finding free or affordable internet and computer resources, FAQs, workshops, and more. Additionally, a wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology](#)

[Services](#) located in IRC Building. These items include, but are not limited to: Laptops, wifi hotspots, webcams, and wireless microphones.

**Counseling and Psychological Services:** The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at [sjsu.edu/counseling](https://sjsu.edu/counseling), call 408-924-5910, or email [counseling.services@sjsu.edu](mailto:counseling.services@sjsu.edu).

**Peer Connections:** [Peer Connections](#) is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students. For more information on services, hours, locations, or a list of current student success workshops, please visit the website at [peerconnections.sjsu.edu](https://peerconnections.sjsu.edu).

**SJSU Cares:** Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

### PSYC 018-03 / Introduction to Research Methods, Fall 2022, Course Schedule

Week	Date (T/R)	Topics	In-Class Assignments	Assignments Due (Before Class)	Readings (Read before Tuesday's class)
1	Aug. 23	<ul style="list-style-type: none"> <li>● Syllabus</li> <li>● Introduction</li> <li>● Lecture 1: How do we study behavior?</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz #1: About you</li> <li>● Assignment #1</li> </ul>		Chapter 1
	Aug. 25	Lecture 2: Important terms/How to get started?	<ul style="list-style-type: none"> <li>● Quiz #2: Chapter 2</li> <li>● Assignment #2</li> </ul>		Chapter 2
2	Aug. 30	Lecture 3: Ethics	<ul style="list-style-type: none"> <li>● Quiz #3: Chapter 3</li> <li>● Assignment #3</li> <li>● Assignment #4</li> </ul>		Chapter 3
	Sep. 1	Research Topic Library Visit	<ul style="list-style-type: none"> <li>● Assignment #5</li> </ul>		

3	Sep. 6	Lecture 4: Research issues	<ul style="list-style-type: none"> <li>• Quiz #4: Chapter 4</li> <li>• Assignment #6</li> </ul>		Chapter 4
	Sep. 8	Lecture 4 cont.	<ul style="list-style-type: none"> <li>• Assignment #7</li> </ul>		
4	Sep. 13	Lecture 5: Measurement concepts	<ul style="list-style-type: none"> <li>• Quiz #5: Chapter 5</li> <li>• Assignment #8</li> </ul>		Chapter 5
	Sep. 15	Lecture 5. Cont	<ul style="list-style-type: none"> <li>• Assignment #9</li> </ul>		
5	Sep. 20	Lecture 6: Observational methods	<ul style="list-style-type: none"> <li>• Quiz #6: Chapter 6</li> <li>• Assignment #10</li> </ul>		Chapter 6
	Sep. 22	Lecture 6 cont.	<ul style="list-style-type: none"> <li>• Assignment #11</li> </ul>		
6	Sep. 27	Lecture 7: Survey, description, and correlation	<ul style="list-style-type: none"> <li>• Quiz #7: Chapter 7</li> <li>• Assignment #12</li> </ul>		Chapter 7
	Sep. 29	Lecture 7 cont.	<ul style="list-style-type: none"> <li>• Quiz #8: Chapter 12</li> <li>• Assignment #13</li> </ul>		Chapter 12
7	Oct. 4	Lecture 8: Experimental design	<ul style="list-style-type: none"> <li>• Quiz #9: Chapter 8</li> <li>• Assignment #14</li> </ul>		Chapter 8
	Oct. 6	Lecture 8 cont.	<ul style="list-style-type: none"> <li>• Assignment #15</li> </ul>	Milestone #2: References due	
8	Oct. 11	Lecture 9: Conducting experiments	<ul style="list-style-type: none"> <li>• Quiz #10: Chapter 9</li> <li>• Assignment #16</li> </ul>		Chapter 9
	Oct. 13	Lecture 9 cont.	<ul style="list-style-type: none"> <li>• Assignment #17</li> </ul>		
9	Oct. 18	Lecture 10: Complex Designs	<ul style="list-style-type: none"> <li>• Quiz #11: Chapter 10</li> <li>• Assignment #18</li> </ul>		Chapter 10
	Oct. 20	Lecture 10 cont.	<ul style="list-style-type: none"> <li>• Assignment #19</li> </ul>		
10	Oct. 25	Lecture 11: Understanding Results and Research	<ul style="list-style-type: none"> <li>• Quiz #12: Chapter 13</li> <li>• Assignment #20</li> </ul>		Chapter 13
	Oct. 27	Lecture 11 cont.	<ul style="list-style-type: none"> <li>• Assignment #21</li> </ul>		
11	Nov. 1	Lecture 12: Generalization	<ul style="list-style-type: none"> <li>• Quiz #13: Chapter 14</li> <li>• Assignment #22</li> </ul>		Chapter 14
	Nov. 3	Lecture 12 cont.	<ul style="list-style-type: none"> <li>• Assignment #23</li> </ul>	Milestone #4: Methods due	

12	Nov. 8	Lecture 13: Experimental designs	<ul style="list-style-type: none"> <li>• Quiz #14: Chapter 11</li> <li>• Assignment #24</li> </ul>		Chapter 11
	Nov. 10	Lecture 13 cont.	<ul style="list-style-type: none"> <li>• Assignment #25</li> </ul>		
13	Nov. 15	No Class	<ul style="list-style-type: none"> <li>• 5 minute meetings</li> </ul>		
	Nov. 17	No Class	<ul style="list-style-type: none"> <li>• 5 minute meetings</li> </ul>		
14	Nov. 22 - 24	<b>Thanksgiving break</b>			
15	Nov. 29	Extra credit- Public speaking practice			
	Dec. 1	Check-ins/Wrap up	<ul style="list-style-type: none"> <li>• Quiz #15: Reflection</li> <li>• Potluck (optional)</li> </ul>	Research Proposal due	
16	Dec. 6	<b>No class (Asynchronous) - Work on presentations at home</b>			
Final	<b>Dec. 9 @ 2:45-5pm</b>	Class Presentations	<ul style="list-style-type: none"> <li>• Final presentation due</li> <li>• Peer reviews due</li> </ul>	Presentation Slides due	

\* The course schedule is subject to change. Any updates will be uploaded to Canvas.