



**Research Methods**  
**PSY 420 (Section XX) – 3 Credits**

**Semester:**

**Day(s):**

**Time(s):**

**Classroom:**

**Instructor:**

**Office Hours:**

**Office Location:**

**Phone Number:**

**Email:**

INSERT  
Professional  
Headshot Here

**Prerequisite/Co-Requisites:** STAT 167: ENG 101

**Course Description**

- This course provides students pursuing careers in a variety of professions with a general introduction to the language and logic of research with an emphasis on becoming informed consumers of empirical research. The primary aims of this research are to (a) learn how research is conducted and (b) apply that knowledge into practice. Students will acquire fundamental knowledge of the ethics of research, basic terminology, and essential concepts including research designs, sampling strategies, methods for data collection, and techniques for data analysis. Students will critically read peer-reviewed reports of empirical research, identify knowledge gaps in existing scholarship, synthesize research findings across multiple studies, and describe implications for practice in their respective fields.



**Course Goal**

- To provide students with a knowledge of how to conduct and apply research methodology



**Required Text**

- Ruane, J. M. (2016). *Introducing social research methods: Essentials for getting the edge*. West Sussex: UK: Wiley. ISBN: 978-1-118-87424-0

### Student Learning Outcomes and Assessment Methods

<b><i>Learning Outcomes</i></b>	<b><i>Assessment Methods</i></b>
Explain basic concepts fundamental to the conduct of research.	Quiz
Describe the three basic approaches to conducting research, related research design and methods for data collection and analysis.	Quiz
Summarize major features of peer-reviewed reports of empirical research pertaining to a focused current issue in their chosen field	Quiz Current Research Trends paper Research paper
Synthesize main findings, methods, and limitations from a body of empirical research pertaining to a focused current issue in their chosen field.	Quiz Research paper
Explain implications of the research findings and their possible application in addressing the focused current issue in their chosen field	Quiz Research paper



#### Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

In-Class Assignments / Class Participation / Attendance	20%
Quizzes	20%
Current Research Trends	10%
Annotated Bibliography	20%
Mini-Literature Review Paper First Polished Draft (10%) and Final Paper (20%)	30%
<b>Total:</b>	<b>100%</b>

Students must complete this course with a 73% or higher.



#### Coursework Expectation

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the

course content. **Additional instructions and related scoring guides or rubrics are posted to Blackboard.**



**Class Participation (20%):** You are expected to come to class prepared and ready to work. This means you must complete the assigned readings, watch any videos, and review PowerPoint slides before our class meeting. We will also use class-meeting time to go over any questions students may have about that week's topic and engage in a hands-on application of the week's topic. These in-class assignments are designed to help you see how well you grasp key points from that week's module. If you miss a class, you are responsible for all information covered in that class; it is advisable that you keep in contact with your classmates.

To earn full credit, be sure to come to class (a) on time, (b) having read the assigned material, (c) having prepared any required assignments, and (d) ready to participate in discussion or group work with your peers. In class assignments will be assessed as completed during class. You are responsible for material covered if you are absent.



**Quizzes (20%):** The purpose of the quizzes is to help you to see what you are learning and where you need more focus. You will complete quizzes that are based on assigned readings. The quizzes are "open-book", but answers may not be shared with others. ***Each quiz must be completed before the first class the week they are due.***



**Current Research Trends (10%):** The purpose of this assignment is for you to explore and describe current research trends in your chosen field during the past two years. The work you do will help you identify an issue for your mini-literature review paper. You will identify the trends through a review of the table of contents and abstracts for one peer-reviewed scholarly journal from a list that will be posted to Blackboard. To complete this assignment, you will use a variation on a research method known as content analysis. This application of this method could help you identify important concerns in your field reflected in the words and phrases mentioned most. This is the research question you are trying to answer: What are current research trends in my field during the past two years?

You will access the journal website and read titles, abstracts, and key words (if available) for all articles contained in each issue produced over a two-year period. As you read, take notes and make a list of (a) words or phrases that appear repeatedly, (b) repetition in problems or issues being studied, and (c) the names of authors who publish frequently.

Write-up a brief summary of your findings as answers to the following questions.

- What words or phrases appear repeatedly in the titles of the articles?
- What problems or issues are being studied most often?
- What are the most commonly used keywords?
- Who are the names of authors who are published most frequently

Provided a cover page with this assignment in which you include the following information.

- Your name
- The date
- The names of the journal you reviewed and link to their website.
- Answers to the following questions
  - What are the strengths of this paper? What are you pleased with?

What difficulties did you face in responding to this assignment? How did you deal with them?

**Annotated Bibliography (20%):** An annotated bibliography is an organizing tool that is helpful when working on a research project. The work you do for this assignment connects directly to and informs your mini-literature review paper. For this assignment, you will construct a formal annotated bibliography that includes APA citations for your sources with summary and evaluation information for each. Your annotated bibliography will consist of journal articles that are peer-reviewed reports of empirical research that you identify through a systematic search of the library databases. The articles you select must be relevant to the issue and research question that you have selected to focus

on for the semester and that I have approved. While you may encounter sources that are not relevant or do not fit the scope of your project while researching, for the purposes of this assignment, you will only include the ones that you find useful and relevant.

1. You are to identify 7-10 journal articles that are peer-reviewed reports of empirical research that you have deemed relevant to your issue and question of inquiry. Be certain to print the articles or save them to your computer or in the cloud. You will need to refer to the articles for your mini-literature review paper.
2. For each article, create an APA citation. This is one of the central components of the grade for this assignment. The citations should be organized in alphabetical order by author just as in an APA reference page. Failure to follow APA format exactly will harm your grade.
3. Follow each article citation with a brief annotation that summarizes the source (150-200 words). The annotations for each source should follow an academic style. This includes using discipline related and research-specific vocabulary and correct grammatical sentences that effectively summarize what each source has to say. Additionally, you should explain how each source is relevant to the issue that you have selected and what it adds to your knowledge about your issue.
4. Do not copy and paste the abstract. Ideally, all of the annotation should be in your own words. If you quote from the source, the quote must adhere to APA conventions, without exception.
5. The assignment must be typed and double-spaced.

**Mini-Literature Review Paper (30%):** The purpose of the mini-literature review paper is to give you an opportunity to explore a topic of interest to you and your professional goals. A quality literature review comprises a systematic process of identifying literature, critically appraising the studies, and synthesizing the information in a readable format. This assessment-task provides you with the opportunity to demonstrate that you have achieved the course learning outcomes. Your aim is to compose an effective, well-edited, coherent paper in which you apply appropriate and clear organization strategies.

For this paper, you are to select five studies from your annotated bibliography. These should be articles that you have deemed most relevant to your issue and question of inquiry. You are expected to (a) describe and place in context the current issue and question of inquiry in your chosen field; (b) present a study-by-study review of five empirical investigations that relate directly to your issue and question of inquiry; (c) synthesize research findings, methods, and limitations; (d) identify implications for practice; and (e) suggest areas for future research based on an identified gap.

You will submit your paper twice: once as a first polished draft and again as your final paper. Your first polished draft is worth 10% of your final grade for the course. The final mini-literature review paper is worth 20% of your final grade for the course. I will provide direct, specific feedback on the first draft. Your paper should be between 8 and 10 double-spaced pages (12 point font, 1 inch margins), excluding the cover page and an APA style reference list, no exceptions. The quality of writing and style should be scholarly, professional, and polished. Polished means the paper is free of errors. You will be assessed on all aspects of APA style including but not limited to writing, grammar, bias in language, punctuation, appropriate attribution of ideas, quotations, and references.

***The Course Outline / Class Schedule contains due dates.***

### Course Outline / Class Schedule\*

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Week's First-Class Meeting	In-Class Assignments, Activities, and Writers' Workshops to be Covered Each Week
1/ date	Introduction to the Course, the Professor, the Syllabus, the Assignments, and Blackboard		In-class assignment: Minute-Paper – What I hope for or dread about this class.  Review Syllabus
2/ date	The Sources of Knowledge	<ul style="list-style-type: none"> <li>• Read Chapter 1 – How Do We Know What We Know? Science as a Superior Way of Knowing</li> <li>• Complete Chapter 1 Quiz in</li> </ul>	<ul style="list-style-type: none"> <li>• In-class assignment: Anatomy of a Journal Article</li> </ul>

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		Blackboard <ul style="list-style-type: none"> <li>• YouTube Video: How to Read a Scholarly Article <a href="http://youtu.be/3SmOq6gENPM">http://youtu.be/3SmOq6gENPM</a></li> <li>• Read journal article posted to Blackboard; this is necessary for your in-class assignment.</li> </ul>	
<b>3/ date</b>	Research Terminology Styles of Research	<ul style="list-style-type: none"> <li>• Read Chapter 2 – The Language of Science and Research: Learning to Talk the Talk and Walk the Walk</li> <li>• Complete Chapter 2 Quiz in Blackboard</li> <li>• Watch YouTube Video: Differences in Quantitative and Qualitative Research <a href="http://youtu.be/DxFuw22bPnE">http://youtu.be/DxFuw22bPnE</a></li> </ul>	<ul style="list-style-type: none"> <li>• In-class assignments: Identify Data Types - Don't Confuse Your Qs</li> </ul>
<b>4/ date</b>	Ethics in Research	<ul style="list-style-type: none"> <li>• Read Chapter 3 – Ethics: It's the Right Thing to Do</li> <li>• Complete Chapter 3 Quiz in Blackboard</li> <li>• YouTube Video: Protecting Human Subjects – Evolving concerns <a href="https://youtu.be/174SkSzRVg">https://youtu.be/174SkSzRVg</a></li> </ul>	<ul style="list-style-type: none"> <li>• In-class assignment: Topic, Issue, and Inquiry Question</li> <li>• <b>Due: Current Research Trends</b></li> </ul>
<b>5/ date</b>	Research Designs Anatomy of a Research Article Reviewing the Literature	<ul style="list-style-type: none"> <li>• Read Chapter 4 – Designing Ideas: What do We Want to Know and How Can We Get There?</li> <li>• Complete Chapter 4 Quiz in Blackboard</li> <li>• YouTube Video: Evaluating Sources <a href="https://youtu.be/EyMT08mD7Ds">https://youtu.be/EyMT08mD7Ds</a></li> </ul>	<ul style="list-style-type: none"> <li>• In-class assignment: Muddiest Point</li> </ul>
<b>6/ date</b>	Operationalization: The Relationship Between Theory and Observation	<ul style="list-style-type: none"> <li>• Read Chapter 5 – Measure by Measure: Developing Measures— Making the Abstract Concrete</li> <li>• Complete Chapter 5 Quiz in Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• In-class assignment: Operational Definitions – The PsyCap Survey</li> </ul>
<b>7/ date</b>	Question Validity and Reliability Assessment	<ul style="list-style-type: none"> <li>• Read Chapter 6 – All that Glitters in not Gold: Assessing the Validity and Reliability of Measures</li> <li>• Complete Chapter 6 Quiz in Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: Annotated Bibliography</b></li> </ul>
<b>8/ date</b>	Causality Writing a Literature Review	<ul style="list-style-type: none"> <li>• Read Chapter 7 – One Thing Leads to Another . . . or Does it? Tackling Causal Analysis</li> <li>• Complete Chapter 7 Quiz in Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• In-class assignments: Logical Fallacy</li> <li>• Literature Review Puzzle</li> </ul>
<b>9/ date</b>	Questionnaires / Surveys	<ul style="list-style-type: none"> <li>• Read Chapter 8 – The Questionnaire: Would You Mind Taking the Time to Answer a Few</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapter 8 – The Questionnaire: Would You Mind Taking the Time to</li> </ol>

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Week's First-Class Meeting	In-Class Assignments, Activities, and Writers' Workshops to be Covered Each Week
		Questions? • Complete Chapter 8 Quiz in Blackboard • YouTube Video: Surveys <a href="https://youtu.be/sp7Mj1EB3wo">https://youtu.be/sp7Mj1EB3wo</a>	Answer a Few Questions? 2. Complete Chapter 8 Quiz in Blackboard 3. YouTube Video: Surveys <a href="https://youtu.be/sp7Mj1EB3wo">https://youtu.be/sp7Mj1EB3wo</a>
<b>10/ date</b>	Interviews	• Read Chapter 9 – Having the Talk: Person to Person Information Exchanges • Complete Chapter 9 Quiz in Blackboard	• <b>Due: Mini-Literature Review First Draft</b>
<b>11/ date</b>	Writers Workshop	•	Writers Workshop
<b>12/ date</b>	Field Research	• Welcome to <i>My World</i> • Complete Chapter 10 Quiz in Blackboard	• n-class assignment: Design a Direct observation Study
<b>13/ date</b>	Sampling Strategies	• Read Chapter 11 – Sample This! How Can so Few Tell Us about So Many? • Complete Chapter 11 Quiz in Blackboard	• In-class assignment: Sampling Strategies
<b>14/ date</b>	Quantitative Literacy	• Read Chapter 12 – Show me the Numbers: Descriptive An Inferential Statistics • Complete Chapter 12 Quiz in Blackboard	• <b>Due: Mini-Literature Review Final Paper</b>
<b>15/ date</b>	Future Research	• Read Chapter 13 – Pulling it Together: A Final Synthesis • Complete Chapter 13 Quiz in Blackboard	• In-class assignment: Mini-Literature Review – Me, Process, Product, and Practice

*\*This syllabus is subject to change at the discretion of the instructor.*



### Class Policies



**Class Meetings:** Arrive on time and be prepared for class with materials (e.g., pen, paper, laptop, textbook, assignments). Please refer to the course outline for schedule of meeting dates and holidays. Regular attendance and participation in class is expected. If you expect to be absent or late for a class meeting, email me **before** the beginning of class. If you need to leave class early, speak with me **before** the class session.



**Blackboard:** Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



**Late Assignments:** Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects, discussion board posts). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.



**Laptops and Tablets:** Laptops and tablets are welcome in the classroom for academic purposes.



**Cell Phones:** As a courtesy to your classmates and the instructor, please set cell phones to vibrate. If you must take or make a call, please step out of the classroom to do so.



**Course Decorum: Course Decorum:** We will create a positive learning environment in this course. There is an expectation of respect and professionalism. The professional conduct policy includes, but is not limited to:

4. Attending each class session, including arriving promptly and leaving at the designated time; notifying me prior to class should an exception be needed.
5. Working on only this class during class time.
6. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
7. Being an attentive, engaged, and active participant in class activities and discussions.
8. Demonstrating respect for instructors, peers, and self and treating others in a professional manner.
9. Abiding by Goodwin's academic integrity policies.



**Communication and E-mail:** Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



**APA Style:** This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



**Expectations for Written Work:** The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
  - ✓ Your full name
  - ✓ The date of submission

#### **Goodwin College Policies and Services**

***This course adheres to all policies outlined in the Goodwin College catalog.***

General academic policies of Goodwin College may be found on the college web site at and in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin College website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.