



UNIVERSITY OF THE INCARNATE WORD

COURSE OUTLINE

PSYC 4310 – RESEARCH DESIGN

Term/Year: Fall II 2015

Location: Online

Dates: 19 October – 11 December 2015

Instructor: Juan M. González

Contact information:

Email: jmgonza4@uiwtx.edu

Phone: 813-468-4639

Office Hours: virtual

UIW Course description:

This course emphasizes the use of experimental control and analysis of data for reporting experimental results in the psychological study of human and non-human behavior in a professional manner. Attention is also given to the philosophy of science, formulating research questions, and selecting appropriate statistical tests.

It is an upper division elective course that may be used in both the general psychology and industrial & organizational psychology concentrations of the psychology degree program. Prerequisites: Introduction to Psychology (PSYC 1301), Scientific Literacy in Psychology (PSYC 2320), and Quantitative Methods (PSYC 3450). The course may not be repeated for credit. (Credit: 3 Hours).

Course overview:

The course advances a framework for designing qualitative, quantitative and mixed methods research as well as analyzing, evaluating and reporting results in the social sciences.

Learning outcomes:

Upon completion of this course the successful learner will demonstrate the following competencies:

- One:** Articulate the differences between qualitative, quantitative and mixed method research designs.
- Two:** Effectively communicate in a style accepted by the American Psychological Association.
- Three:** Formulate hypotheses and design appropriate protocol for testing them.
- Four:** Analyze and interpret quantitative data.

Five: Describe the ways in which valid scientific methods can improve and build upon the body of knowledge in the field of psychology.

Six: Articulate ethical considerations that must be taken into account when conducting research in the behavioral sciences.

Seven: Demonstrate appropriate use of technology.

Resources:

Required text:

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Supplemental Resources:

Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington, DC: American Psychological Association

Goodwin, C.J. (2010) *Research in Psychology: Methods and Design* (6th ed.). Hoboken, NJ: Wiley.

Gravetter, F.J., & Forzano, L.B. (2009). *Research methods for the behavioral sciences* (3rd ed). Belmont, CA: Wadsworth.

Mitchell, M.L., & Jolley, J.M. (2010). *Research design explained* (7th ed.). Belmont, CA: Wadsworth.

McBurney, D.H., & White, T.L, (2010). *Research methods* (8th ed.). Belmont, CA: Wadsworth.

Witte, R.S., & Witte, J.S. (2010). *Statistics* (9th ed.). Hoboken, NJ: Wiley.

Journals:

American Journal of Sociology

American Psychologist

Cultural Diversity & Ethnic Minority Psychology

Educational Researcher

Evaluation Review

Journal of Applied Social Psychology

Journal of Health and Social Behavior

Journal of Personality and Social Psychology
Sociological Methodology
Psychological Bulletin
Psychological Review

For assistance with APA style reflecting the 6th edition of the publication manual:

American Psychological Association: <http://www.apastyle.org>.

Northern Michigan University:
http://library.nmu.edu/guides/userguides/style_apa.htm#newsletter.

Purdue University:
<http://owl.english.purdue.edu/owl/resource/560/01>.

Course Requirements:

Evaluation Criteria:

Your final grade in this course will be based on participation in the *weekly discussion questions, 2 analytical reviews of journal articles, 2 concept application papers, and 1 research proposal*.

I want each student to send me an email using your UIW webmail account within the first week. This ensures that I have a way of contacting you should the need arise. For our purposes, each class week will begin on Monday and end on Sunday. Any work submitted after Sundays will be considered late and not graded. Students are required to complete all assignments and submit them on or before the published due date.

Discussion Threads:

At least two questions will be posted for each learning unit. This requires a substantive, referenced written response of a minimum of **250** words as well as reading the writings of all other students and responding to at least of their primary postings. “Me too” responses are unacceptable; open dialogue creates an opportunity to engage with and learn from your fellow course participants. A time commitment of **7-9** hours per week is realistic for completion of coursework.

Each question set assigned will be worth 25 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students’ original postings; that is, students’ answers to the questions. Total possible points you can earn per week are 100. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1’s discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, **the week will begin on Monday and end on Sunday**. Ensure your responses are written in accordance to APA standards. **Twenty points will be deducted if sources are not properly cited.**

Responses to discussion questions labeled as “Question 1” are to be submitted no later than 11:59 pm CST on Wednesdays. **DQ1 answers posted after Wednesday will incur a 25 point deduction.**

Responses to discussion questions labeled as “Question 2” are to be submitted no later than 11:59 pm CST on Fridays. **DQ2 answers posted after Friday will incur a 25 point deduction.**

Responses to students’ original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Sundays to receive credit.

Journal Article Review:

On specific weeks, students are to find and critique a journal article related to this course. The article can apply to the subject matter discussed for a given week or a topic of interest to you such as to your final project. The article must be from a scholarly, peer-reviewed *academic journal*. For this assignment, provide a pdf copy for peer review and specify the article’s relevance to this course plus your interest in that particular topic. Points are awarded by the following criteria: 25 points for providing a copy of your specific journal article, 25 points for how well you evaluate the article’s subject matter relevant to the course, and 25 points per response to at least two other students’ articles. If you don’t participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, **all articles must be submitted by 11:59 pm CST on Fridays; submitting after Friday incurs a 25 point deduction.** Note: Only journal articles will be accepted. Responses to students’ articles must be posted no later than 11:59 pm CST Sundays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance to APA writing standards.*

Concept Application Paper (CAP):

This assignment is intended to help you apply the concepts discussed, especially to your final project. It is an effort to go beyond the mere definitions and technical terms and identify how the ideas discussed have practical application. The paper should be 2-3 pages with a brief (2-3 sentences) introducing your chosen project followed by 1-2 specific concepts and their application to your project supported by 2-3 sources. If concepts do not apply to your project, apply them to qualitative research in general. This assignment should not be overly taxing. Do not make it more difficult than necessary. As mentioned, it is intended to help you bridge the gap between science and practitioner so you may appropriately determine how best to incorporate the concepts into practical application. The papers must be written in accordance to APA writing standards.

Research Proposal:

For this class you will be writing a research proposal focusing on a question that is appropriate for psychology. A research proposal template is provided in Week 1’s Class Notes folder. This template is UIW’s Institutional Review Board’s (IRB) application for research. The entire

application is provided for your review. However, *only pages 4 and 5 will be submitted for a grade*. It is in these pages that you specify your research proposal. Throughout the term, you will have the opportunity to research articles and develop different sections of this proposal before the final submission. You should have enough sources to justify a gap in the literature and demonstrate that you will be adding to the knowledge of body. At a minimum, you should have **10 scholarly sources** published within the last twenty years.

Research proposal questions that have not been approved will not be graded. **Because the research proposal is due on the last day of class, proposals submitted after the noon deadline will not be accepted or graded.** Proposals will also be judged on how effectively each of the ten sections of the IRB application/proposal template is addressed. **Failure to submit a paper results in a 50 point deduction off your final grade.**

Grading Scale:

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|--|--------------------|
| • 2 Journal Article Reviews | 20% of final grade |
| • 2 CAPs | 20% of final grade |
| • 1 Research Proposal | 25% of final grade |
| • Discussion questions & participation | 35% of final grade |

Note:

All written work must conform to current APA guidelines.

Online Writing Center:

The Online Writing Center (OWC) was created to provide writing assistance to the students in the Extended Academic Programs. In addition to resources regarding writing skills and formatting that you can download from the website, the OWC provides access to writing tutoring. The tutors will answer questions regarding your writing, talk with you about strategies you can use to improve your writing and offer specific help with planning or revising your papers. For more information, take a look at the website. <http://www.uiw.edu/owc/>.

University of the Incarnate Word Grading Scale:

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	70 – 76
No C-	
D+	67 – 69
D	63 – 66
D-	60 – 62
F	< 60

A and A- indicate a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicate better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicate an acceptable grasp of the essentials of the course. Most learners fall in this region, or they should.

D+, D, and D- indicate less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must then be repeated.

Class week: For our purposes, the class week will run from Monday to Sunday. All assignments for a given week must be completed during these days.

Late penalty: Any DQs or journal article review assignments submitted after the deadline will incur a 5 point penalty for each DQ and journal article posting. Postings made after Sundays for a given week will not be graded unless prior arrangements have been made.

A University of the Incarnate Word Extended Academics psychology course requires a time commitment of at least seven to nine hours per week in order to complete all reading and related assignments. Please take the time to become familiar with all of course requirements the course. Lack of familiarity with various instructions or assignments is not an acceptable excuse for late submissions.

Participation, Punctuality, and Attendance: Requirements and Expectations:

- Attendance: Abide by the UIW Attendance Policy as stated in the UIW Catalog, page 88. **(Specific attendance/discussion board guidelines determined by individual instructor based on delivery system)**
- Copies of home works, tests, exams, and e-mail communication: Save for your records

Academic Honesty Statement:

The Academic Integrity Policy is located in the UIW Catalog on page 96.

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word. Forms of academic dishonesty include, but are not limited to:

- Cheating on tests, examinations, or other class or laboratory work.
- Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- Counterfeit Work – including turning in as one's own, work which was created, researched, or produced by someone else.

- Falsification of Academic Records – knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- Theft – unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion -unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Student Disabilities Statement

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities.

For more information, contact the Student Disability Services Office:

Location Administration Building – Room 105

Phone (210) 829-3997

Fax (210) 829-6078

www.uiw.edu/sds

IMPORTANT “DROP COURSE” INFORMATION:

It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday at 5pm (CST) of the first week of the term to be within the 100% refund period. You may do so by emailing your request to virtual@uiwtx.edu. **A \$50 administrative fee is applied for all drops from courses offered through the Virtual University.**

ARMY Students must drop their course(s) through **GoArmyEd** and the drop fee will be waived.

Email Note:

All official university communication will be sent to your UIW Cardinal Email account. This includes all correspondence you will receive from your instructor. Please make sure you check your UIW email regularly.

Course Outline/Syllabus Statement: This course outline/syllabus does not serve as a contract and is subject to change. The Instructor may adjust the outline/syllabus as necessary.

Course Schedule

SESSION	DATE	TOPICS	READINGS	ASSIGNMENTS
Week 1	10/19 – 10/25	Introduction, Literature review	Research Design: Ch. 1 & 2; outside reading	Welcome, Autobiography, Weekly DQs
Week 2	10/26 – 11/1	Use of theory, Writing strategies plus ethical considerations	Research Design: Ch. 3 & 4; outside reading.	Weekly DQs, JAR #1, email topic to instructor
Week 3	11/2 – 11/8	The introduction and purpose statement	Research Design: Ch. 5 & 6; outside reading.	Weekly DQs CAP #1
Week 4	11/9 – 11/15	Research questions, hypotheses	Research Design: Ch. 7; outside reading.	Weekly DQs Proposal Update
Week 5	11/16 – 11/22	Quantitative methods	Research Design: Ch. 8; outside reading.	Weekly DQs JAR #2
Week 6	11/23 – 11/29	Quantitative cont'd; Qualitative methods	Research Design: Ch. 8 & 9; outside reading.	Weekly DQs CAP #2 Proposal Update
Week 7	11/30 – 12/6	Qualitative cont'd	Research Design: Ch. 9; outside reading.	Weekly DQs
Week 8	12/7 – 12/11	Mixed methods	Research Design: Ch. 10; outside reading.	Weekly DQs Proposal due by NOON on Friday

Course Number and Section: PSYC 4310

Semester: FALL 2 2015

Course Title: Research Methods

Instructor: Juan M. González

Week	Alternative Instructional Equivalent (AIE) for Activity	Estimated Hours
<i>In-class Hours (if applicable)</i>		
#1	Autobiography (.5) Original Postings (1) General Discussion (3) Library Research (1.5)	6 hours
#2	Original Postings (1) General Discussion (3) Article Review (2)	6 hours
#3	Original Postings (1) General Discussion (3) CAP #1 (2)	6 hours
#4	Original Postings (1) General Discussion (3) Internet/Library Research (1) Paper Update (1)	6 hours
#5	Original Postings (1) General Discussion (3) Article Review (2)	6 hours
#6	Original Postings (1) General Discussion (3) Concept Application Paper (2)	6 hours
#7	Original Postings (1) General Discussion (3) Library Research (2)	6 hours
#8	Original Postings (1) General Discussion (3) Final Paper (2)	6 hours
	Total	48