

RESEARCH METHODS

THE PURPOSE OF ANY EDUCATION IS “TO ACQUIRE, TO CREATE, TO INNOVATE, TO CHALLENGE” NOAM CHOMSKY

PSY3213L

3 CREDIT HOURS

FLEX LEARNING

** ONLINE

INSTRUCTOR: *Marina A. Klimenko, Ph.D., M.P.A.*

COURSE WEBSITE:

<https://ufl.instructure.com/>

VIRTUAL OFFICE HOUR VIA ZOOM IN CANVAS:

By appointment (email through Canvas)

STRUCTURE OF COURSE IN E-LEARNING: This course uses E-Learning in Canvas. Students will have to complete weekly readings, quizzes, and a small research project. The research project will be broken down into several interrelated assignments.

The course is divided into 14 modules, roughly corresponding to the major themes and steps of a typical research process.

COURSE COMMUNICATIONS: All communication will be done in Canvas—*emails, discussions, and announcements.*

REQUIRED TEXT: Research Methods in the Social Sciences. (Klimenko, M.). You can purchase the E-book access via UF All Access or directly through the publisher’s

website, by going to

https://sentiapublishing.com/search.php?Search=&search_query=Klimenko

The instructions and the access code will be emailed to you after you purchase an access code. Please note, that the e-book website is separate from the course website.

ADDITIONAL RESOURCES: none

PREREQUISITE KNOWLEDGE AND SKILLS: *Some knowledge of SPSS will be helpful but not required*

PURPOSE OF COURSE: Psychology is a discipline dedicated to the scientific understanding of behavior and mental processes. This course will provide students an opportunity to learn about the scientific methods psychologists and other social scientists apply to study psychological and other related questions. The learning will be accomplished, in part, through course readings and lectures, and in part through conducting a small research project.

COURSE GOALS AND/OR OBJECTIVES: *By the end of this course, students will:*

By the end of this course, students will be able to:

1. Identify and explain the general process of research in psychology by defining the scientific method, distinguishing between a hypothesis and a research question, identifying the limitations and strengths of the major categories of research design, explaining the rationale for random sampling, and so forth.
2. Demonstrate critical thinking and scientific reasoning by testing claims using appropriate psychological research methods.
3. Evaluate the quality of evidence in published psychological research.
4. Practice doing research in psychology by formulating hypotheses, collecting small data, analyzing data, and communicating results.
5. Apply APA guidelines for writing style and formatting to their own academic writing.
6. Distinguish science from pseudoscience by identifying the norms and characteristics of each.

MODULE TIMELINE

All modules will be unlocked at the beginning of the semester (unless one is being revised or updated). You have 4 to 16 weeks to complete all the modules and their assignments.

QUIZZES (40%)

There will be a multiple choice quiz for each chapter or major topic covered in this class, 12 quizzes in total. Only 11 highest quizzes will be counted towards your final grade. Weekly quizzes are relatively easy, and most students do well on them—the average grade is around 85 and 90. The practice quizzes are posted at the end of each chapter on the e-book website. I strongly recommend that you take them before taking the graded quizzes in Canvas. You can also post your questions about the practice quizzes on the Discussion board after each chapter of the e-book on the website. This will help you grasp the material and prepare for the graded quizzes.

Each item is worth 1 point. So each quiz is worth 10 points. Items are drawn at random from a larger pool of items, so no two people will receive the same quiz. Chapter quizzes are cumulative in the sense that the concepts and ideas in this course don't exist in isolation; similar to algebra, for instance, the terms or concepts that may have been mentioned in one chapter are most likely to be reintroduced in the following chapters but either in different contexts or in more details. Thus, it is important that, as you read and learn the material of one chapter, you understand and retain its information as you move on to the next one. The best way to prepare for each module quiz is to carefully review all materials posted in that given module, including text chapters, lectures, notes, videos, or any other additional information, but also draw the connection to what you've learned in the previous module.

Since most concepts and ideas in this course are interconnected, and may be better grasped after completing a particular assignment or after reading several different chapters, all quizzes will stay open until the end of the semester (see syllabus calendar for deadlines). Thus, you can take them at any time and/or in any order. However, some chapters are better understood if you follow them in order; e.g., chapters 1, 2, and 3 provide the most basic foundation for any research design and, thus, I strongly recommend that you read them before proceeding with the rest of the chapters or whenever you feel you have a good grasp on those topics.

IMPORTANT: You are responsible for your internet strength and reliability, and for using a reliable computer. If you lose internet connection due to issues with **your**

computer or internet, you will not be allowed to retake the quiz. If the interruption in connection is caused by issues in Canvas, contact e-learning help desk and get verification. The decision to allow retaking a quiz will be determined on an individual basis and will be based on the cause of the issue. Since the chances of experiencing technical issues more than once in a semester are very small, no one will be allowed to retake more than one quiz.

MAJOR ASSIGNMENT (RESEARCH PAPER OR FINAL EXAM) (40%)

You will have an option to either complete the research project or the final exam. Only one will count towards your final grade. Please see more details below about both assignments.

RESEARCH PAPER AND TWO RELATED ASSIGNMENTS

There will be 3 interrelated assignments, each building on the preceding one. Instructions and details about the Research Project can be found in Canvas under Research Project Overview tab on the Home page. Only one, the *Research Paper*, will count for 40% of your final grade. The first two assignments, *Research proposal* and *Research Analysis/Collected Data* will not be graded. However, if you complete them you will receive my feedback which will help you with the research paper.

In addition to the research paper, you will have to submit the data that you will collect, and based on which you will write your research paper.

Do not hesitate to seek help and ask questions when you don't have a clear sense of what you should do next or have questions about the assignments and the project in general. It will be your responsibility to contact me with any follow up questions. If I don't receive questions from you, I will assume that you understand what you are doing.

The benefit of conducting a research project for this course is that you will learn the process of science on a much more intimate level; and you can always add this experience to your portfolio.

Research Related Activities

Research Proposal (Assignment 1)

Data & Analysis Proposal (Assignment 2)

Research Paper+ Data (graded).

FINAL EXAM

Instead of completing a research project, you can take the final exam. Only one of the two assignments will count towards the final grade. You can choose to do both, and I will count only the higher grade assignment. The exam will be conducted online, via Honorlock. It will be multiple-choice questions and cumulative, based on my lectures and the assigned readings. Please do not assume that because it is a multiple-choice exam it will be easy. I will make it hard but fair 😊

GROUP DISCUSSIONS (5%)

There will be 6 group discussions (one of them is an introduction). Most every discussion will pose a question or a set of questions and you will be asked to give your informed opinion.

To receive full credit, (1) the length of your posts should be at least one paragraph and (2) your posts should be reasonably substantive (i.e., contain meaningful ideas and based on some information from our course material when necessary). There might be additional requirements for certain discussions, such as uploading an article, etc. So please read my instructions carefully.

- (Module 1) Group Introduction
- (Module 1) Group Discussion #1: Human Intellectual Evolution
- (Module 2) Group Discussion #2: Falsifiability
- (Week 3) Group Discussion #3: Truth or Fable
- (Module 13) Group Discussion#4: Emotional Contagion
- (Module 14) Group Discussion #5: Misinformation

SPSS LYNDA TRAINING (10%)

This assignment is meant to help you master the SPSS program which you will use to test your hypothesis and to understand chapters 8 and 9. To receive full points, you have to complete [SPSS Statistics Essential Training \(Links to an external site.\)](#) that teaches you how to use SPSS program. After you complete the training, upload the certificate of completion. Lynda training is now part of LinkedIn Learning. To find the training, go to e-learning, then choose LinkedIn Learning, then, find SPSS Statistics Essential Training.

EXTRA CREDIT (1-2%)

You can complete an article summary as an extra credit. Please consider taking this opportunity as this will be the only opportunities to get a “bump” in your final grade. All instructions are posted on Canvas.

CLASS SCHEDULE

IN THE FIRST TWO WEEKS, YOU WILL LEARN THE BASICS OF THE SCIENTIFIC RESEARCH PROCESS WHICH YOU WILL NEED TO KNOW TO DEVELOP A RESEARCH PLAN.

Module 1: How It All Began (Chapter 1)

- **Group Introduction**
- **Group Discussion #1 (Human Evolution)**
- Quiz #1 (week 1 material)

Module 2: Modern Science (Chapter 2)

- **Group Discussion #2 (Falsifiability)**
- Quiz 2 (chapter 2 and week 2 material)

Module 3: Begin Thinking Like a Scientist (Chapter 3)

- **Group Discussion #3: Truth of Fable**
- Quiz 3 (chapter 3 and week 3 material)
- **Start thinking about the final assignment (final exam or research project?)**

Module 4: Learn to content analyze like a scientist (Chapter 4)

- *No Group Discussion this week*
- Take quiz #4

Module 5: Begin making observations like a scientist (Chapter 5)

- *No Group Discussion this week*
- Take quiz #5, recommended to be completed
- **Assignment 1 (Content Analysis Research Proposals).**

Module 6: Learn to experiment like a scientist (Chapter 6)

- *No Group Discussion this week*
- Take quiz #6.

Module 7: Understand the Logic of Statistics and describe Data Like a Scientist (Chapter 8)

- *No group Discussion this week*
- Quiz #7 (chapter 8)

Module 8: Test your Hypotheses Like a Scientist (Chapter 9)

- *No Quiz this week.*
- *No Group Discussion this week.*
- **Week 7 Assignment: Complete Lynda training and upload certificate of completion**

Module 9: Continue Testing Hypotheses Like a Scientist (Chapter 9)

- Chapter 9 material
- Quiz #8 (chapter 9)
- ***Assignment 2, Data Analysis Proposal and Collected Data (2 parts)***

Module 10: Begin Writing Like a Scientist (Chapter 10)

- **Begin working on your research paper (if you chose a research project)**
- *No Group Discussion*
- *No Quiz*

Module 11: Continue Writing Like a Scientist (Chapter 10)

- *No Group Discussion*
- Quiz #9 covering Chapter 10 (writing an academic paper material)

Module 12: Learn to quasi-experiment like a scientist (Chapter 7)

- *No Group Discussion*
- Quiz #10 covering Chapter 7
- **Research Paper due.**

Module 13: Become an Ethical Scientist (no chapter)

- Lecture & videos (no chapter)
- Take a Quiz #11
- **Contribute to Group Discussion #4 (Milgram Study)**

Module 14: Become a Critical Thinker (Chapter 11)

- **Contribute to Group Discussion #5 (Misinformation)**
- **All extra credit activities on e-book website must be completed; or complete an article summary.**
- Quiz 12.
- **Take cumulative final exam**

POLICY FOR DISPUTING GRADES

If you want to dispute a grade you will need to write a paragraph explaining the dispute (write out the question on the quiz or explain the part of the assignment in detail) and email your instructor via Canvas mail.

COURSE POLICIES & GUIDELINES

1. All communication will be done in Canvas.

If you have any questions/comments pertaining to

- a. Course administration, not time sensitive: post your question in **Technical issues and course materials errors/ FAQ** discussion board.

- b. Course concepts: post your question in **Course Concepts** discussion board.
- c. If you do not receive an answer from either FAQ or Course Concepts discussion boards within 24 hours, contact instructor by Canvas mail.

*Discussion boards will not be monitored on Saturdays and Sundays.

Do not post questions or information about your grade on the discussion boards.

- d. In the case of a serious medical condition, a family emergency or other situation that will keep you out of class a week or more, email instructor (mklimenko@ufl.edu).
2. All interactions with instructors and among class members are expected to be professional and appropriate. Students are encouraged to answer each other's questions on the FAQ and Course Content Board.
 3. Announcements: Occasionally, announcements will be made. If there are any changes to class schedule or assignments.
 4. Computer/internet access to e-learning is required for this course. Students are responsible for maintaining access to e-learning.
 - e. Extensions will not be given for student-based technical difficulties. Do not wait until the last minute to complete assignments and quizzes! Do not take your quizzes on the bus! Use a land connection instead of Wi-Fi.
 - f. If UF e-learning experiences technical difficulties, deadlines will be adjusted to allow for completion of assignments.
 5. This course adheres to all University Policies. See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
 6. Academic Honesty: This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/academic.php> for details.
 7. Students with disabilities: Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be

presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

8. Religious Observances: Please check your calendars against the course syllabus. Any student having a conflict due to religious observance should contact me as soon as possible so that we can make any necessary arrangements.
9. Copyright Statement: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and for instructional activities associated with and for the duration of the course. **They may not be retained in another medium or disseminated further.** They are provided in compliance with the provisions of the Teach Act.
10. Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. If changes are made to this syllabus they will be announced and/or emailed. It is **your** responsibility to check for announcements and/or email of changes online.
11. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
12. Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university

employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

13. **In-Class Recording:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

14. **Extra Help: Contact me as soon as possible for extra assistance if you discover you are having trouble. I want you to do well!**

15. For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](#)

- [Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Vimeo
 - [Privacy Policy](#)
 - [Accessibility](#)
- PlayPosit
 - [Privacy Policy](#)
 - [Accessibility](#)
- Zoom
 - [Privacy Policy](#)
 - [Accessibility](#)
- YouTube (Google)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Microsoft
 - [Privacy Policy](#)
 - [Accessibility](#)
- Adobe
 - [Privacy Policy](#)
 - [Accessibility](#)

GRADING

Assignment Groups	Percentage Estimation of your grade
11 (out of 12) quizzes	40%
Group Discussions (6)	10%
Research Proposal	0%
Data Analysis Proposal	0%
SPSS Lynda Training	10%
Research Paper or Final Exam	40%

Total	100%
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Within each assignment group, a percentage is calculated by dividing the total points a student has earned by the total points possible for all assignments in that group.

How to Calculate Your Grade in the Class:

(Grade X % assignment is worth) + (Grade X % assignment is worth) = Grade in class

IMPORTANT: “Canvas is always working to calculate two grades, the current grade and the total grade, for students. The current grade is calculated by adding up the graded assignments according to their weight in the course grading scheme. This grade is calculated with the **Calculate based only on graded assignments** checkbox selected in the sidebar. The total grade is calculated by adding up all the assignments according to their weight in the course grading scheme. If a course is using weighted assignment groups, students can also see how each assignment is weighted in the course.

To view the total grade in the course, students can deselect the **Calculate based only on graded assignments** checkbox.”
<https://guides.instructure.com/s/2204/m/67952/l/55015-what-are-what-if-grades>)

GRADING SCALE

Grade	%
A	95% - 100%
A-	90% & up
B+	87% & up
B	83% & up
B-	80% & up
C+	77% & up
C	73% & up
C-	70% & up
D+	67% & up
D	63% & up
D-	60% & up
E	<60%