

PSYCH 300-03
Experimental Psychology
Course Syllabus
Spring, 2009

Instructor: Ryan C. Martin, Ph.D.

Office: MAC C318

Office Hours:

Tuesday: 4:30 – 5:00

Wednesday: 10:00 – 1:00

Thursday: 11:00 – 1:30

*I will be happy to schedule time to meet with students if the above times don't work.

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Teaching Assistant: Andrea Kaczmarek

Description of the Course:

This is an undergraduate psychology course designed to provide students with knowledge about and hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others. Students will develop the knowledge and skills to apply and critique the scientific method in future courses at UWGB and after.

This Course Meets the Following Psychology Learning Outcomes:

1. Research Methods in Psychology
 - a. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
2. Critical Thinking Skills in Psychology
 - a. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
3. Values in Psychology
 - a. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
4. Information and Technological Literacy
 - a. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
5. Communication Skills
 - a. Students will be able to communicate effectively in a variety of formats.

Readings:

Required

Martin, D. W. (2008). *Doing psychology experiments*. Belmont, CA: Thomson-Wadsworth.

Recommended

American Psychological Association. (2001). *Publication manual of the American psychological association*. Washington, DC: American Psychological Association.

*An electronic style guide can be found at the following website and may suffice for those of you who would prefer not to purchase the publication manual (<http://www.docstyles.com/apaquick.htm>).

**Some additional readings will be assigned throughout the semester.

Course Requirements:

Attendance at Class: I will not take attendance at class. However, attendance at class is expected. There will be multiple in-class and take-home assignments throughout the semester (100 points). Although they are not listed on the tentative schedule, I'll announce in class when they are going to occur. Students who miss an in-class assignment will only be able to make them up if their absence was excused. To earn an excused absence, you will need to (a) have an appropriate reason for missing class (e.g., illness, family emergency) and (b) have it cleared by me in advance of class. If something happens on your way to class that prevents you from getting there (car trouble, flat tire, etc.), I expect you to call me as soon as possible. So you know, having to work is not considered an appropriate reason for missing class. Students who miss class the day that a take-home assignment is assigned are responsible for getting the information about the assignment in time to turn it in when it is due.

Attendance at Lab Sessions: I will take attendance at all lab sessions and you will lose 5 points from your final grade for any unexcused absences. The same criteria for earning an excused absence from above apply.

Exams: There will be two exams (50 points each); a midterm exam and a final exam. The midterm will be a combination of multiple choice and short answer/essay and the final will be a cumulative all essay exam. Please note that each exam will contain information from lectures that cannot be found in the text and material from the text that is not covered in class. Make-up exams will be administered only under the most extraordinary circumstances. Missed exams without a valid excuse will receive a zero. Students may not take an exam early for any reason.

Research Project: Throughout the semester, you will be working in a small group to complete a research project (100 points total). The research project will include generation of a research topic, data collection, data analysis, and presentation of the results (poster and paper). Although some parts of the development of this project will be graded as in-class or take-home assignments, your final grade will be based on three things: (1) group poster presentation, (2) individual oral defense, and (3) an individual paper. Details about each of these are below.

- Group Poster Presentation (30 points): As a group, you will present your results via a poster session on Friday, May 8th, from 3:00 to 5:00. Faculty and students from across the University will be invited to your presentation. Please block this time off your schedule now. If you absolutely cannot make it during this time period, we will set up another time for you to do this type of presentation on your own.
- Individual Oral Defense (30 points): On the last day of class, you will have a small poster session for only the students in class. At this session, each of you will need to answer one question, drawn from hat, in front of the class regarding your research project. You will be given the questions ahead of time in order to prepare. They are the types of questions that are commonly asked at poster presentations of this sort.
- Individual Paper (40 points): You will write up your research project in APA format including a title page, abstract, introduction, method, results, discussion and references. You will be graded on the content of your paper, the quality of your writing, and APA formatting.

Class Expectations: My goal is to create a comfortable learning atmosphere for all students. Thus, you are expected to be polite, attentive, and not be a distraction to the instructor or any other students. This includes visiting with other students, reading, sleeping, texting, etc. You are also asked to please turn off cell phones and pagers during this class.

Additionally, I ask you to note the following class expectations.

- All assignments or take-home exams are due at the time of class on the day they are due and will be considered late if turned in after this.
- I will not accept any assignment or take-home exam that is E-mailed to me unless I indicate ahead of time that it is acceptable. If you cannot make it to class on the day something is due, you should either turn it in ahead of time, have someone else bring it to class, or make sure your absence from class the day it is due is excused so you can turn it in at the next class.
- Please take care in putting together your assignments and papers. They should be typed, stapled, printed in black ink, and printed on a printer that isn't running out of ink (i.e., they should look professional). I will take off points for assignments that do not look professional.

Grading:

Assignment	Total Points
Assignments	100
Exams	100
Research Project	100

Grading Scale	
A	92%-100%
AB	88%-92%
B	82%-88%

Total	300
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BC	78%-82%
C	70%-78%
D	60%-70%
F	less than 60%

Tentative Class Schedule

Date	Topic	Readings	Important Project Dates
<u>Week 1</u>			
1/27/09 1/29/09	Importance of Science Philosophy of Science	Chapter 1	
<u>Week 2</u>			
2/3/09 2/5/09	Research Ethics Doing Right by Science	Chapter 4 The Belmont Report APA Ethics Code Chapter 5	
<u>Week 3</u>			
2/10/09 2/12/09	The Literature Review Types of Research Designs	Chapter 6 Chapter 2	
<u>Week 4</u>			
2/17/09 2/19/09	Designing an Experiment	Chapter 7	Groups Formed
<u>Week 5</u>			
2/24/09 2/26/09	Designing an Experiment (cont.)	Chapter 8	
<u>Week 6</u>			
3/3/09 3/5/09	Designing an Experiment (cont.)	Chapter 11	Individual IRB Proposal
<u>Week 7</u>			
3/10/09 3/12/09	Writing an Intro and Method		Group IRB Proposal
<u>Week 8</u>			
3/24/09 3/26/09	Non-Experimental Research		
<u>Week 9</u>			
3/31/09 4/2/09	Non-Experimental Research (cont.)	Chapter 10	Pilot Studies in Class
<u>Week 10</u>			
4/7/09 4/9/09			Data Collection Week
<u>Week 11</u>			
4/14/09 4/16/09	Data Entry and Analysis	Chapter 12	
<u>Week 12</u>			
4/21/09 4/23/09	Writing Results	Chapter 13	
<u>Week 13</u>			
4/28/09 4/30/09	Writing Discussion		
<u>Week 14</u>			
5/5/09 5/7/09	TBA		Oral Defense
<u>Finals Week</u>			
Final Exam: Tuesday, May 12 from 1:00-3:00			

Tentative Lab Schedule

<u>Date</u>	<u>Topic</u>
<u>Week 1</u>	Generating Research Ideas
<u>Week 2</u>	Identifying Ethical Problems
<u>Week 3</u>	Literature Searches (Renee Ettinger)
<u>Week 4</u>	Group Formation
<u>Week 5</u>	Writing an IRB Proposal
<u>Week 6</u>	Data Entry and Analysis Lab
<u>Week 7</u>	Group Work
<u>Week 8</u>	Writing Lab
<u>Week 9</u>	Group Work
<u>Week 10</u>	Data Collection (no lab)
<u>Week 11</u>	Data Entry and Analysis
<u>Week 12</u>	Writing Lab
<u>Week 13</u>	Group Work
<u>Week 14</u>	Group Work

*****Please do your best to block off the following times, outside of class, for class activities.*****

- Monday, April 6th from 3:30 to 5:30 for Data Collection.
- Friday, May 8th, from 3:00 to 5:00 for Poster Presentation

Final Notes:

- Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2849 as soon as possible to discuss your needs and arrange for the provision of services.
- Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas of phrasing" includes written or spoken material, of course – from whole papers and paragraphs to sentences, and, indeed, phrases – but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.