

Syllabus for  
**PSY 340 – Research Design & Analysis**  
3 Credit hours  
Spring 2018

**I. COURSE DESCRIPTION**

A research methods course for students in the behavioral sciences designed to target specific research problems and statistical methods leading to graduate studies in the field of psychology or other behavioral science. Topics include non-experimental designs, non-parametric statistics, correlations, hypothesis testing, and research ethics. Emphasis is also placed on learning the APA style of writing reports, the selection of a senior paper research topic, and how to conduct a survey of relevant sources of psychological literature. Prerequisite: MAT 232

**II. COURSE GOALS**

This course is designed to increase the student's ability to read research and evaluate it systematically. Additionally, students will learn to use psychological data to support arguments, as well as how to evaluate psychological data used in others' arguments.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the student will be able to do the following:

- A. Identify the components of a research study;
- B. Carry out a literature search on a selected topic;
- C. Identify and critique methods of data collection and analysis relative to the stated goals of a research project;
- D. Critique the adequacy of interpretations and conclusions from a research study relative to the data collected;
- E. Identify the major types of research in your field, and describe the strengths and weaknesses of each;
- F. Explain how to design a non-experimental study in terms of data collection and analysis;
- G. Synthesize research findings across a number of studies;
- H. Write a review of research that complies with APA guidelines;
- I. Explain the value of "good" psychological research to the advancement of your field.

**IV. TEXTBOOKS AND OTHER LEARNING RESOURCES**

Required Text:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

Gravetter, F & Wallnau, L. (2013). *Statistics for the Behavioral Sciences*. (9th ed.). Belmont, CA: Wadsworth, Cengage Learning. (ISBN: 9781111830991)

Smith, R. A., & Davis, S. F. (2013). *The psychologist as detective* (6th ed.). Upper Saddle River, NJ: Prentice Hall. (ISBN: 9780205859078)

**V. POLICIES AND PROCEDURES**

A. University Policies and Procedures:

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical

use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments."

Plagiarism is usually defined as copying someone else's ideas, words or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments
4. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
  5. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  6. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures:  
Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.
- C. Course Policies and/or Procedures:
1. Evaluation Procedures
    - a. **Examinations** – Two unit exams (100 points each, for a total of 200 points).
    - b. **Article Critique** – Specific content and grading rubric, as well as the due date, will be provided by the instructor (50 points).
    - c. **Annotated Bibliography** – Specific content and grading rubric, as well as the due date, will be provided by the instructor (50 points).
    - d. **Itty Bitty Lit Review** – The purpose of this assignment is to have you practice synthesizing researching findings across multiple sources to answer a question or support a conclusion. Specific requirements and grading rubric, as well as the due date, will be provided by the instructor (100 points). The literature review must be posted to D2L by the date assigned; no late submissions of this assignment will be accepted.
    - e. **Peer Review of Literature Reviews** – We will conduct in-class peer reviews of the literature review. You will earn 25 points for the peer review session provided you (a) arrive in class on time with a complete draft of your literature review in hand, and (b) actively participate in the peer reviewer process. You will have one week to make final revisions to the literature review based on the peer reviews.
    - f. **Class Participation** – To enhance the learning experience, all students are expected to participate in class discussions. Active engagement in class sessions is considered an important part of a student's grade. This includes attendance, several class activities, and

group work throughout the semester (75 points). These may be unannounced, so regular attendance is paramount; if a student misses a class activity due to any unexcused absence, the work may not be made up.

2. Whole Person Assessment Requirements: None
3. Other Policies and/or Procedures:
  - a. Course Structure – The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
  - b. Attendance
    - (1) Attendance is mandatory and students are expected to actively engage in classroom discussions and activities. Students who attend class regularly have a better understanding of the course material and earn higher grades than those who do not. Consequently, students are allowed two unexcused absences over the semester. **More than two unexcused absences will result in penalties assessed to the student's final grade.** Medically documented absences that are deemed acceptable by the instructor will be considered excused absences. In certain other emergency or unforeseeable circumstances the absence will also be considered excused. **It is the student's responsibility to provide documentation of absences that may be considered excused.** Additionally, the student is responsible for all assignments and/or information given and collected during an absence.
    - (2) If a student leaves a class after roll is taken, falls asleep, arrives excessively late, works on other assignments during class, or is otherwise disengaged from the learning activities, that student is marked absent for that class.
    - (3) Habitually arriving late to a class is a sign of disrespect to the instructor and class members alike and should be avoided. **Three unexcused tardies will count as one unexcused absence.** If scheduling makes it impossible for the student to arrive on time on a regular basis, that student should inform the instructor at the beginning of the semester.
  - c. Assignments
    - (1) All paper assignments are due by the deadline given by instructor. Writing assignment deadlines are given well in advance of the due date and are submitted online (D2L dropbox). Thus, it is expected that they will be not be late. **Unexcused late assignments will automatically incur a 20% deduction if submitted to D2L within 24 hours of the due date/time, a 50% deduction if submitted 24-48 hours after the due date/time, and will be worth no credit if turned in after that.**
    - (2) Plagiarism will result in grade of zero and possible dismissal from the course. Document all sources of information as specified in the APA manual.
  - g. Exams
    - (1) All exams are expected to be taken on the scheduled date. Tests are exceptional events, and students are expected to make every effort to be in attendance for the exam. It is the student's responsibility to notify the instructor immediately if circumstances arise that preclude the individual from taking the exam at the scheduled time or if the student will be late. **Any student who shows up late to an exam will automatically incur a 10-point deduction.**
    - (2) Unexcused Exam Day Absences
      - (a) If a student does not show up for an exam, he or she may receive zero points for the exam.
      - (b) In some cases, a makeup exam may be given within a week, and no later, of the originally scheduled exam. Students will receive a point deduction of **15 points per day.**

- (3) Excused Exam Day Absences
  - (a) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in the provost's office, and presented to the instructor no later than one day before which the exam is to be given.
  - (b) As physician appointments can be scheduled around exams, only bona fide emergency visits, properly documented (signed excuse), are acceptable. No points or fees are deducted for an excused emergency. The form used by the school nurse is not acceptable.
  - (c) Arrangements must be made to take the excused makeup exam **within one week** of the originally scheduled exam.
- h. Cheating
  - (1) Blatant – the student receives no points for the exam and no makeup.
  - (2) Suspected (i.e., reported by classmate or proctor) – the student takes a makeup exam. The procedure for the makeup exam follows that of a late exam (as above). If refused, the student receives no points for the exam.
  - (3) All appeals to the contrary must be typed and copies given to both Dr. Feller and the instructor within the week.
- i. Office Hours
  - (1) Office hours are posted on instructor's door, D2L, and given in class.
  - (2) If students cannot make the posted hours, they should email the instructor to make an appointment.
- j. Changes – Class attendance is considered an essential component of the requirements of this course. Therefore, any changes in syllabi, assignments, exams, or class requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is each student's responsibility to be aware of any such changes and to contact the instructor if unsure of what is expected.

## VI. COURSE CALENDAR

| <b>Week</b> | <b>Subject</b>   | <b>Text Chapters</b>            |
|-------------|--|---------------------------------|
| 1           | Introduction & Syllabus Review                             | None                            |
| 2           | Research Ideas   | Smith & Davis: Chp 1            |
| 3           | Ethical Concerns/Library                                   | Smith & Davis: Chp 2            |
| 4           | Finding prior studies/Conducting Literature Review         | Smith & Davis: Chp 2            |
| 5           | Identifying Variables & Stating Hypotheses                 |                                 |
| 6           | Overview of Non-Experimental Designs                       | Smith & Davis: Chp 4            |
| 7           | Qualitative Design & Analysis/Library                      | Smith & Davis: Chp 3            |
| 8           | Qualitative Design & Analysis Cont.                        | Smith & Davis: Chp 3            |
| 9           | Review of Basic Statistics                                 | Smith & Davis: Chp 3            |
| 10          | Correlational Design & Analysis                            | Gravetter & Wallnau: Chp 15     |
| 11          | <b>Exam I</b>  |                                 |
| 12          | Introduction to Regression                                 | Gravetter & Wallnau: Chp 16     |
| 13          | Regression Cont.   | Gravetter & Wallnau: Chp 16     |
| 14          | Chi-Square Tests   | Gravetter & Wallnau: Chp 17     |
| 15          | Binomial Tests/Choosing the Right Statistics               | Gravetter & Wallnau: Chp 18 -19 |
| 16          | <b>Exam II</b> (taken during time allotted for Final Exam) | Gravetter & Wallnau: Chps 16-19 |

Due to specific needs of each class, there may be flexibility in what is discussed on a particular day. Thus, the course calendar is intended as a general guideline. Specific dates for lectures, papers, and exams will be announced in class. *Syllabus subject to change **WITH notice**\*\**

**Course Inventory for ORU's Student Learning Outcomes**  
**Psy 340: Research Design & Analysis**  
**Spring 2018**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| <b>OUTCOMES &amp; Proficiencies/Capacities</b> |  | <b>Significant Contribution</b> | <b>Moderate Contribution</b> | <b>Minimal Contribution</b> | <b>No Contribution</b> |
|--|--|---------------------------------|------------------------------|-----------------------------|------------------------|
| <b>1</b>                                       | <b>Outcome #1 – Spiritually Alive</b><br>Proficiencies/Capacities      |                                 |                              |                             |                        |
| 1A   | Biblical literacy  |                                 |                              | X                           |                        |
| 1B   | Spiritual Formation  |                                 |                              | X                           |                        |
| <b>2</b>                                       | <b>Outcome #2 – Intellectually Alert</b><br>Proficiencies/Capacities   |                                 |                              |                             |                        |
| 2A   | Critical thinking, creativity, and aesthetics                          | X                               |                              |                             |                        |
| 2B   | Global & historical perspectives                                       |                                 | X                            |                             |                        |
| 2C   | Information literacy   |                                 | X                            |                             |                        |
| 2D   | Knowledge of the physical and natural world                            |                                 | X                            |                             |                        |
| <b>3</b>                                       | <b>Outcome #3 – Physically Disciplined</b><br>Proficiencies/Capacities |                                 |                              |                             |                        |
| 3A   | Healthy lifestyle  |                                 |                              |                             | X                      |
| 3B   | Physically disciplined lifestyle                                       |                                 |                              |                             | X                      |
| <b>4</b>                                       | <b>Outcome #4 – Socially Adept</b><br>Proficiencies/Capacities         |                                 |                              |                             |                        |
| 4A   | Ethical reasoning and behavior   | X                               |                              |                             |                        |
| 4B   | Intercultural knowledge and engagement                                 |                                 | X                            |                             |                        |
| 4C   | Written and Oral Communication   |                                 | X                            |                             |                        |
| 4D   | Leadership capacity  |                                 |                              | X                           |                        |

(Revised 8/1/17)