PSY 6314 Research Methods
FALL 2018
Leslie James Kelley, Ph.D.
COURSE NUMBER
PSY 6314.D10

COURSE TITLE
Research Methods and Statistical Analysis

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Archer College. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course: https://www.angelo.edu/student-handbook/

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

FACULTY
Leslie Kelley, Ph.D.
Dept. Office: ADM 111
Dept. Phone: 325.486.6128
COURSE DESCRIPTION

An in-depth treatment of non-experimental, quasi-experimental, and true experimental (or randomized) designs focusing on advantages and disadvantages of each. Special emphasis is placed on how the various research designs are related to generalized causal inference and the common misinterpretations connected with these inferences and associated statistical analyses.

COURSE OVERVIEW

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Topic &amp; Required Reading</th>
<th>General Description of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27 – 8/31: Chapters 1 &amp; 2</td>
<td>Foundations of Design &amp; Analysis, The Scientific Method, Quantitative &amp; Qualitative Research, Ethical Research</td>
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<tr>
<td></td>
<td><em>Introductory Discussion Board due 8/31</em></td>
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<tr>
<td>9/4– 9/7: Chapters 3 &amp; 4</td>
<td>Research Designs &amp; Variables</td>
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<td></td>
<td>Sampling from a Population</td>
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<td></td>
<td><em>Quantitative Research Proposal Due 9/7 – Follow steps 1-3 in your textbook on pp. 2 – 8</em></td>
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<tr>
<td></td>
<td>What would you like to research? How would go about defining and measuring your variables?</td>
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<tr>
<td>9/10-9/14: Chapter 5</td>
<td>One-Way Chi-Squared (1 Variable (IV) with Frequency Data)</td>
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<tr>
<td>10/1-10/5: Chapter 8</td>
<td>Independent-Samples T-test</td>
</tr>
<tr>
<td>10/8-10/12: Chapter 9</td>
<td>Research without Grouping: Prediction</td>
</tr>
<tr>
<td>10/15-10/19: Chapter 10</td>
<td>One IV with Two Independent levels/groups</td>
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<tr>
<td>Date</td>
<td>Notes</td>
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<tr>
<td>10/22-10/26: Chapter 11</td>
<td>One-Way Between-Groups ANOVA One IV with more than Two Independent levels/groups <em>Analysis assignment #3 Due 10/26</em></td>
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<tr>
<td>10/29-11/2: Chapter 12</td>
<td>Related-Samples and Matched-Pairs t-tests One IV with Two Related levels/groups</td>
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<tr>
<td>Thursday, November 1st</td>
<td>Last day to Withdraw from Class (“W” period ends)</td>
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<tr>
<td>11/5-11/9: Chapter 13</td>
<td>One-Way Repeated-Measures ANOVA One IV with Repeated-Measures: More than Two Groups <em>Analysis Assignment #4 Due 11/9</em></td>
</tr>
<tr>
<td>11/12-11/16: Chapter 14</td>
<td>Two-Way Between-Groups ANOVA Two IVs with Independent Samples <em>Quantitative Research Paper – Results Section Due 11/16</em> Follow APA Guidelines in your textbook (and in Appendix C) Turn in SPSS (or Jamovi) Analysis Output with your Results Section</td>
</tr>
<tr>
<td>11/19-11/20: Chapter 14</td>
<td>Review Chapter 14 <em>Non-Analysis Assignment #5 Due 11/20</em></td>
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<tr>
<td>11/21-11/23</td>
<td>Thanksgiving Holiday – Campus Closed</td>
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<tr>
<td>11/26-11/30: Appendix C</td>
<td>Review APA style &amp; Appendix C <em>Final Write-up for Quantitative Research Paper Due 11/30</em> Write an Intro and a Discussion section. Correct and Conjoin Methods and Results sections to your Intro and Discussion sections, Cover Page and References for your finished paper. Follow APA guidelines throughout your textbook (for results) and especially in Appendix C</td>
</tr>
<tr>
<td>12/3-12/7: Chapters 1-14</td>
<td>Review Chapters 1-14</td>
</tr>
<tr>
<td>12/10-12/14: Final Exam Week</td>
<td><em>Have a Great Final Exam Week</em></td>
</tr>
</tbody>
</table>

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement</th>
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</thead>
<tbody>
<tr>
<td>Understand basic non-experimental, quasi-experimental, and experimental research designs and develop a rationale for choosing appropriate statistical tests for analyzing data from these designs</td>
<td>Readings, assignments, &amp; exams</td>
</tr>
<tr>
<td>Understand how to conduct several basic statistical analyses using a current statistical package</td>
<td>Readings, assignments, &amp; exams</td>
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<tr>
<td>Recognize and understand important statistical and methodological concepts such as experimental control,</td>
<td>Readings, assignments, &amp; exams</td>
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reliability/validity, central tendency, variation, and inferential testing

Interpret statistical and methodological information from research studies and other data

<table>
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<tr>
<th>REQUIRED TEXTS AND MATERIALS</th>
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IBM SPSS Student GradPack – Version 23-25. Examples from your textbook are drawn from version 23. You may purchase this software (6 or 12 month license), or you may use it on-campus in computer labs with the software. Be sure to check availability of the software in the labs.

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<tr>
<th>OTHER REQUIRED MATERIALS</th>
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<tbody>
<tr>
<td>Computer with MAC or Windows Operating System</td>
</tr>
<tr>
<td>High Speed Internet Access</td>
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<tr>
<td>Ethernet Cable</td>
</tr>
<tr>
<td>Webcam <em>(Please note: a plug-in webcam allows the student to perform thorough environmental scans).</em></td>
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Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education](http://www.angelo.edu/distance_education)

**Testing via Respondus™ Monitor**

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is a practice quiz: a short 10 question quiz over ASU trivia that is not graded. Students are required to complete this practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. The practice quiz, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**NOTE:** You must complete the Practice Test under the Respondus Monitor Tab for Exam 1 to be released to you!
GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = Below 60%

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

Grades:
1 Quantitative Research Paper: (40%)
   Proposal (5%)
   Methods Section (10%)
   Results Section (10%)
   Final Paper (15%)
5 SPSS Assignments: (60% - 12% each)
   Introductory Discussion Board (2% — extra credit)
Total Possible Grade: 102%

TEACHING STRATEGIES
• Lectures, Videos, PowerPoint, and Skill-based Tutorials

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS

SPSS Assignments (60%): There will be 5 SPSS assignments, each worth 12% of your overall grade. For these assignments, you will need to follow the directions in blackboard, and carefully apply the knowledge that you have learned in regard to the weekly lessons and readings to choose an appropriate research design and appropriate statistical tests for analyzing data provided for the assignment. Further, you will run analyses using SPSS (versions 23-25). You will need to purchase and download an SPSS grad pack ($35-$70) or use SPSS on campus at a
computer lab where it is available. SPSS (v. 23) analyses are thoroughly described in your textbook, to provide you with clear examples of how to complete these assignments. You will upload your work into a format designated in Blackboard. You should look at the format for uploading your work, before you begin the assignment, so that you can be sure to include all of the required elements.

**Quantitative Research Paper (40%):** You will write 1 quantitative research paper over the course of the semester, in four separate submissions, the last of which will be the final product for your paper. Please be sure to follow the examples for writing a research paper in APA format from your textbook closely.

For your **Research Proposal** (5%), you will complete research steps 1-3 of chapter 1 in your text (p. 3-8). Be sure to follow the first three steps of the scientific method closely for your research proposal, and to include clear operational definitions of all your variables. While step two in your book tells you to look at approximately 50 titles, which is a great suggestion for an actual research study, for this assignment, you should include a 2-3 sentence description for each of 5-10 articles relevant to the study you are proposing. You should also list these resources in an APA format reference list. Be sure to look at research that has attempted to measure the same (or similar) variables that you are measuring, as you may be able to find and use assessment tools that have already been constructed and validated. Also, be sure to clearly state your hypothesis, be sure that your hypothesis is based on solid theory, and most importantly that it is testable and falsifiable. Create a rudimentary method for measuring your variables by determining which research design and analysis will best fit with your study. This is not your methods section – that will be the next phase. It’s very important to keep your study simple, so that you will be able to collect and analyze your data in the time frame for this assignment. And remember – “Research is a marathon, not a sprint!” Do not try to measure everything you’re interested in about a topic. This whole study is only one leg of the marathon, and you can add more to it later, if you so choose.

For your **Methods Section** (10%), you will create a detailed research method to measure your variables. This section should include a description of your (proposed) research participants, and materials and procedure. See appendix C & the section of the textbook devoted to the research design and analysis that you plan to use, for examples of how to write a methods section. Be aware that you will update this section for the final draft of your paper, to reflect your actual research participants, and any changes that you may have made to your procedures prior to collecting data. You will also need to include an informed consent form for this second submission of the assignment, based on directions from chapter 2 (p. 25-26) of your textbook. Most importantly, you need to formally write an APA formatted Methods section, which will serve as the methods section of your overall paper.

**NEXT: COLLECT AND ANALYZE YOUR DATA.** You should plan to collect data from approximately 25-50 participants, but you may collect more.
For your Results Section (10%), which you can only write after collecting and analyzing your data, you will need to turn in your SPSS output, along with your results section, written in APA format. See appendix C & the section of the textbook devoted to the research design and analysis that you plan to use, for examples of how to write a results section. Your results section should be written in the specific format that is required for the specific research design and analysis you conducted for your project.

For your Final Paper (15%), you will write an Intro and a Discussion section. You do not need to include an abstract. Correct and Conjoin your Methods and Results sections to your Intro and Discussion sections. Update your reference list for your finished paper, if needed. Create a cover page and be sure that your paper is appropriately cited (throughout) in APA format. Follow APA guidelines throughout your textbook (for all section) and especially be sure to look closely at Appendix C for complete examples.

Extra Credit (2%): There will be an introductory lecture activity and discussion board, which will not be required for the class, but will be worth up to (an additional) 2% toward your overall grade. It’s and easy and fun assignment, so – you should do this!

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:


STUDENT RESPONSIBILITY & ATTENDANCE

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities, e.g., discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION
Please put your course policy here regarding communication time frames and preferred method. Here is an example:
Faculty will respond to email and/or telephone messages within 24-48 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Students are encouraged to email the instructor if they have any questions or concerns. When emailing the instructor, please include your class name and time (or “Online”) in the subject line (for example, Stats, Online). Please be respectful in your emails. This includes addressing the professor properly and signing your full name. If you would like to meet virtually or by phone with the instructor, please approach it this way: send an email requesting a meeting, and give three possible options, in terms of days and time slots that work for you.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, or another virtual program.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at
lkelley3@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**LATE WORK OR MISSED ASSIGNMENTS POLICY**

**Attendance/Make-Up Policy:** Attendance/Participation is required for this online course. The course is set up on weekly modules. The week begins on Monday and ends on Friday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Assignments are open for approximately one week. Exams are open for two days, and the lowest of your exams is dropped. There will be No makeup exams except in cases of serious illness or some other extreme event such as a death in the family. In these instances, you must obtain a note from your physician or Dean, and present it to the instructor. The instructor will determine if a student will be allowed to make-up the assignment. If permitted to make-up an exam, you will have **2 days** after the missed exam to make it up and failure to do so will result in a zero. Exams must be taken on the assigned day(s) and within the assigned times. I must know no later than 2 weeks in advance if circumstances may prevent you from taking an exam at the specified time.

**ACADEMIC HONESTY**
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook [http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the **APA Style Manual of the American Psychological Association** as a guide for all writing assignments. Quotes should be
used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement.
It is the student’s responsibility to look for such communications about the course on a daily basis.

**COURSE EVALUATION**
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
6. Learning how to find and use resources for answering questions or solving problems
7. Learning to analyze and critically evaluate ideas, arguments, and points of view
8. Acquiring an interest in learning more by asking questions and seeking answers

**End of syllabus.**