



**PERU STATE COLLEGE  
PSYCH 330 – RESEARCH METHODS  
SYLLABUS – FALL 2011**

**INSTRUCTOR:** Dr. Kelly Asmussen [kasmussen@oakmail.peru.edu](mailto:kasmussen@oakmail.peru.edu)  
**OFFICE:** TJM 308 (O) 402-872-2426 (H) 402-423-7857

**COURSE MEETS:** 11:00 – 12:15 MW TJM 203

**OFFICE HOURS:** MW 10:00 – 11:00a.m. 12:30-2:00 p.m.  
TH 11:00 – 1:00 p.m. By Appt. I am available for pre-arranged appointments at times other than listed.

**REQUIRED TEXT:** *Research Methods and Statistics: A Critical Thinking Approach.* 4th Edition. Sherri L. Jackson. Wadsworth. 2012.

*A Simple Guide to SPSS for Windows – for versions 18.0 & 19.0.*  
Lee Kirkpatrick and Brooke Feeney. 2012.

**BUNDLE ISBN: 1111415889**

**PREREQUISITES:** CJUS 110 or Psych 121 and Math 240 or 340

**COURSE DESCRIPTION:**

This is an introductory course that concentrates on research methods and designs and statistical analysis procedures used in research projects. This course demonstrates how research methods are utilized in the social and behavioral sciences.

**COURSE OBJECTIVES: When you complete this course, you should be able to:**

1. Learn the principle components of research design, both quantitative and qualitative, and be able to employ various analysis methods.
2. Understand and utilize the scientific method.
3. Learn research strategies used to examine relationships between variables under study.
4. Demonstrate how you are able to be a consumer of research data.
5. Know ethical issues involved with research: particularly the review and use of human subjects.
6. Conduct empirical searches for, and read, professional journal articles.
7. Know how to search for, and interpret, published research results.

8. Students will know how to use data analysis software, using existing databases.
9. Students will conduct an in-class research project utilizing skills learned in class.

These objectives fit nicely with the School of Professional Studies objectives, as this class is designed to help you: communicate clearly, be a critical thinker, and develop the capacity for intellectual change. This course challenges you to integrate and utilize the knowledge from several previous courses in order to see the broader implications to our CJUS and Psychology agencies and programs.

#### **EXPLANATION OF INSTRUCTION:**

Class lectures, discussion groups, lab exercises utilizing research software, overheads, and other educational materials deemed necessary will be utilized in this course.

#### **ASSESSMENT AND GRADING:**

#### **CHAPTER QUIZZES:**

At the end of each chapter is a Wadsworth web address listed under **WEB RESOURCES**. Follow the link to the companion book site at Wadsworth and take the chapter quizzes provided at no cost to you as practice. When you are in the website, on the left side, click on one of the following; Statistics Workshops, Research Methods Workshops, or Videos. Inside you will find a Tutorial Quiz for that chapter and many more review items to help you. They are useful and helpful to further explain and apply the concepts from the textbook. There are materials for each chapter! These activities are designed to help you be more successful; take advantage of them as they are **FREE!**

#### **EXAMS:**                      Approximately 350 POINTS

There will be several mini-exams (4-5) throughout the semester. Each mini-exam will cover smaller portions of information, and each will be equally weighted, non-cumulative exams. Understand that the exams build upon each other in terms of knowledge.

**Taking tests at the designated time is required, not an optional decision on your part. The instructor reserves the right to determine whether or not you will have an opportunity to take a test at another time. DO NOT show up for a test, thinking you can take it at another time. This ensures the process of testing is equitable to everyone.**

#### **DAILY EXERCISES:**                      Approximately 150 POINTS

Most of the assignments will be facilitated through the course shell. You will be responsible to access and submit the assignments as directed. There will be daily exercises assigned to help students develop the appropriate skills utilized in course assignments. These assignments are required to be completed and will be worth 5 – 25 points each. Computer software (SPSS) will be utilized for many exercises. These exercises are vital to the learning experience as you will be utilizing statistical software to apply what you have learned in class. Therefore, it is vital that you attend each class session as the exercises build upon previous skills learned. I do not typically accept late assignments, unless you have been approved to submit.

**RESEARCH ARTICLES: 30 POINTS EACH x 2 = 60 POINTS**

Students will report the findings of 2 published research-based journal articles of their choice (however, I would suggest you use two articles you used in your literature review). To report your findings, follow the exact format below with each numbered item on a separate line:

**Make sure you number and label each of the following sections for each article.**

- 1) APA style Citation: Author(s) identified (year published). Title of article,  
*Journal Identified by Name*, Vol, pages. 2 points
- 2) Problem being studied is identified in the form of a sentence. 2 points
- 3) N = population under study n = sample size identified 2 points
- 4) Independent and Dependent Variable(s) identified 3 points
- 5) Demographics of sample described 2 points
  
- 6) Statistical Analysis identified and briefly described for each one 2 points
- 7) Level(s) of significance used in study (.05, .01, .001) 2 points
- 8) Major findings: list them in a sentence format and numbered 15 points

Example:

- 1) Complete APA style citation of 1<sup>st</sup> article
- 2) Problem: .....
- 3) Population N = Sample size n =
- 4) IV = (list each one) DV = (list all)
- 5) Demographics: list them all
  
- 6) Stat Anal: (list each one – then briefly describe it
- 7) Level of Sign: (list each used)
- 8) Major Findings: number and list each on a separate line

**LITERATURE REVIEW: 60 POINTS**

Students will conduct a review of literature; we will discuss in class what topic will be appropriate. The review must contain a minimum of 5 references from professional journal sources; year 2000 or more recent. Typically, general on-line research articles are NOT VALID and should NOT BE USED! They do not follow the format of a professional journal article and omit important items you must identify, while summarizing other items without listing the whole article! The review must contain the following aspects of each article in a sentence formatting. I will explain more fully in class when you are working on this assignment.

author(s), year published

sample size & population identified

demographics – describe what the sample “looked like” – breakdown of age, m/f percent, etc.

type of statistical analysis used

major finding(s) summarized

**References Section** = Authors, (yr. published), Article title, & *Journal* (You alphabetize the last name of the first author for the 5 articles in this section. You DO NOT alphabetize the authors within an article!)

You will develop an **introductory paragraph** to the literature review that provides the reader with “the question” you are investigating with your literature review. Give a visual introduction so the reader will know what they will read in your review. This is NOT done for each article; rather a general broad introduction.

At the end of your literature review, you should provide a summary of the articles findings. DO NOT go back and give all the findings; provide an **overall synopsis** of the findings, summarizing what you found in your own words!

A copy of each article will be turned in with the literature review. The literature review is due **November 10, 2010**. Each student will do an oral presentation of their literature review in class, wearing clothes appropriate for a conference presentation. More specific information will be given in class.

Evaluation Rubric – 10 points for each article – Bolded items are for full literature review only

<b>introductory paragraph</b>	title, author, yr published	n = & population N =	demo graphics	statistical analysis	summary of findings	references section – APA style	<b>summary of articles</b>
<b>5</b>	1	1	1	1	5	1	<b>5</b>

**CLASS ATTENDANCE AND PARTICIPATION: 0 POINTS**

Class attendance and participation in this class are vital to your learning experience. Therefore, I expect you to attend class having already read the materials and ready to participate in class discussions. Please come to **class on time** and ready to foster an environment conducive to learning. I encourage students to ask questions, seek out my help when you have questions, and help your classmates to understand the materials and assignments. **I will take attendance and if you miss more than 6 class sessions, you will not pass this course.** 5 points are deducted each class session you miss. It is essential that you attend each class session, as you will learn new skills to utilize with the statistical software to build upon previous knowledge necessary for class assignments. Missing class will complicate your ability to keep current with the skills you need and how to apply those skills.

**FINAL GRADE:**

Your final grade will be determined through:  
 Exams = approximately 350 points  
 Daily Exercises = 150 points  
 2 Research Articles = 60 points  
 Literature Review = 60 points  
 Daily Attendance = - 5 for each class missed

**ACADEMIC INTEGRITY POLICY**

In this class, you are encouraged to collaborate on most all assignments. However, when directed, students are expected to do their own work on assignments and exams. The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, you will be assigned a failing grade for the course. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

**NUSS CONFERENCE:** The NUSS Conference will be held at Creighton University November 3/4 or 9/10. I will inform you of the date as soon as I know. The conference starts at noon on Thursday, a banquet Thursday night, and concludes at noon on Friday. This is a professional conference offered each fall semester to students attending colleges in Nebraska; sponsored by faculty. You will be offered extra credit points (25) **to participate** beyond just attending. There is a student paper competition (2 categories) and non-competitive posters of work in progress, class projects, internship panels, and roundtables. Several students have participated in these conference activities in the past with high levels of achievement. Your costs will be covered if you participate in one of the paper competitions.

**CELL PHONES** – No cell phones will be used during class sessions, unless prior authorization has been given (emergency, fire squad, HHS Tracker, Probation, etc.). This includes text messages. Cell phones will be confiscated and given to the Dean of Professional Studies or VPAA if you are texting or using a cell phone during class. Cell phone use is extremely disruptive to the learning process. I will NOT give you warnings!

**ON-LINE COURSEWORK - EMAILS. etc.** – You are not authorized to be working during class on an On-Line course or sending/receiving emails, browsing, play games, etc.. You will be excused from class; your cooperation is expected.

### **INCOMPLETE COURSEWORK POLICY**

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

### **Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

### **TENATIVE COURSE SCHEDULE – Classroom – Fall '11**

M Aug 22                      Introduction, Syllabus, Textbook, SPSS, Class exercise  
Assignment: Cell Phone

W Aug 24	Chapter 1 Assignment: Observe (No SPSS), Compare, Correlations
M Aug 29	Chapter 1 – Ch. 1, 2, & 3 in SPSS book, Research Article handouts Assignments: Dr. Phil
W Aug 31	Chapter 2 Assignments: Journals to use, Library Search articles and journals (literature review focus), Identify 1 – 5 in 1 research article Consent Forms, Ethical Considerations
M Sept 5	Labor Day Holiday
W Sept 7	Chapter 2      Mini-Exam Review
M Sept 12	<b>Mini-Exam # 1 (Chapters 1 &amp; 2)</b> Chapter 3
W Sept 14	Chapter 3 Assignments: Operational Definition, Inter-rater reliability
M Sept 19	Chapter 4 Assignments: Re-Observe (SPSS)
W Sept 21	Chapter 4 Assignments: Asmussen & Creswell Case Study
M Sept 26	Chapter 4 Assignments: Developing question examples by question types Mini-Exam Review
W Sept 28	<b>Mini-Exam # 2 Chapters 3 &amp; 4</b> Chapter 5
M Oct 3	Chapter 5 Assignments: Practice Frequency Distributions, Frequency Distributions (Ch. 6 SPSS Book), Bar Chart, Histogram, Line Graph & Pie Chart
W Oct 5	Chapter 5 Assignments: Mean, S.D. Variance, Plotting Mean & S.D. Scores
M Oct 10	Chapter 5 Assignments: Normal Curve, “z” scores, “z” scores normal curve,
W Oct 12	Chapter 6 Assignments: Ch. 14 SPSS Book, Correlational Statements

M Oct 17	<b>FALL BREAK (17<sup>th</sup> - 18<sup>th</sup>)</b>
W Oct 19	Chapter 6 Assignment: Student Success, Simple Regression Analysis Ch 15 SPSS Book
M Oct 24	Chapter 6 Assignment: Simple R3, Multiple Regression Ch. 16 SPSS Book
W Oct 26	Literature Review Discussion Mini-Exam Review
M Oct 31	<b>Mini-Exam # 3 Chapters 5 &amp; 6</b>
W Nov 2	Chapter 7
TH/F Nov 3/4	NUSS Conference – Extra Credit – attend & present
M Nov 7	Chapter 7 Assignment: Null Hypothesis, GPA Means
W Nov 9	Chapter 7 Assignment: Region of Rejection
M Nov 14	Chapter 7 Assignment: One-Sample “t” test Ch.7 SPSS
W Nov 16	Chapter 7 Assignment: Independent Samples “t” test Ch 8 SPSS; Assignment: Ch 7 “t” Distribution Chart
M Nov 21	Chapter 8
W Nov 23	<b>THANKSGIVING VACATION (Nov. 23-27)</b>
M Nov 28	Chapter 8 Assignment: Chi-Square Ch 17 SPSS Book
W Nov 30	Chapter 8
M Dec 5	Chapter 8
W Dec 7	Chapter 8 Extra Credit: Ch 10 & Ch 11 SPSS Book
M Dec 12	<b>ACADEMIC DAY</b> Mini-Exam Review – not required

W Dec 15

**Mini-Exam # 4 Chapter 7 & 8**  
**REQUIRED**

10:30 –12:30