JOHN JAY COLLEGE OF CRIMINAL JUSTICE
City University of New York
524 West 59th St, New York, 10019

PSY 311-03 [39349]: Research Methods in Psychology

Instructor: Dr. Jacqueline Katzman
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Quick Reference Information

Class Schedule:	**Lecture:** Tuesdays & Thursdays (New Bldg L.76) 10:50AM – 12:05 PM **Section:** Tuesdays & Thursdays (TBA OR TBA) 12:15 PM – 1:30 PM
Office Hours:	Thursdays (New Bldg 10.63.14) 3:00 PM – 4:00 PM or by appointment
Course Prerequisites:	Students MUST have already taken the following courses: ENG 201, PSY 101, PSY 200, and STA 250.
Required Textbook:	Crump, M. J. C., Price, P. C., Jhangiani, R., Chiang, I. A., & Leighton, D.C. (2017). Research methods for psychology. Open access and free from: https://crumplab.github.io/ResearchMethods/index.html
Recommended Books:	American Psychological Association (2020). Publication manual of the American Psychological Association (7th Edition). Washington, DC: American Psychological Association. Mitchell, M., Jolley, J., & O'Shea, R. (2013). Writing for Psychology (4th Edition) Strunk, W. & White, E.B. (2000). The Elements of Style (4th Edition).

BASIC COURSE INFORMATION

Course Description

This course will prepare students for research in the behavioral sciences. Course lectures will follow the principal theories and practices of contemporary psychological research. The course will also include a laboratory component that will focus on the development of testable hypotheses, the design, analysis, and interpretation of research, and on writing research reports in APA format.

Learning Objectives

The objectives of this course are to 1) assist students in developing an understanding of the research methods used in psychology; 2) teach students to think critically about other people's

research; 3) demonstrate to students how to design and execute their own research project; 4) provide students with a clearer understanding of how to interpret quantitative data displayed in statistics, graphs, and tables (including statistical symbols in research reports), and; 5) assist students in developing a clear and more concise technical-writing style.

Course Structure

This course will meet twice per week in person unless otherwise announced. I strongly urge students to attend all class sessions because I will cover topics in more depth than the textbook and I will give you an opportunity to see practice examples that are not otherwise available. If you miss a class session, I recommend you borrow notes from a classmate to learn about what you missed.

GRADING & ASSIGNMENTS

Assignments	Points
Attendance (10 points each)	100
Quizzes (25 points each)	100
Research Report Activities (25 points each)	175
Research Report Paper	300
Total	**675**

Letter Grade Assignments			
A	93.0 - 100.0%	**C**	73.0 - 77.0%
A-	90.0 - 92.9%	**C-**	70.0 - 72.9%
B+	87.1 - 89.9%	**D+**	67.1 - 69.9%
B	83.0 - 87.0%	**D**	63.0 - 67.0%
B-	80.0 - 82.9%	**D-**	60.0 - 62.9%
C+	77.1 - 79.9%	**F**	< 60.0%

Grade Breakdown

Your total grade will be calculated out of 675 points. It will be made up of points from attendance, quizzes, research report activities, and the research report paper.

Attendance

Randomly throughout the semester, I will take attendance at the beginning of lecture. Attendance documentation will contribute to 15% of your final grade. If you are absent from class or arrive late after attendance has been taken, you will not receive attendance credit for that day.

Quizzes

Over the course of the semester, you will complete four quizzes during recitation section that are relevant to the readings and lecture topics. For more information about when the quizzes will take place so that you can prepare, please refer to the course schedule.

Research Report Activities

You will complete several "research report" activities throughout the term that each represent a component of the research process. By the end of the term, you will have completed each step of the research process which you will then put together to produce your final report. More information about this project can be found in the course materials on Blackboard.

- **Research Report Activity # 1:** Conduct a literature review & develop hypotheses (February 16)
- **Research Report Activity # 2:** Writing questions (March 1)
- **Research Report Activity # 3:** Recipe for replication (March 15)
- **Research Report Activity # 4:** Collect and enter data (March 29)
- **Research Report Activity # 5:** Write the intro & methods (April 12)
- **Research Report Activity # 6:** Analyze the data (May 3)
- **Research Report Activity # 7:** Present your research (May 17)

Research Report Paper

You will prepare a 10-page individual APA-style research paper on the experiment we conducted in the research report activities. All papers must be typed in accordance to APA-style format. Your paper should include a thorough literature review, statement of hypotheses, description of methods, data analyses, and discussion. The paper must be typed in 12-inch Times New Roman font and double-spaced with 1-inch margins. The paper must include a minimum of 8 references in APA style. References must be primary sources (e.g., scholarly journal articles or books) and the majority should be current (i.e., from the last 10 years). It should be 10-pages excluding the title page, abstract, references, tables, and figures. Although we will work on the research projects as a class, **you are responsible for writing your own unique paper.** I will provide more information about the requirements for this paper as the deadline approaches.

Class Policies

Diversity, Equity, and Inclusion

I have a broad conceptualization of what DEI looks like, and who should and can benefit from efforts to promote it. In this course, I will celebrate diversity, actively work to build equity, and strive to foster an inclusive environment. This will not always be easy, in part due to historical examples in which psychological research has been used to promote racist ideologies (examples of which you will learn about in this class). I would like our course to be a learning environment that supports a diversity of thought and perspectives, and honors your identities (e.g., gender, class, sexuality, religion, nationality, ability, age, etc.). I also hope that this class helps you critically examine these issues. Indeed, we must be wary of explanations that divide us, rather than unite us. Finally, it is important to understand that the perspectives we have as scientists in 2024 are very different than the perspectives available to the scientists that came before us.

If you are ever concerned about your treatment during this course—including but not limited to discrimination or harassment— I encourage you to discuss this with a college administrator or faculty member that you feel comfortable with (including me!). We are here to support you. Finally, I would like every student to make themselves aware of CUNY's Notice of Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments.

Attendance

I expect students to attend lectures and recitation sections. I also expect students to arrive on time and to remain throughout the entire class period.

Late Assignment Policy

Recitation Section Quizzes

Recitation sections exist for you to practice applying what you learned in the lectures. Teaching assistants will be present to answer any questions you have about the lecture material and to walk you through activities that demonstrate how to apply different concepts. It is important that you attend recitation section, but I understand that sometimes life gets in the way. Thus, if you miss a quiz, you can "make it up" during recitation section on March 5th, March 12th, March 28th, April 18th, May 2nd, and May 14th. If you are up-to-date on quizzes, please attend recitation section regardless as your TA will be there to answer course specific questions.

Research Report Activities

I expect students to submit all research report activities by the deadlines provided. I will deduct 10% of your score for each day that an assignment is late (up to a maximum of 50%). It is better to turn research report activities in late than not at all because you will need to incorporate our feedback for your final report. Do your best to make sure research report activities are turned in on time.

Incomplete Grade Policy

It is within my discretion whether or not to give a grade of incomplete for this course. Generally, I will only give an incomplete if: 1) you cannot complete the remainder of the course requirements due to an unforeseen circumstance, and 2) you would otherwise get a passing grade if you were to satisfactorily complete the rest of the course requirements. An Incomplete Grade does not allow you to retake the class next semester or redo any assignments you have already turned in. We will follow all CUNY policies regarding incomplete grades.

Extra Credit Policy

I will provide several opportunities for you to earn extra credit points during the term (for a maximum of 30 points). Some of these extra credit opportunities will take place during recitation section (for ten points each). I will provide more information about the extra credit assignments during the applicable weeks. You must do the extra credit by May 21st.

Academic Dishonesty

I adhere to John Jay's procedures regarding instances of cheating, plagiarism, and any other form of academic dishonesty as described on page 307 of the Undergraduate Bulletin. I will not accept as an excuse that you were unaware that your behavior constituted plagiarism. Familiarize yourself with the concept of cheating and plagiarism stated in the Undergraduate Bulletin. Plagiarism or other cheating may result in automatic failure in the course. Do not share your assignments or papers with other students in the class. If they copy parts of your assignments or papers, you will both fail the course.

John Jay defines plagiarism as "the act of presenting another person's ideas, research or writings as your own." The following are some examples of plagiarism, but by no means is it an exhaustive list: copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source; presenting another person's ideas or theories in your own words without acknowledging the source; using information that is not common knowledge without acknowledging the source; failing to acknowledge collaborators on homework and laboratory assignments.

I will use SafeAssign to check all submitted assignments for unoriginal content against other assignments from class, across sections, from other semesters, and from the internet.

For information on the assignments for which I will allow the use of AI (if properly cited), please refer to the "Research Report Activities Instructions" document on Blackboard.

Resources

Disabilities/Special Needs Accommodations

Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at John Jay. If you feel you may be in need of an accommodation, please contact the Office of Services for Students with Disabilities at (212) 237-8031 (https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/reasonable-accommodations-and-academic-adjustments/).

Writing Center

Make use of John Jay College's Writing Center if you have any difficulties with college level writing for any reason. I cannot stress enough how important and helpful this resource is to have. Not only is it recommended, it is expected for you to use it if needed. You can make an online appointment at http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm.

Counseling Services

If you feel that you need counseling and/or emotional support, please contact the Counseling Services Department at (212) 237-8111 (https://www.jjay.cuny.edu/student-life/wellness-center/counseling-services-center).

Blackboard

The course materials will be hosted on Blackboard (https://www.jjay.cuny.edu/blackboard). If you have trouble accessing the site, contact DoIT immediately for assistance at helpdesk@jjay.cuny.edu or 212-237-8200.

Email

Please make sure to regularly check your email. All course emails will be sent to whatever email address you have listed on Blackboard. Consistently check that email account so that you do not miss important class announcements.

SPSS

SPSS is a statistical software that we will use in this course. You can access SPSS through the CUNY Virtual Desktop (https://www.cuny.edu/about/administration/offices/cis/virtual-desktop/), through Apporto (https://www.cuny.edu/about/administration/offices/cis/technology-services/apporto/), or you can sign up for a free 30-day trial directly from IBM (https://www.ibm.com/products/spss-statistics).

COURSE SCHEDULE

Week	Dates	Lecture Topic	Readings	Research Report Activity	Due Date	Recitation Section Topic	Quiz
1	January 25	Welcome & Introduction!				Welcome	
2	January 30	Psychological Science	Crump Chapter 1			Psychological Science	
	February 1	APA Style & Plagiarism	NYTimes Article			APA Style Practice	
3	February 6	Psychological Inquiry & Literature Review	Crump Pages 48-62			Academic Dishonesty Quiz & Literature Review (bring laptops!)	**Academic Dishonesty Quiz**
	February 8	Hypotheses and Theories	Crump Chapter 6			Hypotheses	
4	February 13	Measurement (IVs, DVs, Defining Variables)	Crump Chapter 3	**Research Report: Activity #1**	February 16	Measurement (IVs, DVs, Defining Variables)	
	February 15	Measurement (Types, Reliability & Validity)				Measurement (Types, Reliability, & Validity)	
5	February 20	Question Construction	"Tip Sheet on Question Wording"			Measurement Quiz	**Measurement Quiz**
	February 22	--no class--				--no class--	
6	February 27	Surveys	"Top Ten Common Problems in Designing Effective Surveys"	**Research Report Activity #2**	March 1	Question Construction	
	February 29	Non-Experimental Research	Crump Chapter 9			Qualtrics Setup	**Extra Credit Opportunity**

7	March 5	Non-Experimental Research	Crump Chapter 9			Quiz make-up session & Office Hours	
	March 7	Ethics	NYTimes Article			CITI Training (bring computer/headphones)	**Extra Credit Opportunity**
8	March 12	Experimental Research (Basics)	Crump Chapter 4	**Research Report: Activity #3**	March 15	Quiz make-up session & Office Hours	
	March 14					Experimental Research (Basics)	
9	March 19	Qualitative Research (Guest Speaker)	Crump Pages 243-249			--combined section-- Qualitative Research	
	March 21	--no in-person class-- Experimental Research (Basics) Recorded Lecture to be posted on Blackboard	Crump Chapter 4			--no in-person section-- Optional Zoom Office Hours with Kailynn Harris	
10	March 26	Experimental Research (Single-Factor, Complex Designs)	Crump Chapter 5	**Research Report: Activity #4**	March 29	Experimental Research (Single-Factor, Complex Designs)	
	March 28					--combined section-- Quiz make-up session & Office Hours	
11	April 2	Descriptive Statistics	Crump Chapter 13			Design Quiz	**Design Quiz**
	April 4		Download IBM SPSS Free 30-day trial			Measuring Central Tendency & Variability	
12	April 9	Inferential Statistics	Crump Chapter 14			--combined section-- Synthesizing Research	
	April 11	Inferential Statistics		**Research Report: Activity #5**	April 12	Practice Data Analysis	**Extra Credit Opportunity**
13	April 16	Inferential Statistics	Crump Chapter 14			T-test, ANOVA, & post-hoc comparisons	

	April 18	Inferential Statistics			Quiz make-up session & Office Hours	
14	April 23	--no class--			--no section--	
	April 25	--no class--			--no section--	
15	April 30	--no class--			--no section--	
	May 2	Stats wrap-up & Presenting Research	**Research Report: Activity # 6**	May 3	Quiz make-up session & Office Hours	
16	May 7	Writing Research			Null Hypothesis Testing Quiz	**Null Hypothesis Testing Quiz**
	May 9	Open Science			Visualizing data (bring computer)	
17	May 14	Final Class			Quiz make-up session & Office Hours	
	May 16	--no class--	**Research Report: Activity # 7**	May 17		

Research Report Paper Due May 21st