Research Methods
Psychological and Brain Sciences (University College), U09-3015
Thursdays 6:00PM – 8:30PM, Psychology Building 224
Spring 2018

Instructor: Dr. Dustin Nadler
Email: dnadler@wustl.edu
Office hours by appointment

Course Description
This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Not open to day students. Prerequisites: U09-100, U09-300.

Course Goals
Students who complete this course successfully will be able to:

1. Identify basic methodological approaches used in the social sciences (knowledge)
2. Describe the role of research methods to the development of knowledge (comprehension)
3. Construct a testable research question and explain or demonstrate how to properly pursue answering it (application)
4. Investigate peer-reviewed research and properly appraise its utility to an explored research question (analysis and evaluation)
5. Design and conduct research study in an area of social science inquiry (synthesis)

Required Texts, Materials, or Equipment

Daily Work/Homework
Prior to attending class, each week students are expected to read assigned chapters and supplemental material (provided on Blackboard), taking notes and developing questions while reading. A copy of these notes and question must be submitted on Blackboard prior to class.

Major Assignments: Descriptions

1. Examinations (100 points each): There will be three (3) in-class exams. These exams will consist of multiple choice, short answer, and essay questions over the chapters assigned for reading, course discussions, and supplemental reading assignments. The exams will focus on your understanding of material, your ability to synthesize material, your ability apply material to examples, and your ability to remember facts.

You must show up on time for exam. You will not be allowed to start an exam once someone has left the room. All exams are closed book and notes, and no electronic devices may be used during the examination. There are no make-up exams for unexcused absences. If you miss an exam without an excused absence, you will receive a zero. Make-up exams will only be given in extreme circumstances (e.g. severe illness) or for university approved events (e.g. team sports). Either case must be documented (e.g. doctor’s note, office team schedule) must be
presented before you schedule a make-up exam. Please notify Dr. Nadler as soon as you know that an exam must be rescheduled. It is up to Dr. Nadler what alternate exam/assignment you complete in place of the missed exam.

2. Research Paper (200 points): You are expected to identify a research question that can be tested experimentally and design a study to test your question. In doing so, you will be required write research paper following the *Publication Manual of the American Psychological Association, 6th Edition*, that includes a title page, abstract, introduction/literature review, method, results, discussion, and references section (and most will also include an appendix or tables). This paper will be at least 10 pages in length, not counting title page, abstract, references, or appendix/tables. This paper must include support from at least 10 peer-reviewed scholarly publications. More details on the paper will be provided on Blackboard and in class.

3. Research Paper Drafts (25 points each): The research paper will be split into four (4) drafts for grading and feedback. The each draft is due via submission to Blackboard before class on the due. Each draft will be graded on thoroughness and your ability to integrate material from course discussions into the paper.

Please note: the purpose of the rough drafts in this course are for you to learn how to write a complete research paper in APA style, something very few of you have experience doing. The drafts provide the scaffolding allowing me to point out strengths as well as weaknesses, so by the end of the semester you have a product we are both proud of. To achieve this goal, 3 things have to happen:

1. Drafts must be turned in on time; this gives me the time I need to provide good comments for you.
2. You must do all the work the draft covers. For example, the final rough draft should be of the completed paper, not an 8 page version, not a version missing the discussion section, but the entire paper. Only then can I provide the feedback that will allow you to improve your work.
3. You need to understand how I comment on drafts. I’ll look for some specific things, but also general issues a paper may have. It is your responsibility to edit and re-read the paper for the final draft. I am not a line editor and will not comment on every small thing I think you should change. If I did, it is no longer your paper, I become a co-author. I don’t want you to simply make my corrections – that isn’t learning; I want you to incorporate my comments into YOUR finished product. A brief paraphrase – you do not earn a 100% simply because you have fixed my edits.

4. Ethics Training (30 points): In order to ensure that you recognize and understand the responsibility of conducting ethical research, it is important to earn your ethics training certification. This training will take 1.5 – 3 hours to complete. To complete the training, register as a new user at the following website: https://phrp.nihtraining.com/users/login.php (DO NOT “Participate in CME”). A copy of your ethics certificate must be uploaded online by April 13th @ 11:59pm.

5. Assignments and Pre-class notes (120 total points): Prior to attending class, each week students are expected to read assigned chapters and supplemental material (provided on Blackboard), taking notes and developing questions while reading. A copy of these notes and question must be submitted on Blackboard prior to class. Additionally, each week in-class there may be other assignments or activities to complete (worksheets, quizzes, project work) to help students’ master course content. These assignments may require group or individual work, and may be solely completed in-class or may require additional work to be completed outside of class time.

6. Peer feedback (50 points): Providing other students feedback (critical feedback) can be extremely useful and a successful mechanism to improve the quality of each individuals research paper. As a result, each student will be required to read and review another student’s full draft of their final paper. A rubric will be provided for
students to provide critical, yet relevant feedback to help their partner improve their paper. This may also give
the reviewer insight into changes that might benefit their own paper. Submitting a paper for peer review is
worth 15 points and the review provided to your partner is worth 35 points.

**Class Participation**

This course is a group learning experience. Although I have a level of expertise you have not yet developed,
research happens best when people share ideas. Often, your peers will have a solution to a problem you have
encountered that may be better than anything I can think of. This class is designed to create an environment
that allows each student to produce the best possible research project through multiple learning relationships. I
expect you all to act kindly to one another, as the classroom is a safe space for each of us to discuss our research
ideas. If however, at any time you feel uncomfortable about a course discussion, feedback from a classmate, or
your safety, please communicate this with Dr. Nadler as soon as possible.

**Course Grading**

Explanation of Grading System

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>Full Draft For Peer Review</td>
<td>15</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>Peer Review Feedback</td>
<td>35</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>Full Paper Draft</td>
<td>25</td>
</tr>
<tr>
<td>Literature Review Draft</td>
<td>25</td>
<td>Ethics Training</td>
<td>30</td>
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<tr>
<td>Methods Section Draft</td>
<td>25</td>
<td>Assignments/Pre-Class Notes</td>
<td>120</td>
</tr>
<tr>
<td>Results Section Draft</td>
<td>25</td>
<td>Final Paper</td>
<td>200</td>
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Grades are based on the percentage of total points earned from all assignments (total of 800 points). Exams
are worth 12.5% each (37.5% total), drafts 3.125% each (12.5% total), peer-review draft 1.875%, peer review
feedback 4.375%, assignments/pre-class notes 15%, ethics training 3.75%, and final paper 25%.

**Grading Scale**

- A 100-93
- B+ 89-87
- C+ 79-77
- D+ 69-67
- F < 60%
- A- 92-90
- B 86-83
- C 76-73
- D 66-63
- B- 82-80
- C- 72-70
- D- 62-60

**Course Policies and Information for Students**

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which
all members feel respected while being productively challenged. At Washington University in St. Louis, we are
dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge
their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of
intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds,
abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined
in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any
suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students
may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor,
department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

1. ATTENDANCE POLICY
   I will take attendance during each class period. I expect you to be in class and on time. Please notify me of an emergency or if you will miss class. Missing class (except for extreme circumstances or university approved events with documentation) will result in a 0 for any in-class activities completed or assigned during that class period and cannot be made up. Students with 4 absences will have their final grade reduced by 1 letter grade, 5 absences = 2 letter grades, 6 = 3 letter grades, 7 = F.

2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS
   All work submitted after the due date is subjected to a 10% reduction in points per day (including Weekends) until submitted. After 10 days 0 points will be awarded for any submission. Any homework extension request must be submitted at least 24 hours in advance of the due date and time and with documentation supporting the extenuating circumstances requiring the extension.

3. POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR QUIZZES

4. TECHNOLOGY POLICIES: Please only use technology to support your learning in class. As busy and constantly connected individuals, this may be difficult, but I ask that you please refrain from using technology in class except for school related activities. If 

ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

Academic integrity is of utmost importance to me. As such, any violation of academic honesty will carry the most severe penalty allowed, and may result in my recommendation of an “F” in the course, not just for the test or assignment pertaining to the violation. I will also submit paperwork detailing the incident to the Dean of the school or college within which the students major is housed.

There are simple measures one can take to avoid academic dishonesty.

- Do your own work and insist others do theirs.
- Due to the severity of suspected academic dishonesty, it is wise to keep all notes and preliminary documents used in writing papers and other assignments. This material may greatly assist any student who is accused of academic misconduct.
- Ask questions. My goal is to help you learn, not to search for transgressions to punish. If you have any questions regarding plagiarism, or if working with another student is permissible on a particular assignment, please ask me before the assignment is due. Ignorance of what
constitutes academic dishonesty will not be accepted as an excuse for that behavior. I would much rather help you learn how to maintain academic integrity than punish transgressions.

- Remember, ask questions. Academic integrity is your responsibility. If you are unsure of anything, ask. I have never reacted negatively to a student who asked a question before an assignment was turned in.

5. **Resources for Students**

1. **DISABILITY RESOURCES:** If you have a disability that requires an accommodation, please speak with instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

2. **WRITING ASSISTANCE:** For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. <The Engineering Communication Center http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters.>

3. **THE UNIVERSITY’S PREFERRED NAME POLICY FOR STUDENTS,** with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

4. **ACCOMMODATIONS BASED UPON SEXUAL ASSAULT:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean
for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

5. BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

6. MENTAL HEALTH: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.
## Preliminary Schedule of Topics, Readings, and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Assigned Readings/Homework</th>
<th>Major Assignments and Deadlines</th>
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<tbody>
<tr>
<td>1/18/18</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>1/25/18</td>
<td>Chapter 2</td>
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<tr>
<td>2/1/18</td>
<td><strong>Chapter 3</strong></td>
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<td>2/8/18</td>
<td>Chapter 4</td>
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<td>2/15/18</td>
<td>Chapter 5</td>
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<td>2/22/18</td>
<td>**Exam 1</td>
<td>Chapters 1 – 5**</td>
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<td>3/1/18</td>
<td>Chapters 6 and 7</td>
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<tr>
<td>3/8/18</td>
<td>Chapter 8</td>
<td>Literature Review Draft Due</td>
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<td>3/15/18</td>
<td><strong>NO CLASS – SPRING BREAK</strong></td>
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<tr>
<td>3/22/18</td>
<td>Chapter 9</td>
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<td>3/29/18</td>
<td>Chapter 10</td>
<td>Method Section Draft Due</td>
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<td>4/5/18</td>
<td>**Exam 2</td>
<td>Chapters 6 - 10**</td>
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<td>4/12/18</td>
<td>No Class - Complete Ethics Training and Full Draft for Peer Review / Peer Review Feedback</td>
<td>Full Paper Draft for Peer Review Due (4/13) Ethics Training Due (4/13)</td>
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<tr>
<td>4/19/18</td>
<td>Chapters 11 and 12</td>
<td>Peer Review Due (4/18)</td>
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<tr>
<td>4/26/18</td>
<td>Chapters 13 and 14</td>
<td>Full Paper Draft Due (4/23)</td>
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<tr>
<td>5/3/18</td>
<td>**Exam 3</td>
<td>Chapters 11 - 14**</td>
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