

Summer 2017

PSY 225 RESEARCH METHODS



WHAT WILL I LEARN IN THIS COURSE?

In this course, you will acquire skills to improve your scientific literacy.

- You will learn how to find and read psychological science research (in both the scholarly literature and the popular press).
- You will learn how to understand and evaluate psychological science research.
- You will learn how to communicate psychological science research (through description, analysis, and persuasion) to general audiences and to audiences of other psychological scientists.
- You will learn how to conduct one type of psychological science research and how to interpret and create informative tables, figures, and charts.

HOW WILL I LEARN IN THIS COURSE?

The pedagogy of this course is driven by empirically proven principles of learning, including the principles of

- active learning, which is more beneficial than passive learning, and
- frequent incremental practice, which is more beneficial than sporadic practice ([Gernsbacher, 2014](#)).

Therefore, in this course, you will acquire skills every day by completing 90 incremental assignments across the term. You will be expected to engage with the course, and with your peers, daily (via online discussion, including synchronously text-based chat).

There will be NO timed exams in this course, and you will NOT need to purchase a textbook.

HOW WILL I LEARN WHY?

On each of the course's 90 assignments, you can earn the following points:

3 points: If you completed the assignment before its due date and you fulfilled **ALL** the assignment's requirements.

2 points: If you completed the assignment before its due date AND you corrected your assignment to fulfill all the assignment's requirements within one week of its due date.

1 point: If you did not complete the assignment before its due date **OR** you completed the assignment before its due date but you did not fulfill all the assignment's requirements and you did not correct your assignment to fulfill all the assignment's requirements within one week of the assignment's due date.

0 points: If you have not completed the assignment one week after its due date.

Your final course grade will be computed from the total points you earn on all 90 assignments as a percentage of the 270 total points available to earn, using the grading scale below:

A 94-100%	BC ... 79-83.99%	F ... Less than 60%
AB ... 89-93.99%	C 70-78.99%	
B 84-88.99%	D 60-69.99%	

HOW CAN I DO WELL IN THIS COURSE?

First, **log in and work on the course every day**. The best way to acquire any skill – be it playing acoustic guitar or speaking Portuguese – is to practice every day. Similarly, the best way to do well in this course is to practice (i.e., log in and work on the course) every day.

If you've taken other online courses, you might be surprised by how this course works. In other online courses, you might have been able to hang back and then cram in a lot of work at the end of the term. A hang-back strategy will **NOT** work in this course. Therefore, **the second way to do well in this course is to keep up**.

You will have two weeks to complete each assignment. You will also have one week of 'late time' after each assignment is due to complete the assignment late or to correct any errors you made in your initial assignment.

But after two weeks of regular completion time and one week of 'late time,' you will no longer be able to complete the assignment. It will be gone, forever.

Therefore, **the third way to do well in this course is to always work ahead**. Your always working ahead will allow you to avoid the consequences of any unexpected mishap.

What will I learn in each Unit?

JUNE 19 - JUNE 21	UNIT #1	How to Think Critically (about Life)
JUNE 22 - JUNE 25	UNIT #2	How to Think Critically (about Psychological Science)
JUNE 26 - JUNE 28	UNIT #3	How to Find and Read Carefully (the Popular Press and Improve Your Digital Literacy)
JUNE 29 - JULY 2	UNIT #4	How to Write Analytically (about General Topics)
JULY 3 - JULY 6	UNIT #5	How to Find and Read Carefully (the Psychological Science Literature)
JULY 6 - JULY 9	UNIT #6	How to Write Analytically (about Psychological Science)
JULY 10 - JULY 12	UNIT #7	How to Evaluate Alternative Hypotheses
JULY 13 - JULY 16	UNIT #8	How to Communicate Engagingly (to a General Audience)
JULY 17 - JULY 19	UNIT #9	How to Evaluate Descriptive and Inferential Statistics
JULY 20 - JULY 23	UNIT #10	How to Evaluate Scientific Reliability and Validity
JULY 24 - JULY 26	UNIT #11	How to Communicate Engagingly (to other Psychological Scientists)
JULY 27 - JULY 30	UNIT #12	How to Design, Administer, and Analyze the Results of Reliable and Valid Surveys
JULY 31 - AUGUST 2	UNIT #13	How to Act Ethically as a Psychological Scientist
AUGUST 3 - AUG 6	UNIT #14	How to Interpret and Create Informative Tables, Figures, and Charts
AUGUST 7 - AUG 11	UNIT #15	How to Look Backward (Review What You've Learned) and Forward (Apply What You've Learned)

WHAT IF I DON'T HAVE ACCESS TO THE INTERNET?

This is a completely online course. You are required to have access to high-speed Internet EVERY DAY during the ENTIRE TERM of the course. Not having access to high-speed Internet (because you are traveling or you forgot to pay your cable bill or your roommate is hogging all the bandwidth playing video games) will NOT be a valid excuse for not completing your work. You must have access to the Internet.

HOW MUCH TIME DO I NEED TO SPEND ON THIS COURSE?



Psychology 225 “Research Methods” is a **4-credit course**.

Therefore, you are expected to spend a total of 180 hours on the course.

IF YOU ARE TAKING THIS COURSE DURING THE **FALL** OR **SPRING** SEMESTER:

You are expected to work on this course **2 HOURS per DAY**, six days a week, during each of the 15 weeks of the Fall or Spring term.

IF YOU ARE TAKING THIS COURSE DURING THE **SUMMER** TERM:

You are expected to work on this course **3.75 HOURS per DAY**, six days a week, during each of the 8 weeks of the Summer term.

You should **NOT** register for this course if you will not be able to spend 2 hours a day (during the Fall or Spring semester) or 3.75 hours a day (during the Summer term) working on this course.

HOW DO I RESPOND TO OTHER STUDENTS' DISCUSSION POSTS?

Each response you write to another student **MUST** be at least 200 words long and must include **AT LEAST TWO** of the following:

A **COMPLIMENT**: I like how ... I like that ...

A **COMMENT**: I agree that ... because ... I disagree that ... because ...

A **CONNECTION**: I have also read that ... I have also seen that ... I have also heard that ... I have also thought that ...

A **QUESTION**: I wonder why ... I wonder how ... I wonder who ... I wonder what ... I wonder when ... I wonder where ...

WHAT ARE THE ETHICS OF BEING A STUDENT IN THE PSYCHOLOGY DEPARTMENT?

The Faculty of the Department of Psychology at UW-Madison expect their students to uphold the highest standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors.

Academic misconduct includes, but is not limited to, cheating on assignments, sabotaging the work of classmates, plagiarizing the work of classmates or published sources, and assisting fellow students in acts of misconduct. For detailed information on how to avoid plagiarism, see [this link](#).

Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

HOW DO I RECEIVE REASONABLE INSTRUCTIONAL ACCOMMODATIONS FOR DISABILITIES?

UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform the instructor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. The instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

FROM YOUR PROFESSOR

I am genuinely interested in each student succeeding in this course. If you encounter any barriers to your success, please let me know. I'm always available by email at

MAGernsb@wisc.edu.



WHERE DO I TAKE FORMAL COMPLAINTS ABOUT A TEACHING ASSISTANT OR COURSE INSTRUCTOR?

Occasionally, a student may have a complaint about a Teaching Assistant or Course Instructor. If that happens, you should feel free to discuss the matter directly with your Teaching Assistant or your Course Instructor.

If your complaint is about the Teaching Assistant, and you do not feel comfortable discussing it directly with them, you can discuss it with the Course Instructor. If you don't want to approach the Course Instructor, you can discuss the matter with the Associate Chair for Undergraduate Studies, Professor Bradley R. Postle, Postle@wisc.edu.

If your complaint has to do with sexual harassment, you may take your complaint to Dr. Linnea Burk, Clinical Assistant Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (608-262-9079; Burk@wisc.edu).

If you believe the Teaching Assistant or Course Instructor has discriminated against you because of your religion, race, gender, sexual orientation, disability, or ethnic background, you may take your complaint to the UW-Madison Office of Equity and Diversity, room 179-A Bascom Hall, or go to <http://www.oed.wisc.edu/>.

HOW CAN I TAKE ADVANTAGE OF THE FLEXIBILITY ACCOMMODATION THAT IS BUILT INTO THIS COURSE?

This course is based on the principles of Universal Design, which prescribes that **instructional accommodations should be built into the environment and available to all students** (just like elevators and curb cuts) rather than needing to be requested *ex post facto* or available to only some students.

Therefore, in this course, all lecture videos are accompanied by written transcripts; all PDFs are screen-readable (and voice-able with text-to-speech software, as well as searchable and highlightable). There are no timed tests, no in-person lectures or in-person labs, and no in-person attendance requirements.

The course offers nearly a hundred grading opportunities, rather than only three or four, and the course is highly structured with explicit due dates. These accommodations are all built into this course to facilitate all students' success.

Most importantly, the course has a built in flexibility accommodation available to all students. All students have the opportunity to work ahead; to turn work in late (with a small penalty); and to miss occasional assignments and still earn a good final grade.

Flexibility is built into this course to aid all students, including students with disabilities

chronic health conditions, religious conflicts, care-giving responsibilities, unpredictable work schedules, and student athletes -- everyone.

To take advantage of the flexibility accommodation, you must do three things.

First, take advantage of the opportunity to work ahead. The entire course is available two weeks before the start of the term; each Discussion Board opens two weeks before it is due. Take advantage of the opportunity to work ahead and complete as many assignments in advance as you can. If, for example, you are a student with a chronic health condition, the work you do in advance when you are feeling well will be like money in the bank for the times later in the term when you might not be feeling well.

Second, take advantage of the opportunity to turn in work up to one week late, with a small penalty. Experiment with the Final Grade Estimator, and you will see that all students can turn in several assignments late and still earn a final grade of A.

It is unnecessary to ask for an extension on any assignment because all students have a one-week extension on every assignment.

Third, take advantage of the opportunity to miss an assignment if needed. Again, experiment with the Final Grade Estimator, and you will see that all students can miss a few assignments and still earn an A in the course.

Flexibility is built into this course because we know how important it is for everyone to have a built-in flexibility accommodation. Take advantage of it.

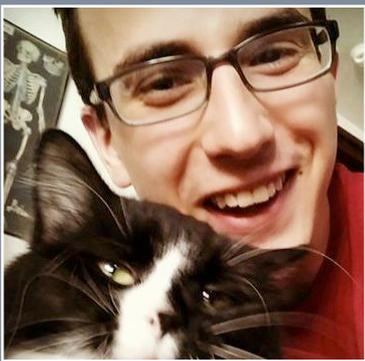


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WHAT CAN I EXPECT FROM MY INSTRUCTOR AND TAs?

All instructors and TAs of this course will abide by the “Seven Principles of Good Practice in Undergraduate Education.”

1. They will educate using the methods of active learning.
2. They will emphasize your spending time on task.
3. They will provide rapid feedback to you.
4. They will encourage you to cooperate and reciprocate with other students.
5. They will communicate high expectations.
6. They will respond to your email within 24 hours.
7. They will respect your diverse talents.

WHO SHOULD I CONTACT IF I HAVE A QUESTION?

Whenever you have a question about this course, you should email Professor Gernsbacher [MAGernsb@wisc.edu]. Please title your email message “PSY 225: Question” and be sure to send your email message from your wisc.edu email address.