PSY 610: Advanced Research Methods in Psychology (3 units)
San Diego State University
Spring 2014

INSTRUCTOR: Jean M. Twenge, Professor
EMAIL: jeantwenge@gmail.com (best way to reach me)
COURSE MEETINGS: Wednesday 9:00am-11:40am, LS-111
TEXTBOOK (optional): Research Methods in Psychology by Beth Morling (publisher: W.W. Norton). I suggest buying this textbook to give you a place to look up terms and get more information on specific research topics. It’s also a very useful resource to help you understand and critically examine the journal articles you read and will read in the future. This is an undergraduate research methods book, but its approach is modern and it uses many examples from published research.

COURSE OVERVIEW:
This course will cover methods used in psychology, with an emphasis on how methods are actually used in research studies. We will also cover aspects of professional development. Students will be encouraged to think critically about their own research by making links between course content and their own master’s thesis.

CLASSROOM POLICIES:
- **Attendance and Participation:** Active participation in class helps comprise a large part of your grade, so attendance is mandatory. We will take attendance at the beginning of class.
- **Respect:** While in class, please show respect not only to the professor but also to the other students. No phone calls, texting, instant messaging, or web surfing (not used for course materials). Also, please be sensitive to the opinions of others by refraining from side conversations, interruptions, sleeping, etc. You will be asked to leave this classroom if you fail to show such respect.
- **Students with disabilities:** ADA/Accommodations: San Diego State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Student Disability Services (SDS), 619.594.6473 or online at http://www.sa.sdsu.edu/sds. SDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the SDS.
- **Academic dishonesty:** The Student Code of Conduct is online at http://www.sa.sdsu.edu/srr/conduct1.html. The academic dishonesty code specifies actions for behaviors such as cheating on tests, plagiarism, and/or inappropriately collaborating with others. I will enforce the code in the course; cheating or other violations will result in appropriate penalties, including a zero on the assignment or and F in the course, and the reporting of that incident to the Office of Student Rights and Responsibilities. Students have the right to appeal such action in accord with the due process.
- **Withdrawals and incompletes:** The last day for dropping the course is February 4th. Incompletes are given “only when the faculty member concludes that a small clearly
identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An incomplete will be not given when it is necessary for the student to attend a major portion of the class when it is next offered.”

ASSIGNMENTS AND GRADES:
1. Attendance and participation (20 points). Attending class and participating in discussion is an important part of your grade. To get the information we cover, you have to come to class. If you miss class, you can write a 2,000 word paper on that week’s topic to avoid losing points. This can be used only for legitimate excuses (professional conference attendance, severe illness, emergencies).

2. Reaction papers (2 points each 12 times = 24 points): Each week we will read one or two articles on the week’s topic (You can find these through the SDSU library, either by using PsycInfo or searching for the specific journal; exceptions are noted). Write a one-page, double-spaced reaction paper to these articles or article, commenting on the methods used or issues discussed and your thoughts about them. These reactions can include comparisons to other research (including that you have been involved in), criticism, applications, and so on. They should be as specific as possible (for example, saying “I didn’t like it” is not sufficient). Include two questions for discussion at the end. These are due to the student discussion leader for that week by the Monday before class at 5pm, via e-mail. Please also bring a hard copy of your reaction paper hand it to me at the end of class. You do not need to write a reaction paper the week you are presenting or leading a discussion.

3. Presentation OR leading discussion (21 points). Each student will either present aspects of research they have been involved in OR lead a discussion of the week’s readings during class. Specifically:
   A. Presentation: A 20-minute presentation (and Q&A from students and me afterward) of a research project (or specific part of a project) you have been involved in. I have assigned these based on the pre-class questionnaire. Advice: Describe the study’s purpose and background VERY briefly – 2 slides at most. Try not to use subfield-specific jargon. Spend most of the presentation on how your research experience is an example of that week’s topic. Describe the practical steps and challenges that arose, and anything you learned that might be helpful to your fellow students. What things came up that might not be included in the formal methods section? Include a slide at the end on the progress of the research: Has it been written up for publication, and why or why not?

   OR

   B. Leading discussion: Construct and copy for the class a one-page handout (two-column format), with a quick summary of the article or articles’ method or main points and a list of the other students’ discussion questions you would like to cover in class. Lead the discussion of the topic in class. Provide feedback to your fellow students on the writing in their reaction papers (2-3 sentences per student); hand out on paper during class to each individual student. Provide me with one paper copy of all of the feedback as well.

4. Curriculum vitae (5 points). In week 14, we will be discussing professional development, and you will be writing your CVs. Your CV will be worth 5 points and will be due April 23rd.

5. Final paper. Your final paper will be worth 30 points and will be due Wednesday, May 7th. Your assignment is to write the methods section of your master’s thesis, keeping in mind what you have learned in the course.
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<th>Points</th>
<th>Grade Composition</th>
<th>Grade Rubric</th>
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<tr>
<td>20</td>
<td>Participation</td>
<td>A 92-above</td>
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<tr>
<td>24</td>
<td>Thought papers</td>
<td>A- 90-91</td>
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<td>21</td>
<td>Presentation or discussion leading</td>
<td>B+ 88-89</td>
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<td>5</td>
<td>CV</td>
<td>B 82-87</td>
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<td>30</td>
<td>Final paper</td>
<td>B- 80-81</td>
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C- 70-71  
D+ 68-69  
D 62-67  
D- 60-61  
F 59-below
SCHEDULE:

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<tr>
<th>Week</th>
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<th>Topic</th>
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<tr>
<td>1</td>
<td>1/22</td>
<td>Introduction to course</td>
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| 2    | 1/29  | The research process: From idea to publication  
Presentation: Sangeeta Nair  
Discussion of article led by: Jordan Zuber, Jordan.zuber8272@gmail.com  
| 3    | 2/05  | IRBs, ethics, p-hacking  
Presentation: Carolyn Howard (on IRB applications)  
Discussion of article led by: Jeremy Kang, jeremy.m.kang@gmail.com  
| 4    | 2/12  | Sampling, generalizability  
Presentation: Julia Drizin (sampling issues in online comments & other research)  
Discussion of article led by: Julia Hammett, juliabussberg@aol.com  
| 5    | 2/19  | Operationalizing variables, counterbalancing, qualitative methods  
Presentation: Kim Potter (clinical interviews, animal studies)  
Discussion of articles led by: Elizabeth Benton, ebenton@jessup.edu  
| 6    | 2/26  | Constructing and evaluating scales  
Presentation: Loretta Hsueh  
Discussion of articles led by: Rashimi Risbud, rrisbud89@gmail.com  
Articles: 1. Campbell, W. K., Bonacci, A. M., Shelton, J., Exline,


7 3/05

Correlational studies and quasi-experiments

Presentation: **Anna Legenkaya**

Discussion of articles led by: **Cameron Brown**, cameron.scott.brown@gmail.com


8 3/12

Experiments

Presentation: **Adrian Shadaram**

Discussion of article led by: **Morgan Sullivan**, morganksullivan@yahoo.com


9 3/19

Over-time methods

Presentation: **Jay Boffa** (Dr. Amir’s longitudinal study)

Discussion of articles led by: **Lindsay Rotblatt**, lindsayrotblatt@gmail.com


10 3/26

Existing databases; meta-analysis

Presentation: **Ashley Tracas**

Discussion of articles led by: **Marie Wilke**, wilkemarie@gmail.com


11  4/02  **Spring Break—No Class**

12  4/9  Moderator and mediator effects
Presentation: **Kristin Perry**
Discussion of articles led by: **Emily Driver**, edriver13@gmail.com

13  4/16  Scientific writing
Presentation: **Dr. T**
Discussion of article led by: **Judy Lam**, thegirlnamedpearl@gmail.com
To find it, Google: Daryl Bem writing the empirical journal article

14  4/23  Professional Development
Presentation: **Catherine Sumida (on presenting at conferences & other experiences with building a career)**
Discussion of article led by: **Dr. T**
To find it, Google: Charles Lord a guide to PhD graduate school

15  4/30  Evaluating journals and research records; your vita
Presentation: **Dr. T**
**No reaction paper due this week**

16  5/7  No class; Final papers due via e-mail to Dr. T by 5pm

Notes: