



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** PSY

**Course and Section #:** 3030-002

**Course Title:** Research Methods for Psychology

**Credits:** 4

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### ***Course Description***

Explains the logic of the classical true experiment and how it permits causal inferences. Compares and contrasts the benefits and drawbacks of quasi-experimental and correlational research designs. Includes the design of an empirical psychological study. Covers compliance with guidelines for ethical research as codified in law and the American Psychological Association's ethics code. Requires collection, analysis, and presentation of quantitative data for an empirical psychological study. Includes a lab.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Kent D. Hinkson Jr.

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### ***Student Learning Outcomes***

Upon successful completion, students should be able to...

1. Explain the logic of the classical true experiment and how it permits causal inferences.
2. Compare the benefits and drawbacks of quasi-experimental and correlational research designs.
3. Collaborate with peers to design an empirical psychological study.
4. Comply with guidelines for ethical research as codified in law and the American Psychological Association's ethics code.
5. Interpret quantitative data for an empirical psychological study.

This course is required for psychology majors.

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### ***Course Materials and Texts***

Research Methods in Psychology: Evaluating a World of Information (3<sup>rd</sup> Edition). Beth Morling ISBN-13: 978-0393617542

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# ***Course Requirements***

## **Course Assignments, Assessments, and Grading Policy**

<b>Item Description</b>	<b>Point per item</b>	<b>Total points possible</b>
Participation & Quizzes Points		
- 9x Chapter Quizzes	10	140 Total Points Possible
- Topic Discussion	50	
Research Prep Work		
- Citi Certification	10	260 Total Points Possible
- Annotated Bibliography	50	
- Research Proposal	50	
- Stats Training Videos	50	
- Qualtrics Survey	50	
- Responding to Surveys	50	
Paper Sections		
- Title Page & Introduction	50	250 Total Points Possible
- Literature Review	50	
- Methods Section	50	
- Results Section	50	
- Discussion Section	50	
Final		
- Presentation	100	350 Total Points Possible
- Paper	250	
<b>Total Graded Points Possible</b>		<b>1,000</b>

## Grading Scale:

Grades will be awarded based on the following percentage of the total points possible that each student earned:

Letter Grade	Percentage Range
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
E	Anything below 60

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## Required or Recommended Reading Assignments

All required readings list with the modules below

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## General Description of the Subject Matter of Each Lecture or Discussion

Module 1:

- Required Reading: Ch 2 Sources of Information: Why Research Is Best and How to Find It
- Topic: How do we know things?

Module 2:

- Required Reading: Three Claims, Four Validities: Interrogation Tools for Consumers of Research (only pages 57-68 from ch 3)

- Topic: What research can tell us
- Annotated Bibliographies

Module 3:

- Required Reading: ch 4 Ethical Guidelines for Psychology Research
- Topic: How do we conduct research ethically?
- Research Proposals

Module 4:

- Required Reading: ch 5 Identifying Good Measurement
- Topic: How do we measure the mind?
- Introduction

Module 5:

- Required Reading: ch 6 Surveys & Observations: Describing what People Do
- Topic: How can we measure what people do?

Module 6:

- Required Reading: Ch 7 Sampling: Estimating the Frequency of Behaviors and Beliefs
- Topic: When do our results generalize?
- Literature Review

Module 7:

- Required Reading: Ch 10 Introduction to Simple Experiment
- Topic: What is an experiment?
- Methods

Module 8:

- Required Reading: Ch 11 More on Experiments: Confounding and Obscuring Variables
- Topic: What is a good experiment?
- Qualtrics Surveys

Module 9:

- Required Reading: How can experiments test more complex ideas?
- Topic: Ch 12 Experiments with More Than One Independent
- Survey Responses

Module 10:

- Required Reading: Ch 8 Bivariate Correlational Research
- Topic: What do bivariate correlations tell us?
- Working with Data in Excel

Module 11:

- Required Reading: Ch 13 Multivariate Correlational Research
- Topic: How can correlations get closer to causation?

Module 12:

- Required Reading: Ch 14 Replication, Generalization, and the Real World
- Topic: When is a study trustworthy and relevant to the real world?
- Results

Module 13:

- Required Reading: none
- Topic: How do I organize my data?

Module 14:

- Required Reading:
  - Statistics Review - Descriptive Statistics (starting on p. 467)
  - Statistics Review - Inferential Statistics (starting on p. 4691)

- Topic: How to analyze my data?
- Discussion & Conclusion

Module 15:

- Required Reading: none
- Topic: How do I present research?
- Presentations of your Projects

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## *Required Course Syllabus Statements*

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). **Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Failure to directly inform me on each individual assignment will be grounds for failing the assignment.**

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. I'd hate for you to fail an assignment or the course because you used AI inappropriately.

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## Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## *Required University Syllabus Statements*

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, P a g e

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.