

PSYC300

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Description

Course Description: This course focuses on laboratory and field research methods applied in the study of human behavior. Course content emphasizes the development of sound methods of hypothesis testing, data interpretation and formal research report writing, the review of empirical, peer-reviewed literature, the critique and interpretation of applied research and the ethical responsibilities and codes of conduct related to psychological research

Course Scope:

This course covers the scientific method of research and the experimental techniques used in the study of psychology.

Objectives

CO1: Analyze the main features and philosophy of the scientific process.

CO2: Explain the basic tenets of the empirical method.

CO3: Develop testable hypotheses derived from a theory.

CO4: Elucidate the tools and techniques employed by professional experimental psychologists in conducting their research.

CO5: Apply experimental designs in hypothetical research situations

CO6: Explain how to design, execute, analyze, and interpret sound psychological research.

Outline

Week 1:

Topics

What Is Research?

Tools of Research

Weekly Learning Objectives and (CO) Course Learning Objectives

Define research and the scientific process.
(CO: 1 & 2)

Differentiate the scientific method from other scholarly endeavors.
(CO: 1, 2 & 3)

Detect and interpret the search for understanding as a goal of science.
(CO: 1, 2 & 3)

Define research and examine its possibilities and limitations.
(CO: 2 & 3)

Develop critical questions for evaluating research. (CO: 2, 3 & 4)

Evaluate the research of others.
(CO: 5 & 6)

Detect the library and its resources as a tool of research.
(CO: 3 & 5)

Recognize the computer, software and the Internet as tools of research.
(CO: 3 & 5)

Categorize and define measurement, statistics and language as tools of research.
(CO: 2 & 5)

Define critical thinking, inductive reasoning and deductive reasoning as tools of research.
(CO: 5)

Readings

Textbook

Chapter 1

Assignments

Week 1 Forum Part I: Introductions

Week 1 Forum Part II

Quiz 1

Week 2:

Topics

The Problem: The Heart of the Research Process

Review of the Related Literature

Weekly Learning Objectives and (CO) Course Learning Objectives

Analyze qualities and characteristics common to all experiments conducted within the scientific method.
(CO: 2, 3, 5 & 6)

Compare and contrast the scientific method from experimentation in the Humanities.
(CO: 2, 3, 5 & 6)

Detect potential impacts of those who conduct research upon the results of the experiment in scientific

method.
(CO: 3)

Detect and evaluate the research problem.
(CO: 4 & 5)

Analyze how to evaluate a research proposal.
(CO: 7)

Define the role of a literature review.
(CO: 5)

Examine the process for writing a clear and cohesive literature review.
(CO: 5 & 7)

Readings

Textbook Chapters 2 and 3

Assignments

Week 2 Forum

Quiz 2

Week 3:

Topics

Planning Your Research Project

Writing The Research Proposal

Weekly Learning Objectives and (CO) Course Learning Objectives

Evaluate the origins of measurement and science. (CO: 3, 5 & 7)

Examine the concepts of reliability, validity, precision, and accuracy. (CO: 3, 5 & 7)

Interpret common ways that measurements can be used to deceive.
(CO: 3 & 5)

Define hypotheses and explore their origins.
(CO: 4)

Analyze the role of hypotheses in science. (CO: 4)

Analyze the common criteria for a research project.
(CO: 4, 6 & 7)

Define data and determine the criteria for admissibility of data.
(CO: 5)

Detect appropriate measurement instruments.
(CO: 5)

Critique the validity of the method.
(CO: 5 & 7)

Interpret ethical issues in research.

(CO: 5)

Evaluate research methodology.

(CO: 5 & 7)

Detect the characteristics of a proposal.

(CO: 3, 4, 6, & 7)

Examine how to interpret the data.

(CO: 7)

Readings

Textbook Chapters 4 and 5

Assignments

Week 3 Forum

Research Study Proposal Part I

Week 4:

Topics

Qualitative Research

Historical Research

Weekly Learning Objectives and (CO) Course Learning Objectives

Analyze the concept of the experimenter as an objective participant in research.

(CO: 3 & 5)

Express the idea that culture exercises an influence in scientific research and findings.

(CO: 3 & 5)

Analyze problems to determine when to use a qualitative research approach.

(CO: 3, 5, 6 & 7)

Examine several qualitative research designs.

(CO: 3, 5, 6 & 7)

Plan and evaluate qualitative research designs.

(CO: 3, 5, 6 & 7)

Define historical research.

(CO: 3, 5, 6 & 7)

Evaluate and interpret historical data.

(CO: 3, 5, 6 & 7)

Readings

Textbook Chapters 9 and 10

Assignments

Week 4 Forum

Midterm Exam

Week 5:

Topics

Descriptive Research

Experimental, Quasi-Experimental and Ex Post Facto Design

Weekly Learning Objectives and (CO) Course Learning Objectives

Define logic and interpret logical difficulties and fallacies.
(CO: 3 & 5)

Define the nature of mathematics.
(CO: 3 & 5)

Interpret the use of mathematics in science.
(CO: 3 & 5)

Relate examples of mathematical reasoning.
(CO: 3 & 5)

Define and interpret a variety of descriptive research designs.
(CO: 3, 5, 6 & 7)

Define and interpret experimental and causal-comparative research designs.
(CO: 5, 6 & 7)

Examine independent and dependent variables.
(CO: 4, 5, 6 & 7)

Readings

Textbook Chapters 6 and 7

Assignments

Week 5 Forum

Week 5 Quiz

Week 6:

Topics

Strategies for Analyzing Quantitative and Qualitative Data

Mixed Methods Design

Weekly Learning Objectives and (CO) Course Learning Objectives

Define and examine the role of probability in research.
(CO: 5)

Examine the ways that probability deals with uncertainty.
(CO: 5)

Evaluate the role of statistics in science.
(CO: 2, 5 & 6)

Interpret the meaning of average in scientific experimentation.
(CO: 2, 5 & 6)

Interpret ways of drawing conclusions from data.
(CO: 2, 5 & 6)

Analyze data in a quantitative study.
(CO: 2, 5 & 6)

Readings

Textbook Chapters 8, 11 and 12

Assignments

Week 6 Forum

Research Proposal Part II

Week 7:

Topics

Planning & Preparing a Final Research Report

Article Critiques

Weekly Learning Objectives and (CO) Course Learning Objectives

Examine the criteria for critiquing the research report.
(CO: 5, 6 & 7)

Evaluate how to plan a research report.
(CO: 5 & 7)

Examine the use of style in the research report.
(CO: 5 & 7)

Interpret how to present and publish the research report.
(CO: 5 & 7)

Review and synthesize concepts and ideas learned in the first half of the course with those of the second.
(CO: 5 & 7)

Readings

Textbook Chapter 13

Assignments

Week 7 Forum

Week 7 Quiz

Week 8:

Topics

Final Exam

Weekly Learning Objectives and (CO) Course Learning Objectives

Demonstrate comprehension of experimental psychology material presented in the course.
(CO: 1, 2, 3, 4, 5, 6 & 7)

Readings

Review course learning materials in preparation for comprehensive final exam.

Assignments

Final Exam due by Sunday at the end of the Week 8

Evaluation

Forums:

Class discussions about course relevant topics take place on graded forums which are accessed via the Forums link on the classroom navigation menu. No references are required. The initial posting is due by Wednesday and the replies are due not later than Sunday.

Weekly Quizzes:

Due Weeks 1, 2, 5, and 7

Multiple Choice Question Quizzes will be given based on the weekly readings. The quizzes can only be taken once. Weekly Quizzes are due by Sunday of the week the quiz is assigned.

Midterm and Final Exam:

Due Weeks 4 and 8

Students will complete non-cumulative midterm and final exams. The two exams will be accessible in the classroom under the "Tests & Quizzes" link on the classroom navigation menu.

Research Study Proposal Part I

Due Week 3

In this class you will complete a Research Study Proposal to investigate a social-psychological issue to allow you to put into practice what you have learned throughout this course by designing a hypothetical research study proposal. The Research Study Proposal will be divided into two assignments: Research Study Proposal Part I and I Research Study Proposal Part II. Instructions for this assignment are on the classroom "Assignments" page accessed via the classroom navigation menu. This assignment is due on by the end of week 3.

Research Study Proposal Part II

Due Week 6

Research Study Proposal Part I and Research Study Proposal Part II are one large assignment divided into two parts. This is the second part of your Research Study Proposal, which builds upon the work you completed in Part I. Instructions for this assignment are on the classroom "Assignments" page accessed via the classroom navigation menu. This assignment is due on by the end of week 6.

Grading:

Name	Grade %
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Forums	32.00 %
Week 1 Forum	4.00 %
Week 2 Forum	4.00 %
Week 3 Forum	4.00 %
Week 4 Forum	4.00 %
Week 5 Forum	4.00 %
Week 6 Forum	4.00 %
Week 7 Forum	4.00 %
Week 8 Forum	4.00 %
Exams	36.00 %
Final Exam - Week 8	18.00 %
Midterm Exam - Week 4	18.00 %
Research Study Proposal	20.00 %
Research Study Proposal I	10.00 %
Research Study Proposal II	10.00 %
Quizzes	12.00 %
Week 1 Quiz: Chapter 1	3.16 %
Week 2 Quiz: Chapter 2 & 3	3.16 %
Week 5 Quiz: Chapters 6 & 7	3.16 %
Week 7 Quiz: Chapter 13	2.53 %

Materials

Book Title: Practical Research: Planning and Design, 11th Ed. - The VitalSource eBook will be provided through the APUS Bookstore.

Author: Leedy, Paul D.

Publication Info: Pearson

ISBN: 9780133741322

Book Title: You must validate your cart to get access to your VitalSource e-book(s). If needed, instructions are available here - <http://apus.libguides.com/bookstore/undergraduate>

Author: N/A

Publication Info: N/A

ISBN: N/A

Leedy, P. & Ormrod, E. (2005). Practical research: Planning and design (9th ed.). Upper Saddle River, NJ. Pearson Prentice Hall.

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments

submitted as part of coursework in the Psychology Department.

- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes/tests, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree”, even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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