"KNOWLEDGE CONSISTS IN UNDERSTANDING THE EVIDENCE THAT ESTABLISHES THE FACT, NOT IN THE BELIEF THAT IT IS A FACT."
CHARLES T. SPRALING

PSY3213L

3 CREDIT HOURS

SPRING/2020

** M,W,F | PERIOD 7 (1:55 PM - 2:45 PM)

Classroom 220 (FLG)

Section 2D82

INSTRUCTOR: Marina A. Klimenko, Ph.D., M.P.A.

Psychology Building, office in room 361

GTA (GRADUATE TA): TBA

TBA

(UNDERGRADUATE TAS):

COURSE WEBSITE:

https://ufl.instructure.com/

IN PERSON OFFICE HOURS:

Friday from 12 to 1pm, room 361

STRUCTURE OF COURSE: This course uses E-Learning in Canvas. Students will have to complete weekly readings, quizzes, and a small research project. The research project will be broken down into several interrelated assignments.
The course is divided into 6 modules, roughly corresponding to the four major themes and steps of a typical research process.

**COURSE COMMUNICATIONS:** All communication will be done in class and/or Canvas—emails, discussions, and announcements.


The instructions and the access code will be emailed to you. Please note, that the e-book website is separate from the course website.

**ADDITIONAL RESOURCES:** any SPSS manual recommended but not required

**PREREQUISITE KNOWLEDGE AND SKILLS:** Some knowledge of SPSS will be helpful but not required

**PURPOSE OF COURSE:** Psychology is a discipline dedicated to the scientific understanding of behavior and mental processes. This course will provide students an opportunity to learn about the scientific methods psychologists and other social scientists apply to study psychological and other related questions. The learning will be accomplished, in part, through course readings and lectures, and in part through conducting a small research project.

**COURSE GOALS AND/OR OBJECTIVES:** By the end of this course, students will:

1) Think critically and reason scientifically.
2) Understand a general process of research in psychology
3) Be able to evaluate the quality of evidence in published research.
4) Gain practical experience in research process by formulating hypotheses, collecting small data, analyzing it and communicating results.
5) Clearly and effectively present ideas in writing to contribute to the dissemination of knowledge and to exchange ideas in the field of psychology and social sciences.
6) Become better consumers of social sciences.
GRADED ASSIGNMENTS

TWO EXAMS IN CANVAS (25%)

There will be two exams in Canvas covering chapters and lectures. The first exam will be worth 10% of the final grade; and the second will be worth 15% of the final grade. The lower weight of the first exam doesn’t mean that it will be easier or less important, but rather it was designed this way to help you get used to the questions on this course exam. If you don’t do as well on the first exam you will be better prepared for the second exam which will also be weighted more.

While they are not cumulative, the concepts and ideas in this course don’t exist in isolation; similar to algebra, for instance, the terms or concepts that may have been mentioned in one chapter are most likely to be reintroduced in the following chapters but either in different contexts or in more details. Thus, it is important that, as you read and learn the material of one chapter, you understand and retain its information as you move on to the next one. The best way to prepare for each exam is to carefully review all material posted in that given module, including text chapters, lectures, notes, or any other additional information, but also draw the connection to what you’ve learned in the previous module.

IMPORTANT: You will be responsible for your internet strength and reliability, and for using a reliable computer. If you lose internet connection due to issues with your computer or internet, you will not be allowed to retake the quiz. If the interruption in connection is caused by issues in Canvas, contact e-learning help desk and get verification. The decision to allow retaking a quiz will be determined on an individual basis and will be based on the cause of the issue. Since the chances of experiencing technical issues more than once in a semester are very small, no one will be allowed to retake more than one quiz.

CUMULATIVE EXAM (20%)

This exam will be cumulative. However, questions will focus mainly on the synthesis of the material covered in the last week of class.

RESEARCH PROJECT AND RELATED ASSIGNMENTS (45%)

There will be 3 interrelated assignments, each building on the preceding one. Instructions and details about the Research Project can be found in Canvas under Research Project Overview web link.
The points for Research Proposal and Data Analysis will be based on their completeness and timeliness, not their correctness. You will receive instructor's general feedback for both assignments immediately after the deadline. Be sure to check the feedback and correct/revise each assignment accordingly since they will affect the outcome of your study. Do not hesitate to seek help and ask questions when you don’t have a clear sense of what you should do next or have questions about the assignments and the project in general. It will be your responsibility to contact your instructor or TA with any follow up questions. If we don’t receive questions from you, we will assume that you understand what you are doing.

Inquiries about the assignments (e.g., questions, ask for help, etc.) should be made at least 24 hours before their due dates to ensure that you will receive our response on time (before assignments are due). Questions can be sent to class instructor or TAs via Canvas mail.

Research Related Activities:

Research Proposal (2%)
Data Analysis Proposal (2%)
Data (not graded)
Introduction Draft and Peer Review (6%)
Research paper (35%)

CLASS ACTIVITIES (10%)
There will be in-class activities. Two can be dropped or missed.

EXTRA CREDITS

There will be two or possibly three ways for you to earn extra credits. I offer them to boost everyone’s final grade (without giving any favors); and this works especially well for those who are close to the next letter grade at the end of the semester. Please consider taking these opportunities (don’t miss the due dates if given) as this will be the only opportunities to get a “bump” in your final grade.

- Ebook website activities (discussions and debates) (see details on the ebook website Game Rules) or write a 2-3 page summary of an empirical
article (see Article Summary Assignment for more details) (1 percentage points)
• Participation in a survey study 1 percentage points.
• Possible end of semester survey (0.5 percentage points): A simple extra credit question will be released IF I receive a 80% response rate on my end of semester evaluations.

CLASS SCHEDULE

MODULE # 1: WHAT IS SCIENCE?

THIS MODULE IS DESIGNED TO GIVE YOU A FOUNDATIONAL KNOWLEDGE THAT IS NECESSARY TO UNDERSTAND PRINCIPLES OF A SCIENTIFIC STUDY (RESEARCH) DESIGN.

Week 1: Jan 6-11: How It All Began; Modern Science (Chapter 1 & 2)
• Lectures and activities

Week 2: January 13-18: Begin Thinking Like a Scientist (Chapter 3)
• Lectures and activities
• Start thinking about the topic for your study

MODULE #2: NON-EXPERIMENTAL METHODS

Week 3: January 21-25: Content Analysis (Chapter 4)
• Lectures and activities

Week 4: January 27—Feb 1: Observational Design (Chapter 5)
• Lectures and activities
• Observational & Content Analysis Research Proposals, due Feb 1, 5pm. Feedback will be posted on Feb 2, 7am (Check instructor’s feedback and proceed with data collection if you have no questions)

MOUDLE #3: EXPERIMENTAL METHODS
Week 5: Feb 3-8: Experimental Design

- Class lectures and activities
- *Experimental Research Proposal is due, Feb 8, 5pm. Feedback will be posted on Feb 9 (Check instructor’s feedback and proceed with data collection)*

Week 6: Feb 11-16: Experimental Design

- Lectures and activities
- Continue working on data collection
- Exam 1 (10%) in Canvas (Modules 1, 2, and 3)

**MODULE #4: SPSS AND STATISTICAL ANALYSES**

Week 7: Feb 17-22: Working with SPSS/Entering Data

- Feb 17 (lecture on how to work with SPSS)
- Feb 19 (lecture on how to work with SPSS; in-class work on entering data on SPSS); *bring your computer*
- Feb 21 (working on entering data on SPSS); *bring your computer*
- *Submit raw data by Feb 22, 5pm for feedback.*

Week 8: Feb 24—28: Statistical Analyses

- Feb 24, 26, 28 (theory of probability, usefulness of statistics, and how to choose the right test)
- *Submit proposal of data analyses by Feb 29, 5pm.*

Week 9: March 9--14: Statistical Analyses

- March 9 (parametric statistics; group differences)
- March 11 (parametric statistics; associations)
- March 13 (non-parametric tests)

**MODULE 5: WORKING ON RESEARCH PAPER**

Week 10: March 16--21: Literature Search and Review

- March 16 (why we need to review literature and how to do it)
• March 18 (in-class work on finding literature and writing an introduction); **bring your computer**
• March 20 (in-class work on finding literature and writing an introduction)
• **Introduction draft due by March 21, 5pm**

**Week 11: March 23—28 (Writing in APA style)**

• Lectures and class activities (Writing in APA)
• **Peer reviews due March 28, 5pm**

**MODULE 6: OTHER RESEARCH METHODS/RESEARCH ETHICS**

**Week 12: March 30—April 4 (Quasi-Experimental and Other)**

• Lecturers and class activities
• **Submit Research Paper by April 4, 5pm.**

**Week 13: April 6--11 (Research Ethics)**

• Lectures and class activities
• **Exam 2 (15%) in Canvas (Modules 4, 5, & 6)**

**MODULE #7: BECOMING A CRITICAL CONSUMER OF SCIENCE**

IN THIS MODULE I WILL SYNTHESIZE EVERYTHING WE HAD DISCUSSED IN THIS COURSE TO HELP YOU BE MORE AWARE OF WHAT IT TAKES TO BE A CRITICAL THINKER AND CONSUMER OF SCIENCE.

**Weeks 14: April 13--18: Becoming a Wise Consumer of Science**

• Lectures and class activities
• **Research Papers Grades posted by April 20 (Graded by GTA)**

**Week 15: April 20--22:**
Review for the final exam

Final Exam: 4/30/2020 @ 3:00 PM - 5:00 PM

**POLICY FOR DISPUTING GRADES**

You will have *one week (exception is the last quiz for which your inquiries should be emailed to instructor within two days of its completion)*, including weekends and holidays, after the release of the grade to dispute it (disputes are defined as questions about the material on quiz or assignments), and will NOT be accepted after that date.

If you want to dispute a grade you will need to write a paragraph explaining the dispute (write out the question on the quiz or explain the part of the assignment in detail). Quiz disputes must be sent to my Canvas mail (your instructor). Disputes about your research paper or group work should be sent to your graduate TA via Canvas mail.

**COURSE POLICIES & GUIDELINES**

1. All communication will be done in Canvas.

If you have any questions/comments pertaining to
   a. Course administration, not time sensitive: post your question in *Technical issues and course materials errors/ FAQ discussion board.*
   b. Course concepts: post your question in *Course Concepts discussion board.*
   c. If you do not receive an answer from either FAQ or Course Concepts discussion boards within 24 hours, contact instructor or TA by Canvas mail.

   *Discussion boards will not be monitored on Saturdays and Sundays.*

If you have a question about
   a. A quiz, email instructor via Canvas mail.
   b. Research project, email instructor or your TA.
   c. If you have concerns/need help, email me instructor or your TA.

Do **not** post questions or information about your grade on the discussion boards.
*CANNOT CONTACT INSTRUCTOR OR GTA WITH QUESTIONS ABOUT ASSIGNMENTS 8 HRS BEFORE THE ARE DUE!!!

d. In the case of a serious medical condition, a family emergency or other situation that will keep you out of class a week or more, email instructor (mklimenko@ufl.edu).

2. All interactions with instructors and among class members are expected to be professional and appropriate. Students are encouraged to answer each other’s questions on the FAQ and Course Content Board.

3. Announcements: Occasionally, announcements will be made if there are any changes to class schedule or assignments.

4. Extension of deadlines may be requested ONLY for university excused absences with adequate documentation. Requests for an extension must be based on University approved reasons and must include proper documentation as per University guidelines. Requests for extensions must be made before the deadline, if possible, or within 24 hours of the deadline for unexpected emergencies.

5. Computer/internet access to e-learning is required for this course. Students are responsible for maintaining access to e-learning.

   e. Extensions will not be given for student-based technical difficulties. Do not wait until the last minute to complete assignments and quizzes! Do not take your quizzes on the bus! Use a land connection instead of Wi-Fi.

   f. If UF e-learning experiences technical difficulties, deadlines will be adjusted to allow for completion of assignments.

6. This course adheres to all University Policies. See http://www.dso.ufl.edu/ for useful information at the Dean of Students Office webpage.

7. Academic Honesty: This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See http://www.dso.ufl.edu/judicial/academic.php for details.

8. Students with disabilities: requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See http://www.dso.ufl.edu/drc/ for details.
9. Religious Observances: Please check your calendars against the course syllabus. Any student having a conflict due to religious observance should contact me as soon as possible so that we can make any necessary arrangements.

10. Copyright Statement: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

11. Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. If changes are made to this syllabus they will be announced and/or emailed. It is your responsibility to check for announcements and/or email of changes online.

12. Extra Help: Contact me as soon as possible for extra assistance if you discover you are having trouble. I want you to do well!

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**GRADING**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Exam 1 (in Canvas)</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2 (in Canvas)</td>
<td>15%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>2%</td>
</tr>
<tr>
<td>Data Analysis Proposal</td>
<td>2%</td>
</tr>
<tr>
<td>Introduction Draft + Peer-Review</td>
<td>6%</td>
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IMPORTANT: “Canvas is always working to calculate two grades, the current grade and the total grade, for students. The current grade is calculated by adding up the graded assignments according to their weight in the course grading scheme. This grade is calculated with the Calculate based only on graded assignments checkbox selected in the sidebar. The total grade is calculated by adding up all the assignments according to their weight in the course grading scheme. If a course is using weighted assignment groups, students can also see how each assignment is weighted in the course.

To view the total grade in the course, students can deselect the Calculate based only on graded assignments checkbox.”
https://guides.instructure.com/s/2204/m/67952/l/55015-what-are-what-if-grades

The good news is – these grades are firm – there is no curve. Everybody in the class can get an A grade and I hope you do.

The bad news is – these grades are firm – there is no curve. If you score just a quarter of a point below the cutoff then you will receive the lower grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Final Exam (1)</td>
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<tr>
<td>Research Paper</td>
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</tr>
<tr>
<td>Class Activities</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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### GRADING SCALE

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<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>95% - 100%</td>
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<tr>
<td>A-</td>
<td>90% &amp; up</td>
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<td>87% &amp; up</td>
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<tr>
<td>D-</td>
<td>60% &amp; up</td>
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<tr>
<td>E</td>
<td>&lt;60%</td>
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