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 provides an overview of quantitative and qualitative methodology and design and examines ethical and legal considerations for research practices relevant to the field of psychology. Skills needed to evaluate published research reports are also emphasized.

Course Scope:

This course emphasizes the skills and knowledge needed to critically evaluate behavioral science research from a methodological standpoint, and to conduct methodologically sound research. Topics covered include an overview of the scientific method and research ethics, APA writing style for proposal and reporting of research, measurement of variables, descriptive, correlational, experimental methods and quasi-experimental methods, and statistical techniques used to analyze data collected using each approach.

Objectives

CO1: Compared methodologies used to gather and analyze data in the study of psychology;
CO2: Assessed strengths and weaknesses of a variety of research methods;
CO3: Examined ethical and legal constraints in human research;
CO4: Analyzed statistical the utility and limitations of statistical analyses;
CO5: Examined alternative techniques used to gather and analyze data;
CO6: Developed a scientific research proposal; and
CO7: Applied APA style and writing skills appropriate for graduate level work.

Outline

Week 1:

Learning Outcomes

Appraise the major areas of psychological research and related research methods
Apply knowledge of the scientific approach to understanding the natural world
Characterize ethical and practical considerations related to conducting scientific research
Required Readings

Chapter 1: Thinking Like a Scientist
Chapter 2: Getting Started: Ideas, Resources, and Ethics

Deliverables

Week 1 Forum
Quiz #1

Week 2:

Learning Outcomes

- Articulate issues associated with defining and measuring variables, including reliability and validity
- Evaluate descriptive research methods and their related advantages and disadvantages.
- Compare research sampling techniques
- Describe data set through the use of descriptive statistics

Required Readings

Chapter 3: Defining, Measuring, and Manipulating Variables
Chapter 4: Descriptive Methods
Chapter 5: Data Organization and Descriptive Methods

Deliverable

Week 2 Forum
Week 2 Quiz

Week 3:

Learning Outcomes

- Learn how to conduct correlational research, the magnitude and direction of correlations, and graphical representations of correlations
- Discuss basic probability concepts and learn how to compute probabilities
- Discuss null and alternative hypotheses, Type I and Type II errors, and one- and two-tailed tests of hypothesis

Required Readings

Chapter 6: Correlational Methods and Statistics
Chapter 7: Probability and Hypothesis Testing

Deliverables

Week 3 Forum

Topic of Interest Paper

Week 4:

Learning Outcomes

- Apply cumulative knowledge related to material covered to date via completion of Midterm Exam.
Week 4 Forum

Midterm Exam Covering Chapters 1-7

Week 5:

Learning Outcomes

- Compare the utility of inferential statistics and significance tests
- Compare the utility of parametric and nonparametric statistics
- Apply knowledge of experimental design, including between versus within-subjects models
- Assess the utility of experimental control
- Articulate remedies to threats to internal and external validity

Required Readings

- Chapter 8: Introduction to Inferential Statistics
- Chapter 9: The Logic of Experimental Design
- Chapters 14 and 15 (for work on course paper due during Week 8).

Deliverables

Week 5 Forum

Hypothesis Paper

Week 6:

Learning Outcomes

- Conduct calculations and formulate interpretations of parametric and nonparametric statistics for two-group experimental (or quasi-experimental) designs.
- Conduct calculations and formulate interpretations of parametric and non-parametric statistics for multiple-group experimental designs, including post-hoc comparisons of specific groups.

Required Readings

- Chapter 10: Inferential Statistics: Two- Group Design
- Chapter 11: Experimental Designs with More Than Two Levels of an Independent Variable

Deliverables

Week 6 Forum

Quiz #3

Week 7:

Learning Outcomes

- Conduct statistical results analyses of experiments with more than two independent variables.
Conduct statistical results analyses of quasi-experimental designs.
Evaluate single-case designs.

Required Readings

Chapter 12: Complex Experimental Designs
Chapter 13: Quasi-Experimental and Single-Case Designs
Chapters 14 and 15 should be read in conjunction with the course paper due during week 8.

Deliverable

Week 7 Forum

Methods Paper

Week 8:

Learning Outcomes

Apply cumulative knowledge related to materials covered during second half of course via completion of Final Exam.

Required Readings

Review of Chapters 8-15
Appendices A-F

Deliverables

Week 8 Forum

Final Exam Covering Chapters 8-15

Evaluation

GENERAL ASSIGNMENT REQUIREMENTS

Students engaging in graduate studies are held to rigorous standards. Graduate students are expected to exhibit advanced level critical thinking, ability to synthesize multiple sources of information, high caliber writing skills and academic integrity in all course activities. With the exception of forum posts and any other assignments so designated by the course instructor, assignment submissions completed in a narrative essay or composition format may not be written in first or second person (“I” or “you”). All writing must follow the citation and reference rules established by the American Psychological Association (APA), must be in size 12 Times New Roman or Arial font, double-spaced with 1” margins on all sides of the page and must include a cover page with the following centered vertically and horizontally: Student Name, Date of Submission, Assignment Title, Course Number and Name, and Professor Name. With the occasional exception of necessary brief quotes of specific statistical research findings or terminology used to describe research models or psychological constructs, in which case the author and publication still must be properly source credited and the quoted materials must be used very sparingly (one or two sentences per assignment) and placed inside quotation marks, all written work must be paraphrased (summarized in the student’s own words) with proper source citations.

The website http://owlenglish.purdue.edu/owl/resource/560/01/ is an excellent, easy to understand resource for APA style formatting and source citation.

Scholarly, peer-reviewed journals must be used for assignment completion. Unless instructed to do so for
specific assignments, students may not use commercial websites as the basis for completion of course work. Encyclopedia websites, such as Wikipedia or Encarta, dictionaries, About.com and other article summary sites, blogs or opinion slanted news media outlets may not be used for any writing assignment.

**GRADED COURSEWORK**

**Forums: Due Weeks 1 through 8**
Scholarly dialogs with classmates will be based on engagement with assigned course readings and/or related multi-media and will take place in the online classroom on designated Forums. General posting and topical instructions for each dialog are posted on its respective forum. No references are required for the discussion forums. Reply posts are required in order to ensure Forum interaction. Initial posting minimum word count is 400 words and each of the two replies minimum word count requirement is 250 words. The initial posting is due on Wednesday and the replies are due on Sunday.

**QUIZZES: Due Weeks 1, 2, and 6**
These tests are administered online. They are not intended to cover every aspect of the textbook but instead to foster engagement with course materials. They are open-book and untimed.

**Midterm and Final Exams: Due Weeks 4 and 8**
Non-cumulative midterm and final exams are required. These short essay questions and multiple-choice exams, which require statistical calculations, are accessible in the classroom via clicking the Tests & Quizzes link for the multiple choice section and the Assignments link for the short answer section during their scheduled weeks.

**TOPIC OF INTEREST PAPER: Due Week 3**
This is Part 1 of a three-part assignment. For this assignment, you will select a topic of interest and provide a summary of the topic you have selected along with basic information about your topic (e.g., depression in the elderly). The length for this APA formatted paper is between 2-3 pages (not including the Title page or the References pages). This assignment must integrate between 3-4 scholarly, peer-reviewed articles.

**HYPOTHESES PAPER: Due Week 5**
This is Part 2 of a three-part assignment. For this assignment use the topic of interest you selected in Part 1 of the written assignments and you will develop four hypotheses and four research questions you could use testing quantitative methods and four hypotheses and four research questions you could use testing qualitative methods to explore your topic of interest. A rationale for why you selected/developed each series of questions must be provided with supportive research and APA citations and references. The length for this APA formatted paper is between 4-6 pages (not including the Title page or Reference pages). This assignment must integrate between 3-4 scholarly, peer-reviewed articles.

**METHODS Paper: Due Week 7**
This is Part 3 of a three-part assignment. For this assignment use the topic of interest you selected in Part 1 of the written assignments and the four hypotheses and research questions you developed for Part 2 of the written assignments (you may select to use either your developed quantitative or qualitative hypotheses and research questions, but not both). Selecting the method you like best, include a detailed description of measuring devices to be used for data collection (Examples: Surveys, questionnaires, individual interviews, case studies, naturalistic or controlled observation), of the study participants. Also, include a discussion regarding how you would analyze the data you collect (e.g., regarding statistical analysis of data) using your selected method and explain why it would be a good fit for your research. The length for this APA formatted paper is between 4-6 pages (not including the Title page, the Abstract, or the References pages). This assignment must integrate between 6-8 scholarly, peer-reviewed articles.
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**Materials**

**Book Title:** Research Methods and Statistics A Critical Thinking Approach, 5th ed.

**Author:** Sherri L. Jackson

**Publication Info:** Cengage

**ISBN:** 9781305257795

**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 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.

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

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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