

**PSYCHOLOGY 7:
INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY
SUMMER SESSION B 2015
SYLLABUS**

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Office:

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COURSE INFORMATION:**MTW 12:30 PM – 1:55 PM****Course Website: Gauchospace****Location: Buchanan 1920**REQUIRED TEXTBOOK:

Morling, B. (2014). *Research Methods in Psychology: Evaluating a World of Information*. 2nd Edition. New York: W. W. Norton & Company, Inc. (Cool blog run by author: www.everydayresearchmethods.com)

NOTE: The 1st Edition is perfectly reasonable to purchase/rent/borrow for this course. It will certainly be cheaper! The majority of the content hasn't changed between editions.

ADDITIONAL READINGS:

Additional journal articles will also be assigned for reading during the course, and they will be made available in a PDF format on the course website. **Reading material should be read prior to the lecture in which it is assigned on the course schedule.**

COURSE WEBSITE:

The Powerpoint slides used for the lectures will be made available online in reduced form BEFORE each lecture.

COURSE DESCRIPTION:

The purpose of this course is to introduce you to the diverse field of Experimental Psychology. One aim of the course is to familiarize you with methods and concepts of experimental psychology, including theories, the formulation of hypotheses, operational definitions, variables, and measurement scales. In addition, we will discuss different experimental and non-experimental research methods, when to apply them, and what inferences can be drawn from different designs. And finally we will explore ways of analyzing and interpreting data from different experimental designs. Throughout the course you will be exposed to a variety of past and current psychological research. Ultimately, our goal is to provide you with some of the basic necessary tools to examine the existing evidence about a variety of topics in the field and to be able to generate new ideas and ways of testing those ideas.

INTENDED LEARNING OBJECTIVES:

By the end of the course, you should be able to:

- Search for, understand, and *critically analyze* peer-reviewed and popular press articles
- Evaluate research studies in terms of reliability and validity
- Compare and contrast the strengths and weaknesses of different study designs
- Generate new hypotheses and identify ways to test these hypotheses
- Analyze, interpret, and report results of studies, including on an in-class psychological experiment

COURSE REQUIREMENTS AND GRADING:

Term Research Paper	25%	DUE Wednesday, September 2, 2015
Midterm Exam	30%	Tuesday, August 18, 2015
Final Exam	35%	Wednesday, September 9, 2015
Participation	10%	

EXAMS:

- The midterm and final consist of multiple-choice and short-answer questions and are based on both the lectures and readings. The Midterm will cover material from the first half of the course and the Final will cover material from the second half. Although neither of the exams is cumulative, new material tends to build upon previous material. ANY material covered in the lectures or reading may appear on the exam. Some of the material in the reading will not be covered in the lecture and some of the material in the lecture will not be covered in the reading. You are responsible for both!
- Exams must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss an exam due to some emergency, then you can make it up by taking an essay exam. A doctor's note or some other formal verification of absence is required to make up an exam. This is the **ONLY** condition under which we will give a make-up. All make-up exams are **ESSAY** in format and must be taken during a make-up period scheduled for a time convenient for the TA. Make-up exams must be completed prior to the final exam.
- No use of notes is allowed for any exam. Please be aware that cheating on an exam results in a grade of 0 for the exam and reporting of the incident to the University Ethics Board. Cheating includes use of notes, books, cell phones, or copying from someone else's exam.

TERM RESEARCH PAPER:

- Too often in introductory courses do students get lost in the enormous amount of material that must be covered in a short period of time. PSY 7 is probably the worst offender. As a class, we will go through each stage of a classic psychology experiment. This will hopefully give you some hands-on experience of not only being a participant in psychological studies, but also analyzing and interpreting real-time data that the class generates.

GRADING SCALE:

As you may know, your performance in this class will affect whether you will be eligible to declare a major in Psychological and Brain Sciences. Consequently, the Psychological and Brain Sciences Department has determined that this class be graded on a curve. The department grading policy appears below. **NOTE: Grades will not be changed for any reason, except for clerical errors!**

PSYCHOLOGY DEPARTMENT EQUALIZATION OF GRADING POLICY

In order to ensure that grading procedures are consistent across all courses required for entrance into the major, the Psychology Department utilizes a grading policy that is applied to all pre-major courses (Psych 1, 3, 5 & 7). This policy ensures that all students will be evaluated consistently across different classes and different instructors.

According to this policy, approximately 10–15% of the class can receive a grade of A– or higher, approximately 40–45% of the class can receive a grade of B– or higher, and approximately 80–85% of the class can receive a grade of C– or higher. Thus, the final distribution of grades in this course will be based on these guidelines and on overall student performance. This means that your final grade will be based both on your *absolute* performance and on your performance *relative* to other students in the course.

RESEARCH REQUIREMENT:

A separate handout will explain the research requirement for this course. Each student is required to accumulate three (3) credits. If you fail to fully complete the research requirement (either Option 1 or Option 2), your final grade will be reduced one level after the calculation of the class curve (e.g., if you had an A-, you will receive a B+; if you had a C, you will receive a C-; etc.).

GETTING INFORMATION:

PROTIP: I use email for almost all communication. If you do not check your UCSB email often, forward it to an address you do check. YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.

Office Hours: If you have classes during my office hours, email me for an appointment. In your email, give me a wide range of days/times when you are available. I will do my best to accommodate you.

Contacting Me or TA: The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that we can help you:

To: swan@psych.ucsb.edu OR
 Subject Line: "PSY 7: (insert your topic here)"
 From: your full address

Dear (insert name of person you are contacting here)

Hello, my name is (your full name here) and I am a student taking Intro Experimental Psychology. I have a question regarding (insert your question here).

*(Considerate closing of your choosing),
 Your full name*

A word of caution: We will do our best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on GauchoSpace. Please hold off on resending a message until 48 hours have passed.

COURSE POLICIES:

1. GRADE DISPUTE POLICY:

If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to the instructor at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, the instructor will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

2. CLASS ETIQUETTE:

- Please do not use your cell phones during class. I would prefer them to be put on silent or off. If your cell phone goes off during class or an exam, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit in the back and at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet, or doing homework for other classes.
- LATENESS: Please try to arrive a few minutes before the start of lecture. We will begin promptly at 12:30

PM, and it can be distracting to me and to your peers if you arrive late. I will not keep you late.

3. PARTICIPATION & ATTENDANCE:

- Small assignments will be given at the beginning of class on random days throughout the session. Points will be given out for completing the assignments that will count toward your participation grade. Since your grade is contingent on your performance and the performance of others, it is highly recommended that you arrive to class on time in order to complete these assignments.
- Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.
- Although lecture attendance is not required, it is also highly recommended. You will be responsible for *all* material covered in lecture, some of which will not be covered by the textbook.

STUDENT RESOURCES

1. DISABLED STUDENTS PROGRAM (DSP)

The DSP provides academic support services to eligible students with temporary and permanent disabilities. You must register with DSP prior to receiving any special course accommodations. If you require additional time on an exam, please schedule your own proctor through the DSP. Please contact the DSP office for information and assistance (2120 Student Resource building, 893-2668, www.sa.ucsb.edu/dsp).

2. COUNSELING SERVICES

If you are experiencing any difficulties meeting class requirements, or any difficulties in your personal life, please contact Counseling Services (located in Building 599). Counseling Services offers individual and group counseling, crisis counseling, stress-management workshops, self-help information, and connections to off-campus mental health resources. For information, please call (893-4411) or visit their web site (www.counseling.ucsb.edu).

3. CAMPUS LEARNING ASSISTANCE SERVICES (CLAS):

If you do not feel comfortable visiting a counselor but still would like to talk to someone about how best to succeed in your classes, consider visiting CLAS. For more information, visit their website at <http://clas.sa.ucsb.edu/>

ACADEMIC INTEGRITY

Academic dishonesty will not be tolerated in any form. This includes, but is not limited to, cheating, plagiarism, improper citations, or misrepresenting your work in any way. Students caught behaving in such a way will receive an automatic “0” on the assignment or an “F” in the class, depending on the extent of the infraction. At the discretion of the instructor, students may be referred to Judicial Affairs for disciplinary action.

Please familiarize yourself with the university’s policy on academic dishonesty here:

<http://judicialaffairs.sa.ucsb.edu/PDF/academicintegflyer.pdf>

CHANGES TO SYLLABUS:

The Instructor reserves the right to make policy and course changes to the syllabus at any time with advance notice to students.

TENTATIVE COURSE SCHEDULE:

Note: The schedule is subject to change depending on the progress of the course.

Lecture	Day	Date	Week	Lecture Topic	Readings (2 nd Ed.)
1	M	8/3	1	Introduction/Research Requirement	
2	T	8/4		Psychology as a Way of Thinking	Ch. 1
3	W	8/5		Ethical Guidelines for Psychology	Ch. 4; “Mind of a Con Man”
4	M	8/10	2	Research Sources of Information	Ch. 2
5	T	8/11		Three Claims, Four Validities	Ch. 3
6	W	8/12		Identifying Good Measurement	Ch. 5
7	M	8/17	3	Describing What People Do	Ch. 6
----	T	8/18		MIDTERM EXAM	
8	W	8/19		Presenting APA Results	Bem, 2003
9	M	8/24	4	Correlational Research	Chs. 8 & 9
10	T	8/25		Simple Experiments	Ch. 10
11	W	8/26		Research Paper Analysis & Discussion	Griggs & Cox, 1982
12	M	8/31	5	Confounding & Obscuring Variables	Ch. 11
13	T	9/1		Experiments with More Than 1 Independent Variable	Ch. 12
14	W	9/2		Quasi-Experiments & Small-N Designs	Ch. 13; Project Papers Due 9/4
----	M	9/7	6	LABOR DAY HOLIDAY—NO CLASS	
15	T	9/8		Replicability, Generalization, & the “Real World”	Ch. 14
----	W	9/9		FINAL EXAM	