



Dana and David Dornsife
College of Letters, Arts
and Sciences
Department of Psychology

Psychology 316L (52619) Non-Experimental Research Methods Fall 2014

Lecture Location: Kaprielian Hall, Room 163

Days and Time: Tuesday & Thursday; 2:00 p.m. to 3:20 p.m.

ALL Labs Location: King Hall, Room 208

ALL Labs on Mondays: 12:00 p.m. to 1:50 p.m. and 2:00 p.m. to 3:50 p.m.

Online portion at <http://blackboard.usc.edu>

Instructor Information

Dr. Clayton L. Stephenson
Lecturer
clstephe@usc.edu
(213) 740-9019

Office Location: SGM, Room 526
Office Hours: Tuesday, Thursday, & Friday
10:00 a.m. – 12:00 p.m.; and by appointment

TA Information

Drew Petkus, Ph.D.
detkus@usc.edu

Syllabus

Course Description

Psychology is a science. Although the majority of psychological scientific inquiry uses experimental research procedures, there are other methods of inquiry we can use to create knowledge and even promote social change. This course will provide you with additional methodological tools and skills to help you become a better critical thinker and psychological scientist. The primary goal of the course is for you to learn new data collection techniques while providing service in the community. You will learn about interpretive frameworks; qualitative approaches; analyzing qualitative data derived from interviews, observations, and documents; becoming literate in quantitative non-experimental methods; and write a qualitative research paper adhering to the Publication Manual of the American Psychological Association.

Prerequisites

PSYC 100 (Introduction to Psychology)
PSYC 314 (Research Methods)

Teaching Objectives

- Provide students with the fundamental knowledge of interpretive frameworks for qualitative research.
- Facilitate students' service learning experience while using qualitative research methods.

- Guide and mentor students in understanding more complex non-experimental methods.

Student Learning Objectives

After successfully completing this course, students will be able to . . .

- identify areas in psychology in which they have strong interests.
- describe, discuss, and debate the interpretive frameworks in science.
- critically analyze articles using qualitative or mixed methods.
- analyze and interpret qualitative data.
- understand and discuss research articles that use quantitative non-experimental methods.
- write a qualitative research paper adhering to the APA Publication Manual requirements.

Required Texts

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Miles, M. B., Huberman, A. M, & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.

NOTE: Creswell textbook is abbreviated as (CRES) in the schedule. Miles, Huberman, and Saldaña textbook is abbreviated as (MHS).

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2014). *An easy guide to APA style* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Supplemental Readings. (Various dates). *Posted on Blackboard.*

NOTE: Texts are available at the bookstore or online.

Assessment	Due Date	Percent of Final Grade: Points
Blackboard CT Assignments	Each Wednesday	10 (individual grade): 10-20
Volunteer Service	December 5 th at 11:59 p.m.	10 (individual grade): 100
Research Proposal	October 30 th at 11:59 p.m.	10 (individual grade): 100
Three Observations	November 7 th , 21 st and December 5 th at 11:59 p.m.	10 (individual grade): 10, 25, 50
One Transcribed Interview	December 1 st at 11:59 p.m.	10 (individual grade): 50
Final Research Paper	December 11 th at 11:59 p.m.	20 (individual grade): 100
Lab Assignments	Continuous	10 (individual or group): 10-20
Participation/Exercises = Lecture (5%) + Lab (5%)	Continuous	10 (individual or group): 5-20

Blackboard Critical Thinking (CT) Assignments

Each week you will complete a critical thinking assignment that will be posted on Blackboard. The assignments are designed to help you comprehend the material covered for that week. The assignments will also prepare you for lecture-discussion sections on Thursdays. These assignments are due Wednesday at 11:59 p.m. *No assignment is due the first week of class.*

Volunteer Service

Part of collecting qualitative data is becoming involved in a group, organization, or culture. One of the easiest ways to accomplish this goal is to volunteer and become part of the group. You will volunteer for an organization or program for two to three hours out of the week for a *minimum* of eight weeks. *You will be evaluated based on actually completing the hours and an evaluation provided by your supervisor.*

Because you are part of USC, I expect you to be professional, respectful, and maintain the highest standards of a scholar/researcher while volunteering and collecting data. Many of you will acquire volunteer position using USC's Joint Educational Project at <https://dornsife.usc.edu/joint-educational-project/>. However, if you are currently volunteering somewhere, you may use that service to fulfill this requirement. Your current volunteer service must be approved by me, so please come discuss it with me as soon as possible.

Research Proposal & Final Research Paper

You will write a research proposal throughout the first half of the semester and collect data once you start your volunteer position. The research proposal is an important process in providing a clear statement of the problem, an argument for the purpose of your study using appropriate sources, how previous research relates to your study, a formal statement of problem or research questions, a full methods section, and a detailed data analysis plan. The final research paper will be the result of your semester's lab work and a demonstration of your ability to apply your knowledge so that you have a real qualitative study to report. If possible, you should work in groups of two or three to complete the project, but you will write the proposal and final paper individually. *Please Note: These two papers are 30% of your grade, so be diligent in writing your paper and getting help from your TA immediately if you have any problems.*

Three Detailed Observation Notes

You will turn in observation notes from three observation sessions you complete during the data collection process for your qualitative research project. The notes must be detailed, typed, and demonstrate your ability to write high quality observation notes to collect substantive qualitative data. The first set of observation notes is due November 7th. The second set is due November 21st. The third set of observation notes is due December 5th. Notes are due by 11:59 p.m. on their respective due dates.

One Transcribed Interview

You are required to conduct a minimum of one interview for your qualitative project. You will transcribe one of your interviews that will be turned in on Blackboard. You will be graded on the quality of questions and clarity of your transcription by sticking to proper formatting for transcribing interviews. The transcription is due December 1st at 11:59 p.m.

Weekly Lab Assignments

The lab assignments are designed for you to acquire the necessary skills, knowledge, and tools to complete your research proposal and final research paper. Labs are also designed for you to acquire, at the minimum, a working knowledge of the different types of non-experimental methods psychologists use such as observations, interviews, and non-experimental quantitative studies. ***Lab assignments are due Fridays at 11:59 p.m. unless otherwise noted.***

Participation Points (Class & Lab)

Reading the assigned material and completing the assignments before class and lab are important to understanding the lecture topics and to participating in the discussions. Participation will be assessed through in-class exercises, activities, and discussion. Exercises may occasionally be assigned in class in

order to help you to understand the course material. Some exercises will be worked on in class while others may be worked on in class and at home. Lab participation will be graded based on the completion of a specific assignment or demonstration that will take place each lab.

EXTRA CREDIT: Participate in Research Studies and Worksheets

Part of understanding the research process is being a participant in a study. You may participate in research studies conducted in the psychology department to earn extra credit. All points will be applied to your Blackboard CT Assignments. You can view and sign up for studies through the SONA system at <https://usc.sona-systems.com/>. You may complete 10 points of credit on SONA. Half of your points *must* be completed by participating in lab experiments and *not* survey research. For each study, you will fill out a worksheet about the study. The worksheet will be posted on Blackboard after the third week of class. Please note that your participation in research is voluntary and you have the right to NOT participate in research studies. If you do not want to participate in studies, then you may complete the alternative, which is writing two five page papers on two topics posted on Blackboard.

Grading Scheme

A = 100 - 93.5%; A- = 93.4 - 89.5%; B+ = 89.4 - 86.5%; B = 86.4 - 83.5%; B- = 83.4 - 79.5%; C+ = 79.4 - 76.5%; C = 76.4 - 73.5%; C- = 73.4 - 69.5%; D+ = 69.4 - 66.5%; D = 66.4 - 63.5%; D- = 63.4 - 59.5%; Below 59.5% = F

Instructor Student Communication and Blackboard

Blackboard (Bb) will be used to post announcements, send e-mails, and post all grades and course materials, so it is the student’s responsibility to frequently visit the course on Blackboard (website: <http://blackboard.usc.edu>). Bb transactions will follow the below guidelines.

- 1) Grades: All grades and points will be posted on Bb one to two weeks after the completion of the exam, assignment, or activity. Grades will not be announced in class, via e-mail, or during office hours.
- 2) Course Materials: The syllabus, lab assignments, and supplemental reading material can be viewed and printed from Bb.
- 3) Announcements: Class announcements will be posted on Bb, as well as broadcasted in class.
- 4) Email: Any email communications from the instructor or TA will be sent via Bb or through the USC’s email service. USC requires that all e-mail communication between the instructor and students be sent via an official USC e-mail address. *Any student communication delivered from a non-USC e-mail address will be automatically discarded.*

Tentative Schedule of Topics and Assignments

	Topic	Reading	Deliverables
WEEK 1			
Tuesday 08/26/2014	Overview of Course	Syllabus	N/A
Thursday 08/28/2014	<ul style="list-style-type: none"> ➤ Defining non-experimental research ➤ Philosophical Assumptions 	<ul style="list-style-type: none"> ➤ Chapter 1 (CRES) ➤ Chapter 2 (CRES) pp. 15 – 22 	<ul style="list-style-type: none"> ➤ None

WEEK 2

Tuesday 09/02/2014	➤ Interpretive Frameworks	➤ Chapter 2 (CRES) pp. 22 – 41	➤ In-class project
Thursday 09/04/2014	➤ Interpretive Frameworks (cont.)	➤ Chapter 1(MHS)	➤ In-class project (cont.) ➤ Presentations

WEEK 3

Tuesday 09/09/2014	➤ Approaches to Qualitative Research	➤ Chapter 4 (CRES)	➤ None
Thursday 09/11/2014	➤ Approaches to Qualitative Research (cont.)	➤ Chapter 4 (CRES)	➤ In-class project

WEEK 4

Tuesday 09/16/2014	➤ Example Qualitative Study	➤ Frank (2006)	➤ Discussion
Thursday 09/18/2014	➤ Example Studies	➤ Chapter 5 (CRES)	➤ Short Presentations

WEEK 5

Tuesday 09/23/2014	➤ Designing a Project	➤ Chapter 3 (CRES) pp. 42 – 56 ➤ Chapter 2 (MHS)	➤ In-class exercises
Thursday 09/25/2014	➤ Ethical Issues in Qualitative Research	➤ Chapter 3 (CRES) pp. 56 – 60 ➤ Chapter 3 (MHS)	➤ In-class group work and exercises

WEEK 6

Tuesday 09/30/2014	➤ Creating a Proposal	➤ Chapter 3 (CRES) pp. 61 – 68	➤ In-class exercise
Thursday 10/02/2014	➤ Sampling ➤ Gaining Access ➤ Using Recording Devices	➤ Beitin (2012)	➤ In-class exercise

WEEK 7

Tuesday 10/07/2014	➤ Conducting Observations	➤ Chapter 6; Patton (2002)	➤ In-class exercise
Thursday 10/09/2014	➤ Conducting Observations (cont.)	➤ Chapter 6; Patton (2002)	➤ In-class activity

WEEK 8

Tuesday 10/14/2014	➤ Conducting Interviews	➤ Chapter 7; Patton (2002)	➤ In-class activity
Thursday 10/16/2014	➤ Conducting Interviews (cont.) ➤ Focus Groups	➤ Chapter 7; Patton (2002) ➤ Wang & Yang (2012)	➤ In-class exercise and group activity

WEEK 9

Tuesday 10/21/2014	➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise
Thursday 10/23/2014	➤ Preparing to Analyze Data	➤ Chapter 5 (MHS)	➤ In-class exercise

WEEK 10

Tuesday 10/28/2014	➤ Writing Qualitative Research	➤ Chapter 9 (CRES) ➤ Chapter 12 (MHS)	➤ In-class activity
Thursday 10/30/2014	➤ Proofing and Revising Paper	➤ None	➤ Bring in a FULL DRAFT of Proposal

WEEK 11

Tuesday 11/04/2014	➤ Describing What Happened	➤ Chapter 7 (MHS)	➤ In-class exercise
Thursday 11/06/2014	➤ Ordering Events & Processes	➤ Chapter 8 (MHS)	➤ In-class exercise

WEEK 12

Tuesday 11/11/2014	➤ Multiple Regression	➤ Field (2011)	➤ In-class exercise
Thursday 11/13/2014	➤ Multiple Regression	➤ Rohde & Thompson (2007)	➤ Discussion

WEEK 13

Tuesday 11/18/2014	➤ Meta-Analysis	➤ Rosenthal & DiMatteo (2001) pp. 59 – 71	➤ In-class exercise
Thursday 11/20/2014	➤ Meta-Analysis	➤ Hyde (2005)	➤ Discussion

WEEK 14

Tuesday 11/25/2014	➤ No Class	➤ N/A	➤ N/A
Thursday 11/27/2014	➤ No Class! ➤ Thanksgiving Break!	➤ N/A	➤ N/A

WEEK 15

Tuesday 12/02/2014	➤ Structural Equation Modeling	➤ No Reading	➤ In-class exercise
Thursday 12/04/2014	➤ Structural Equation Modeling	➤ Unsworth & Spillers (2010)	➤ Discussion

WEEK 16

Thursday 12/11/2014	Consultation Hours: 2:00 p.m. to 4:00 p.m. Qualitative Research Paper Due TODAY at 11:59 p.m.		
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Tentative Schedule of Labs

	Topic	Reading	Lab Assignments: Due Fridays at 11:59 p.m.
WEEK 1			
NO LAB			
WEEK 2			
LAB #1	<ul style="list-style-type: none"> ➤ View Options on JEP Website ➤ Fill out Application ➤ Deadline is 9/4 at 11:59 p.m. to complete application 	<ul style="list-style-type: none"> ➤ No Reading 	<ul style="list-style-type: none"> ➤ Summary and argument of where you will volunteer
WEEK 3			
Lab #2	<ul style="list-style-type: none"> ➤ Reading and Analyzing Qualitative Research Articles 	<ul style="list-style-type: none"> ➤ Frank (2006) 	<ul style="list-style-type: none"> ➤ Complete Questions in BGRAQ for Frank's (2006) Article
WEEK 4			
Lab #3	<ul style="list-style-type: none"> ➤ Find Two <i>Qualitative</i> Articles 	<ul style="list-style-type: none"> ➤ Two Articles You Found 	<ul style="list-style-type: none"> ➤ Complete BGRAQ for Articles
WEEK 5			
Lab #4	<ul style="list-style-type: none"> ➤ Find Two <i>Quantitative or Qualitative</i> Articles on Your Topic 	<ul style="list-style-type: none"> ➤ Two Articles you Found 	<ul style="list-style-type: none"> ➤ Draft of Argument with Citations Reference Section
WEEK 6			
Lab #5	<ul style="list-style-type: none"> ➤ Ethics Certification ➤ Benefits vs. Risks 	<ul style="list-style-type: none"> ➤ Brinkmann & Kvale (2008) 	<ul style="list-style-type: none"> ➤ PDF of ALL Ethics Certification ➤ Completed Questionnaire ➤ Begin Volunteer Service

WEEK 7

Lab #6	➤ Work on Proposal and Turn in Draft	➤ Chapter 6 (CRES)	➤ Draft of Proposal: Minimum 5 pages
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WEEK 8

Lab #7	➤ Observation Protocols	➤ Chapter 6; Patton (2002)	➤ Detailed Observation Protocol
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WEEK 9

Lab #8	➤ Interview Protocols	➤ Wang & Yang (2012)	➤ Detailed Interview Protocol
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WEEK 10

Lab #9	➤ Data Analysis Plans	➤ Chapter 8 (CRES)	➤ Research Proposal Due October 30th at 11:59 p.m.
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WEEK 11

Lab #10	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ Detailed Observation Notes
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WEEK 12

Lab #11	➤ Read & Analyze Multiple Regression Article	➤ Chapter 9 (MHS) ➤ Rohde & Thompson (2007)	➤ Analysis of Multiple Regression Article ➤ Analyze Qualitative Data
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WEEK 13

Lab #12	➤ Read & Analyze Meta-Analysis Article	➤ Chapter 10 (MHS) ➤ Hyde (2005)	➤ Analysis of Meta-Analysis Article ➤ Analyze Qualitative Data
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WEEK 14

Lab #13	➤ Work on Final Research Paper ➤ Work on Interview Transcription	➤ Chapter 11 (MHS)	➤ Interview Transcription ➤ Work on Final Paper
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WEEK 15

Lab #14	➤ Work on Final Research Paper ➤ Read & Analyze SEM Article	➤ Unsworth & Spillers (2012)	➤ Analysis of SEM Article ➤ Work on Final Paper
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Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Statement on Plagiarism

Plagiarism, lazy writing, and cheating are violations of the Student Judicial Affairs & Community Standards and may be dealt with by both the instructor and the university. Plagiarism is defined as, "the act of presenting the ideas and writings of another as one's own." Lazy writing is defined as, "using quotes or paragraphs with the proper citation, but are used in a manner that a paper is stitched together and clearly has little or no original writing." Cheating is defined as, "the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." In instances of academic dishonesty, the instructor will take appropriate action as outlined in the Academic Integrity Review Process (SJACS 14.10). For more information on avoiding plagiarism or lazy writing, see Chapter 1, Section 1.10 in the APA Publication Manual or visit http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me or to the TA as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html; Phone: (213) 740-0776; TDD Only: (213) 740-6948; Fax: (213) 740-8216; email: ability@usc.edu.

Course Notes

- 1) **Missed Assignments**: Missed assignments cannot be made up and will result in a grade of zero. Students who experience medical emergencies that prevent them from attending class on days when class exercises or assignments are scheduled will be required to provide original documentation from their physicians within one week explaining their absence. *USC athletes should meet with me as soon as possible regarding their scheduled athletic events that may conflict with course requirements.*
- 2) **Feedback**: Your lab instructor will make every attempt to return exams and assignments in a reasonable time by returning them no later than two weeks after the due date.
- 3) **Appeal Process**: If you find that an answer in an assignment or quiz was incorrect, but you think it is correct, you can appeal the decision in writing. The written appeal must have supporting documentation (e.g., reference to a class reading). The appeal cannot be based on your opinion or personal experience, but rather based on the course materials. Appeals must be delivered to the instructor no later than one week after the grade is posted. Appeals will not be accepted via email and no late appeals will be accepted.
- 4) **Cell Phone and Electronic Device Policy**: Cell phones should be turned off during class. Do NOT leave cell phones on vibrate and do NOT text message during class. Absolutely NO computers may be used during lectures. You may use your computer to view an electronic

version of an article during discussions. You must have a note from the Disabilities Services and Programs that states it is necessary for you to use your computer to take notes. Finally, **no** class or lab sessions may be video or audio recorded.

- 5) **Course Participation:** You are expected to be prepared for class by completing the required readings or exercises BEFORE class, and should be prepared for discussion of the assignments (and participation point questions).
- 6) **University Escort Service:** If you feel that you would like to be escorted to your vehicle, bus, or campus residence after 5:00 p.m., do not hesitate to call (213) 740-4911.

Special Notes

- 1) This course is more based on service learning and applying the information you learn in class and lab. There are no exams, midterm, or final exam. You will, however, need to dedicate the time that you would typically spend studying for tests to volunteering and conducting your research. As in any course, work of a significantly high caliber in each of the components of this course is considered to be an A (i.e., exceptional work). It is especially important that you be on time for class, have completed your reading assignments prior to class-time, and that you are prepared for discussion of these materials in class.
- 2) *All assignments in this course are expected to be word-processed and graphs/tables should be computer-generated.*
- 3) ***All assignments should be completed using APA-style, including the use of a title page.*** Assignments are due on predetermined due dates and should be submitted electronically through Bb. Word processing and data management software are available in several computer labs on campus. You should consult your APA Publication Manual for all writing assignments.
- 4) All students are expected to have access to the student computer network. It is your responsibility to ensure that your access is up-to-date during the semester.
- 5) Tutors are available for this course through the Learning Resource Center (LRC). If you should find that you are not doing as well in this course as you would like, please see me immediately. *I will help you: It is my job!* You can also arrange short-term or long-term tutoring through the LRC. The Writing Center is also available to tutor students who are having difficulty with writing. For assistance, visit their website at <http://college.usc.edu/writingcenter/> or call (213) 740-3691.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Statement of Course Content as a Copyright

It is important to know that all material presented in class, labs, or discussion sent via email or posted on Blackboard is “all rights reserved” by the course instructor. In addition, some of it is copyrighted and distributed by a publishing corporation for in-class use only. ***You may not store, post, or distribute any course materials—on paper or electronically--for use by any student not presently enrolled in this course.*** Out of fairness to all current and future students, please do your part to protect our course content.

Syllabus as a Contract

The purpose of this syllabus is to provide a contract between the instructor and the student. By enrolling in this class, you agree that you have read, understand, and will adhere to the syllabus guidelines and complete the assignments given in the class. I reserve the right to change the schedule of topics and readings and I will give notice to you of such changes well in advance of those changes.

