



Psychology 316L (52616)
Non-Experimental Research Methods
Fall 2013



Lecture Location: VonKlein Smid Center, Room 260
Days and Time: Monday & Wednesday; 12:00 p.m. to 1:20 p.m.

Monday Lab Location: Salvatori Computer Science Center, Room 126

Monday Lab Time: 4:00 p.m. to 5:50 p.m.

Friday Lab Location: Waite Phillips Hall, Room B36

Friday Lab Time: 12:00 p.m. to 1:50 p.m.

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

Instructor Information

Dr. Clayton L. Stephenson
Non-Tenure Track Professor
clstephe@usc.edu

Office Location: SGM, Room 526
Office Hours: Tuesday & Thursday
12:30 p.m. – 2:00 p.m.; Friday
10:00 a.m. – 12:00 p.m.; and by appointment

TA Information

Dr. Clayton Stephenson

Syllabus

Course Description

Psychology is a science. Although the majority of scientific inquiry is acquired using experimental procedures, there are other methods of inquiry from which to derive knowledge and even promote social change. This course will provide you with additional methodological tools to help you become a better psychological scientist. The primary goal in this 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; creating survey items; analyzing survey data; 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 nonexperimental 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 and survey data.
- verbally present their research findings in a coherent and concise manner.
- write a qualitative research paper adhering to the APA Publication Manual requirements.

Required Texts

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

Creswell, J. W. (2009). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Sue, V. M., & Ritter, L. A. (2012). *Conducting online surveys* (2nd ed.). Thousand Oaks, CA: Sage Publications.

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

NOTE: Texts are available at the bookstore or online.

Assessment	Due Date or Exam Date	Percent of Final Grade
Quizzes	Each Monday	10 (individual grade)
Volunteer Service	Continuous	10 (individual grade)
Research Proposal	October 18 th at 11:59 p.m.	15 (individual grade)
Final Research Paper	December 13 th at 11:59 p.m.	25 (individual grade)
Research Project Presentation	December 13 th	15 (individual grade)
Lab Assignments	Continuous	15 (individual or group)
Participation = Lecture (5%) + Lab (5%)	Continuous	10 (individual or group)

Quizzes

One or two question quizzes will be given on each Monday starting the 3rd week of the semester. Quizzes will ask for a critical analysis or synthesis of information covered in the previous week OR cover information from the reading for the class on that day. *In other words, you need to make sure an read **BEFORE** coming to class.* Quizzes are NOT multiple choice questions and will be answered as a short answer or essay.

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

a group 2-3 hours out of the week for a minimum of 10 weeks. You will be evaluated in your volunteer service 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.

Research Proposal & Final Research Paper

You will write a research proposal in the first half of the semester and collect data in accordance to your proposal during the second half of the semester. The research proposal is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to your study, formal research questions and hypotheses, a full methods section, and the data analysis you intend to conduct. 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. You will work in groups of two or three in completing the project, but you will write the proposal and final paper individually. *Please Note: These two papers are 40% of your grade, so be diligent in writing your paper and getting help from your TA immediately if you have any problems.*

Research Project Presentation

In place of a final exam, you will present your research study with your partner/group. Presentations are presented in a conference format and should be professional. You may be as creative as you want to be in presenting your study and PowerPoint is *NOT* required. *Please Note: The presentation is 15% of your grade, so you will be held to high expectation and standards.*

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, surveys, and secondary analysis studies. You will also learn or relearn survey software, how to analyze qualitative and survey data, and how to use APA format in your papers.

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. Various *participation point questions* will be asked during class for which a response is expected, on paper, and discussions will be based on those questions. Exercises may occasionally be assigned in class in order to help you to understand the course material. These exercises may be worked on in class, or may be due at a later date. Lab participation will be graded based on the completion of a specific assignment or demonstration that will take place each lab.

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

Course and University Policies

- 1) Missed Quizzes and/or Assignments: Missed quizzes and 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 quizzes are scheduled will be required to provide original documentation from their physicians within one week explaining their absence. USC athletes should meet with me by the end of the second week regarding their scheduled athletic events that may conflict with course requirements.

- 2) Feedback: The instructor and TA 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) Tardy Policy: Do NOT show up late to class or lab. Period.
- 5) 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 unless you have a note from the Disabilities Services and Programs that states it is necessary for you to use your computer to take notes.
- 6) 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).
- 7) Academic Dishonesty: 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 in the APA Publication Manual or visit http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm.
- 8) Support for Student with Disabilities: If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Disabilities Services and Program at (213) 740-0776.
- 9) 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.

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.*

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 as best I can. 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.

Tentative Schedule of Topics and Assignments

Week & Reading		Date and Topics	
Week 1	08/26/2013	08/28/2013	NO LAB
Syllabus Chapter 2 (Qual)	➤ Overview of course	➤ What is non-experimental research? ➤ Philosophical Assumptions	
Week 2	09/02/2013	09/04/2013	NO LAB
Chapter 2 (Qual)	➤ Labor Day ➤ No Class!	➤ Interpretive Frameworks	➤ However! You should visit the JEP house & investigate volunteer opportunities

Week 3	09/09/2013	09/11/2013	LAB #1
Chapter 3 Chapter 4 (Qual)	<ul style="list-style-type: none"> ➤ Designing a Project ➤ Ethical considerations 	<ul style="list-style-type: none"> ➤ Creating a proposal ➤ Five Qualitative Approaches 	<ul style="list-style-type: none"> ➤ Training orientation ➤ Create pairs or groups
Week 4	09/16/2013	09/18/2013	LAB #2
Chapter 4 Chapter 5 (Qual)	<ul style="list-style-type: none"> ➤ Five Qualitative Approaches (cont.) 	<ul style="list-style-type: none"> ➤ Five Example Studies (Group Led Discussions) 	<ul style="list-style-type: none"> ➤ Find Two Qualitative Articles ➤ Pick up Service Learning Assignments
Week 5	09/23/2013	09/25/2013	LAB #3
Chapter 7 (Qual)	<ul style="list-style-type: none"> ➤ Sampling ➤ Gaining Access 	<ul style="list-style-type: none"> ➤ Using recording devices ➤ Observations 	<ul style="list-style-type: none"> ➤ Complete ethics certification ➤ Read Chapter 6 in Creswell (2013) ➤ Create proposal for research
Week 6	09/30/2013	10/02/2013	LAB #4
Chapter 7 (Qual) Chapter 4 (Survey)	<ul style="list-style-type: none"> ➤ Observations ➤ Interviews 	<ul style="list-style-type: none"> ➤ Interviews (cont.) ➤ Focus Groups 	<ul style="list-style-type: none"> ➤ Create proposal for research ➤ Start volunteer work
Week 7	10/07/2013	10/09/2013	LAB #5
Chapter 8 (Qual)	<ul style="list-style-type: none"> ➤ Creating and modifying codes 	<ul style="list-style-type: none"> ➤ Building Themes 	<ul style="list-style-type: none"> ➤ Design observation protocol ➤ Work on proposal
Week 8	10/14/2013	10/16/2013	LAB #6
Chapter 10 Chapter 9 (Qual)	<ul style="list-style-type: none"> ➤ Validating Qualitative Research 	<ul style="list-style-type: none"> ➤ Writing Qualitative Research 	<ul style="list-style-type: none"> ➤ Volunteer ➤ Create interview questions ➤ <i>Proposal Due Friday, October 18th at 11:59 p.m.</i>
Week 9	10/21/2013	10/23/2013	LAB #7
Chapter 1 Chapter 2 (Survey)	<ul style="list-style-type: none"> ➤ Intro to Surveys 	<ul style="list-style-type: none"> ➤ Planning a survey 	<ul style="list-style-type: none"> ➤ Introduction to Qualtrics ➤ Volunteer & Collect Data
Week 10	10/28/2013	10/30/2013	LAB #8
Chapter 3 Chapter 5 (Survey)	<ul style="list-style-type: none"> ➤ Sampling 	<ul style="list-style-type: none"> ➤ Developing the survey 	<ul style="list-style-type: none"> ➤ Advanced Qualtrics Features ➤ Create Survey ➤ Collect Data

Week 11	11/04/2013	11/06/2013	LAB #9
Chapter 6 Chapter 7 (Survey)	➤ Conducting the survey	➤ Screening & analyzing data	➤ Read Chapter 5 (Survey) ➤ Finish Creating Survey & Collect Data ➤ Volunteer, Collect, and Begin Data Analysis
Week 12	11/11/2013	11/13/2013	LAB #10
Chapter 8 (Survey) Field (2011)	➤ Reporting survey results	➤ Multiple regression	➤ Work on Final Paper ➤ Volunteer, Collect, and Continue Data Analysis
Week 13	11/18/2013	11/20/2013	LAB #11
Field (2011) Rosenthal & Dimatteo (2001)	➤ Multiple regression	➤ Meta-analysis	➤ Analyze Survey Data ➤ Continue Data Analysis & Work on Paper
Week 14	11/25/2013	11/27/2013	NO LAB
Rosenthal & Dimatteo (2001)	➤ Meta-analysis	➤ Thanksgiving Break!	➤ Thanksgiving Break!
Week 15	12/02/2013	12/04/2013	LAB #12
Schreiber et al. (2006)	➤ Factor Analysis	➤ Structural Equation Modeling	➤ Analyze Survey Data ➤ Continue Data Analysis & Work on Paper
Week 16	12/13/2013		
	Presentations: 11:00 a.m. to 1:00 p.m. Research Paper Due TODAY at 11:59 p.m.		

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.

