



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

## Psychology 316L (52673) Non-Experimental Research Methods Spring 2016

Lecture Location: Waite Phillips Hall (WPH), Room 102

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

Lab Location: King Hall (KOH), Room 208

Lab Day and Times: Wednesday; 10:00 a.m. to 11:50 a.m. and 12:00 p.m. to 1:50 p.m.

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

### **Instructor Information**

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

Office Location: SGM, Room 526  
Office Hours: Tuesday & Thursday, 11:00 a.m. – 12:30 p.m.;  
Friday, 1:00 p.m. – 2:00 p.m.; and by appointment

### **TA Information**

Emily Fedele  
[efedele@usc.edu](mailto:efedele@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 working together as if you were members in a lab. 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 (Experimental Research Methods)

### **Teaching Objectives**

- 1) Provide students with the fundamental knowledge of interpretive frameworks for qualitative research.
- 2) Facilitate students' service learning experience while using qualitative research methods.
- 3) Guide and mentor students in understanding more complex non-experimental methods.

## **Student Learning Objectives**

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

- 1) identify areas in psychology in which they have strong interests.
- 2) describe, discuss, and debate the interpretive frameworks in science.
- 3) critically analyze articles using qualitative or mixed methods.
- 4) analyze and interpret qualitative data.
- 5) understand and discuss research articles that use quantitative non-experimental methods.
- 6) 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* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.

Miles, M. B., Huberman, A. M, & Saldaña, J. (2016). *Qualitative data analysis: A methods sourcebook* (3<sup>rd</sup> 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* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2016). *An easy guide to APA style* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.

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

**NOTE:** Texts are available at the bookstore or online.

Assessment	Focused Learning Objective(s)	Due Date	Percent of Final Grade: Points
Self-Reflective Journal Entries	1, 4	Each Friday at 11:59 p.m.	10% (individual grade): 10 each
Weekly Observations (10 Weeks)	4, 6	Each Sunday starting February 14 <sup>th</sup> at 11:59 p.m.	15% (individual grade): 10 – 50
Research Proposal	3, 5	March 25 <sup>th</sup> at 11:59 p.m.	15% (individual grade): 100
Two Transcribed Interviews	4, 6	March 11 <sup>th</sup> and April 22 <sup>nd</sup> at 11:59 p.m.	10% (individual grade): 50, 100
Final Research Paper	3, 4, 5, 6	May 5 <sup>th</sup> at 11:59 p.m.	20% (individual grade): 100
Lab Assignments	1, 3, 4, 5, 6	Continuous	20% (individual or group): 10-20
Participation/Exercises = Lecture (5%) + Lab (5%)	1, 2, 3, 4, 5, 6	Continuous	10% (individual or group): 5-20

### **Self-Reflective Journal Entries**

Part of collecting qualitative data is being self-reflective about how the research process changes you and vice versa. It is also a chance to provide additional data to your project. Self-reflection about the topic you are investigating can be used as data in your project. More importantly it allows you to develop an understanding of how you may be influencing the data collection and data analysis as a results of your point of view, experience, and what has been referred to as a person's "baggage." This is also an important part of piecing together all of the bits of qualitative information you will acquire (also referred to as bricolage). *Journal entries will be completed on Blackboard and are due each Friday by 11:59 p.m. starting January 15<sup>th</sup>.*

### **Research Proposal & Final Research Paper**

You will write a research proposal throughout the first half of the semester and collect data once we have established our project. 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. You will work in groups of three or four to complete the project, but you will write the proposal and final paper individually.

*Please Note: These two papers are 35% of your grade, so be diligent in writing your paper and getting help from your TA immediately if you have any problems.*

### **Weekly Observations**

You will turn in weekly observation notes from your observation sessions throughout the data collection process for you qualitative research project. The notes must be detailed, typed, and demonstrate your ability to write high quality observation notes to collect substantive qualitative data. Everyone's notes will be available to the class to use in there data analysis! *Observation notes are due Sundays at 11:59 p.m. starting February 14<sup>th</sup>.*

### **Two Transcribed Interviews**

You are required to conduct a minimum of two interviews for your qualitative project. You will transcribe your interviews and turn in the audio file and the transcription on Blackboard. You will be graded on the quality of your interview and the clarity of your transcription by sticking to proper formatting for transcribing interviews. *The first interview is due March 11<sup>th</sup>. The second interview is due April 22<sup>nd</sup>.*

### **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 Sundays at 11:59 p.m.*

### **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 Final Research Paper. However, you *cannot* earn more than 100 points on your Final Research Paper, and any leftover extra credit points *will not* be applied to any other 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 is posted on Blackboard under the link titled "Syllabus." 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, which are also 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***

	<b>Topic</b>	<b>Reading</b>	<b>Deliverables</b>
WEEK 1			
Tuesday 01/12/2016	➤ Overview of course	➤ Syllabus	N/A
Thursday 01/14/2016	➤ Defining non-experimental research ➤ Philosophical Assumptions	➤ Chapter 1 (CRES) ➤ Chapter 2 (CRES) pp. 15 – 22	➤ None
WEEK 2			
Tuesday 01/19/2016	➤ Interpretive Frameworks	➤ Chapter 2 (CRES) pp. 22 – 41	➤ In-class project
Thursday 01/21/2016	➤ Interpretive Frameworks (cont.)	➤ Chapter 1(MHS)	➤ In-class project (cont.) ➤ Presentations
WEEK 3			
Tuesday 01/26/2016	➤ Approaches to Qualitative Research	➤ Chapter 4 (CRES)	➤ None
Thursday 01/28/2016	➤ Approaches to Qualitative Research (cont.)	➤ Chapter 4 (CRES)	➤ In-class project
WEEK 4			
Tuesday 02/02/2016	➤ Example Qualitative Study ➤ Example Studies	➤ Frank (2006) ➤ Chapter 5 (CRES)	➤ Discussion ➤ Short Presentations
Thursday 02/04/2016	➤ Designing a Project ➤ Sampling ➤ Gaining Access ➤ Using Recording Devices	➤ Chapter 3 (CRES) pp. 42 – 56 ➤ Chapter 2 (MHS) ➤ Beitin (2012); on Bb	➤ In-class exercises

## WEEK 5

Tuesday 02/09/2016	➤ Ethical Issues in Qualitative Research	➤ Chapter 3 (CRES) pp. 56 – 60 ➤ Brinkmann & Kvale (2012); on Bb	➤ In-class group work and exercises
Thursday 02/11/2016	➤ Creating a Proposal	➤ Chapter 3 (CRES) pp. 61 – 68	➤ In-class exercise

## WEEK 6

Tuesday 02/16/2016	➤ Conducting Observations	➤ Angronsino (2005); on Bb ➤ Chapter 6; Patton (2015)	➤ In-class exercise
Thursday 02/18/2016	➤ Conducting Observations (cont.)	➤ Chapter 6; Patton (2015)	➤ In-class exercise

## WEEK 7

Tuesday 02/23/2016	➤ Conducting Observations (cont.)	➤ Chapter 6; Patton (2015)	➤ In-class exercise
Thursday 02/25/2016	➤ Conducting Interviews	➤ Wang & Yan (2012); on Bb	➤ In-class activity

## WEEK 8

Tuesday 03/01/2016	➤ Conducting Interviews (cont.)	➤ Chapter 7; Patton (2015)	➤ In-class exercise and group activity
Thursday 03/03/2016	➤ Conducting Interviews (cont.)	➤ Chapter 7; Patton (2015)	➤ In-class exercise and group activity

## WEEK 9

Tuesday 03/08/2016	➤ Focus Groups	➤ Chapter 7; Patton (2015)	➤ In-class exercise
Thursday 03/10/2016	➤ Writing Qualitative Research	➤ Chapter 9 (CRES) ➤ Chapter 12 (MHS)	➤ In-class activity

## WEEK 10

Tuesday 03/15/2016	➤ Spring Break!	➤ None	➤ None
Thursday 03/17/2016	➤ Spring Break!	➤ None	➤ None

WEEK 11

Tuesday 03/22/2016	➤ Proofing and Revising Paper	➤ None	➤ <b>Bring in a FULL DRAFT of Proposal</b>
Thursday 03/24/2016	➤ Revisiting Your Observations	➤ Observations	➤ In-class activity

WEEK 12

Tuesday 03/29/2016	➤ Preparing to Analyze Data ➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise
Thursday 03/31/2016	➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise

WEEK 13

Tuesday 04/05/2016	➤ Designing Matrix and Other Visual Displays	➤ Chapter 5 (MHS)	➤ In-class activity
Thursday 04/07/2016	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ In-class exercise

WEEK 14

Tuesday 04/12/2016	➤ Revisiting Your Interviews	➤ Interviews	➤ In-class activity
Thursday 04/14/2016	➤ Describing What Happened	➤ Chapter 7 (MHS)	➤ In-class exercise

WEEK 15

Tuesday 04/19/2016	➤ Ordering Events & Processes	➤ Chapter 8 (MHS)	➤ In-class exercise
Thursday 04/21/2016	➤ Revisiting Your Interpretive Framework and Approach	➤ Chapters 2 & 3 (CRES)	➤

WEEK 16

Tuesday 04/26/2016	➤ Analyzing through Explaining	➤ Chapter 9 (MHS)	➤ In-class exercise
Thursday 04/28/2016	➤ Drawing and Verifying Conclusions	➤ Chapter 11 (MHS)	➤ Group exercise ➤ Discussion

WEEK 17

Thursday 05/05/2016	<b>Consultation Hours: 2:00 p.m. to 4:00 p.m. Qualitative Research Paper Due TODAY at 11:59 p.m.</b>		
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## *Tentative Schedule of Labs*

	<b>Topic</b>	<b>Reading</b>	<b>Lab Assignments: Due Sundays at 11:59 p.m.</b>
WEEK 1			
NO LAB			
WEEK 2			
LAB #1	<ul style="list-style-type: none"> <li>➤ Interview Peers</li> <li>➤ Create Groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ No Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summary and argument</li> </ul>
WEEK 3			
Lab #2	<ul style="list-style-type: none"> <li>➤ Reading and Analyzing Qualitative Research Articles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Frank (2006)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete Questions in BGRAQ for Frank's (2006) Article</li> </ul>
WEEK 4			
Lab #3	<ul style="list-style-type: none"> <li>➤ Find Two <i>Qualitative</i> Articles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two Articles You Found</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete BGRAQ for Articles</li> </ul>
WEEK 5			
Lab #4	<ul style="list-style-type: none"> <li>➤ Find Two <i>Quantitative or Qualitative</i> Articles on Your Topic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two Articles You Found</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draft of Argument with Citations Reference Section</li> </ul>
WEEK 6			
Lab #5	<ul style="list-style-type: none"> <li>➤ Ethics Certification</li> <li>➤ Benefits vs. Risks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (MHS)</li> </ul>	<ul style="list-style-type: none"> <li>➤ PDF of ALL Ethics Certification</li> <li>➤ Completed Questionnaire</li> <li>➤</li> </ul>
WEEK 7			
Lab #6	<ul style="list-style-type: none"> <li>➤ Observation Protocols</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 6; Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Detailed Observation Protocol</li> </ul>
WEEK 8			
Lab #7	<ul style="list-style-type: none"> <li>➤ Interview Protocols</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wang &amp; Yan (2012)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Detailed Interview Protocol</li> </ul>



WEEK 9			
Lab #8	➤ Work on Proposal and Turn in Draft	➤ Chapter 6 (CRES)	➤ Draft of Proposal: Minimum 5 pages
WEEK 11			
Lab #9	➤ Data Analysis Plans	➤ Chapter 8 (CRES)	➤ <b>Research Proposal Due March 25<sup>th</sup> at 11:59 p.m.</b>
WEEK 12			
Lab #10	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ Detailed Observation Notes
WEEK 13			
Lab #11	➤ Analyzing Multiple Sources of Data	➤ Chapters 6 & 7 (MHS)	➤ Coded Observation Notes and Journals
WEEK 14			
Lab #12	➤ Explaining Your Data	➤ Chapter 9 (MHS)	➤ Coded Interview
WEEK 15			
Lab #13	➤ Analyze Qualitative Data	➤ Chapter 10 (MHS)	➤ Work on Final Paper
WEEK 16			
Lab #14	➤ Analyze Data ➤ Work on Final Research Paper	➤ Chapters 9 & 11 (MHS)	➤ Work on Final Paper

### **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](http://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](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](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](mailto: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 provide feedback on assignments within 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 applied learning and less on memorization. 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 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.

