**Syllabus**

**Research Methods in Social Sciences:**

**Quantitative research**

**PSY 276**

ID 5103

**Fall 2022**

**Acknowledgements:** Ida Sim, MA developed and courteously provided some parts of this course. All materials are used with her kind permission.

**Instructors:** Gulnara Kurmanova, PhD, Associate Professor

**Office:** AUCA; Psychology Department

**Credit hours:** 6

**Course status:** Required

**Office hours:** By appointment via e-mail

**Pre-requisites:** **PSY 122**

**E-mail:** [kurmanova\_g@auca.kg](mailto:kurmanova_g@auca.kg)

**Course language:** English

**Class meetings:** 75 minutes per 1 class, 2 classes per week, 15 working weeks.

**Room:** 406

**Class schedule:** Tu, Th 09:25 – 10:40

**Required textbooks**:

* **Babbie, Earl. 2016. *The Practice of the Social Research (14th ed.).* Boston, MA: Cengage Learning.**
* Cozby, P. C., & Bates, S. (2012). *Methods in behavioral research* (11th ed.). New York, NY: McGraw-Hill Education.
* Kantowitz, B. H., Elmes, D. G., & Roediger, H. L. (2009). *Experimental psychology (9th ed.).* Stamford, CT: Cengage Learning.
* Morling, B. (2018). *Research Methods in Psychology: Evaluating a World of Information (3rd ed.).*New York: W. W. Norton & Company, Inc
* **Neuman, W. L. (2014). Social research methods: qualitative and quantitative approaches (7th ed.). Boston, MA: Pearson Education, Inc.**
* **Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). Research methods in psychology. (9th ed.). Dubuque: McGraw-Hill Education.**
* Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137–145. doi: 10.1037/0022-0167.52.2.137

**Course Description:** This course was designed to introduce you to the diverse field of Research Methods in social sciences, especially in psychology. One goal of the course is to provide students with knowledge about methods and concepts of research, including paradigms, theories, the formulation of hypotheses, operational definitions, measurement scales and data analysis. In addition, we will focus on different experimental and non-experimental research methods. Students will learn how to plan, conduct, and analyze their own experimental research.

**Course Schedule:**

Wednesday 9.25-10.40

10.50-12.05

**Learning Objectives:**

It is expected that by the end of the course the students are able to:

* explain basic concepts in psychological research, including research design, sampling, data analysis and interpretation
* get an idea on some basic research methods, including statistical analysis
* formulate a problem, design, collect and interpret the quantitative data, discuss and communicate findings
* weigh evidence and identify sources of ambiguity in conclusions
* demonstrate basic knowledge of the ethical practice and basic skills in ethical decision making

**Course structure**

This course is designed to encourage students in their critical and analytical thinking, and active in-class engagement. The course consists of two parts: (1) Introduction to quantitative research and (2) Experimental design. The objectives listed above will be attained through the use of readings, in-class discussions, presentations, video materials, paper assignments, quizzes and other activities. Each week of the course will be topical. First class each week will be a lecture. Second class each week will be an interactive practical class. Students are expected to read materials before the practical class.

**For additional resources please follow the links below:**

* Library Help, eReserves and research tools: <https://library.auca.kg/>
* Writing Center: <https://warc.auca.kg/>
* Academic Advising Office: <https://auca.kg/en/academic_advising/>
* Psychological Counseling Services: <https://auca.kg/en/psycons/>

**Course policies, rules and procedures**

**Attendance Requirements** It is important to attend classes to master the materials in the course. Please, keep in mind that attendance affects grades. Missing 10 or more classes for any reasons may result in a grade of “F” in the course, so, it is recommended strongly to think about “I” in such case. Please come before the class starts not to distract the attention of your colleagues and instructor and stay with us until the very end of classes. I check your presence in the classroom at arbitrary time, and if you are late or sit out the whole class time and leave just when I mark your attendance, what a misfortune it could be!

**Missed classed and Make-up Exams**

There will be only few satisfactory reasons for missing exams. You may miss exams when you are sick (you should present a reference letter from a doctor), you are presenting a paper at the conference, and you have major family problems.  All make-up exams will be more difficult than the original exam and will be arranged at the end of the semester.

**Academic Honesty** I follow AUCA policy for cheating. Students who have questions or concerns about academic honesty should refer to <https://auca.kg/uploads/IBL%20Dept/Plagiarism%20policy%20final.pdf> for more information. Avoid plagiarism, carefully read the policy on plagiarism that will be posted on the website of the course. This policy document says: “Papers may appear to be plagiarized if students: occasionally use the words of another scholar without quotation marks and proper reference, with the result that it appears that the words are the student’s own; occasionally use the ideas of another scholar without a proper reference; inadequately paraphrase the words or ideas of another scholar; or fail to include the bibliographic citation for all sources used in the process of completing the assignment”. In the case of plagiarizing the paper automatically receives F.

**Documents, devices and on-line policy.** The use of mobile phones and laptops to connect to the Internet for learning tasks is encouraged. Please, put сell phones into silent mode. Make sure my emails don't end up in your spam folder. Keep all your written work on your computer or in the cloud until final grading.If you lost your file needed to your work evaluation, you get zero points for this work automatically.I also expect the student to be able to use the Tracking > Track Changes option of the Word app.

**Evaluation**

**Exams.** There will one midterm and one final exam during the semester. Midterm consists of two parts: the individual project evaluation and testing of knowledge in form of quiz with multiple choice. Your exams will include the material covered in the textbook, distributed on e-course materials, and lectures. Students are requested to come in time. Please be respectful for you classmates. If you are late for more than 10 minutes, you will not be allowed to take the exams.

**Individual project.** It is a kind of mock project. Students have to demonstrate their understanding of material and practical skills in project protocol development. During the semester you will write a research protocol, a plan of the hypothetical research, that includes:

* Problem statement
* Brief review of 2 – 5 specific sources (previous studies)
* Main research hypothesis
* Null and alternative hypotheses
* Independent and dependent variables
* Sample design
* How you will analyze your data
* Completed Application for Full Review Institutional Review Board

**No additional work or projects.** There is no additional work or projects for extra scores to increase your grade before or after a quiz or exam without being unfair to other students.

**Issues of grading**

If you feel that the evaluation of your work was not fair or you noticed some scoring mistakes in your grade, you should bring these issues to me immediately. In this case you should write a statement arguing your position. Your argument should include citation from the book (page numbers, dates) or other reasonable sources. If your demands are reasonable, the grade will be reconsidered.

As your final exams ended and exams and papers are being graded, please be reminded that grade negotiations are not acceptable at AUCA. You may contact me one time and receive feedback for why you received the grade so that you can perform better in the future. However, you should have no expectation that the grade will be changed. Repeatedly contacting professors with a request of grade change may be considered as grounds for sanction under the anti-harassment policies.

I carefully evaluate your work based on your performance throughout the semester, and my evaluations should be respected. If you think there are objective reasons to disagree with your grade you may follow the rules of the formal grade appeal process after the grades are posted.

A grade of **Incomplete** is reserved for only those special cases when a student has missed a significant portion of the semester's work because of health issues or other unavoidable circumstances.

**All** assigned work must be submitted according to the due date in the e-course. No late assignments will be accepted.

**For additional information please follow the links below:**

* AUCA Student Code of Conduct (<https://auca.kg/uploads/Students_life/Docs/Code%20of%20Students%202019.pdf>)
* AUCA Bylaws of the Academic Appeals Committee -<https://auca.kg/uploads/Faculty%20Senate/Academic%20Appeals%20Committee%20Bylaws.pdf>
* Library Help, eReserves and research tools:<https://library.auca.kg/>
* Writing Center: <https://warc.auca.kg/>
* Academic Advising Office:<https://auca.kg/en/academic_advising/>
* Psychological Counseling Services:<https://auca.kg/en/psycons/>

**Course evaluation criteria:**

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| Attendance | 20% |
| Research proposal | 20% |
| Quizzes, Tests and Writing Component | 20% |
| Midterm | 20% |
| Final Exam | 20% |

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| --- | --- | --- |
| Week | Topic | Reading |
| 1 | **Introduction**  **Why Do Research?** | * Syllabus   Neuman, W. L. (2014). *Social research methods: qualitative and quantitative approaches (7th ed.).* Boston, MA: Pearson Education, Inc. **Chapter 1** |
| **Explanation in Scientific Research** | Kantowitz, B. H., Elmes, D. G., & Roediger, H. L. (2009). *Experimental psychology (9th ed.).* Stamford, CT: Cengage Learning. **Chapter 1** |
| 2 | **From paradigm to data – and back** | Kantowitz, B. H., Elmes, D. G., & Roediger, H. L. (2009). *Experimental psychology (9th ed.).* Stamford, CT: Cengage Learning. **Chapter 1**  **Or**  Morling, B. (2019). Research Methods in Psychology: Evaluating a World of Information (3rd ed.).New York: W. W. Norton & Company, Inc. Chapter 1 |
| 3 | **Conceptualization, Operationalization, and Measurement & Statistics** | **Babbie, Earl. 2016. *The Practice of the Social Research (14th ed.).* Boston, MA: Cengage Learning. Chapter 5**  **+ Additional material on the e-course** |
| 4 | **Sampling** | Morling, B. (2019). Research Methods in Psychology: Evaluating a World of Information (3rd ed.).New York: W. W. Norton & Company, Inc. Chapter 7 |
| 5 | **Ethics in Psychological Research** | **Babbie, Earl. 2016. *The Practice of the Social Research (14th ed.).* Boston, MA: Cengage Learning. Chapter 3**  And / Or  Morling, B. (2019). *Research Methods in Psychology: Evaluating a World of Information (3rd ed.).*New York: W. W. Norton & Company, Inc. **Chapter 4** |
| 6 | **Data collection** | Lammers and Badia Ch.6. Methods of data collection. |
| 7 | **Data analysis** | Research Methods in Psychology. Conducting your analysis. <https://opentextbc.ca/researchmethods/chapter/conducting-your-analyses/>  Statistical Inference  Cozby, P. C., & Bates, S. (2012). *Methods in behavioral research* (11th ed.). New York, NY: McGraw-Hill Education. **Chapter 13** |
| 8 | **Project and Midterm** |  |
| 9 | **Independent groups experimental design** | Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in psychology*. *(9th ed.).* Dubuque: McGraw-Hill Education. **Chapter 6.** Independent groups design |
| 10 | **Repeated measures** | Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in psychology*. *(9th ed.).* Dubuque: McGraw-Hill |
| 11 | **Matched groups** |  |
| 12 | **Complex Designs** | Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in psychology*. *(9th ed.).* Dubuque: McGraw-Hill Education. **Chapter 8**  Or  Cozby, P. C., & Bates, S. (2012). *Methods in behavioral research* (11th ed.). New York, NY: McGraw-Hill Education. **Chapter 10** |
| 13 | **Single case** | Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in psychology*. *(9th ed.).* Dubuque: McGraw-Hill Education. **Chapter 9** |
| 14 | **Quasi-experimental design** | Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in psychology*. *(9th ed.).* Dubuque: McGraw-Hill Education. **Chapter 10** |
| 15 | **Final Exam** | |