



PSYC-124: SOCIAL RESEARCH METHODOLOGY WITH LAB

Also listed as: PSYC-124H

Effective Term

Fall 2025

BOT Approval Date

01/11/2024

Discipline

PSYC - Psychology

Course Number

124

Course Title

Social Research Methodology With Lab

Short Title

Social Research Method

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Lab Units

1.00

Total Units

4.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Lab Contact Hours

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

96 - 108

Total Out of Class Hours

96 - 108

Total Student Learning Hours

192 - 216

Is this an existing Extensive Lab?

Yes



Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course**
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional**
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course**

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

PSYC-124H

C-ID (Admin Only)

C-ID PSY 205B

CB 00

CCC000581724

Course Title

Honors Social Research Methodology With Lab

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

**C-ID (Admin Only)**

C-ID PSY 205B

Catalog Description

This course is an introduction to social and behavioral science research methods encompassing experimental and nonexperimental research designs, methods of data collection, analysis, interpretation and reporting. Students will learn concepts and processes related to the design and implementation of empirical research. They will also apply the knowledge and skills acquired in the lab, where they will design research studies and materials, collect and analyze data, and report their findings in both written papers, and research posters/presentations, consistent with APA guidelines.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

PSYC-C1000 (with a grade of C or better).

PSYC-121 (with a grade C or better).

Recommended Preparation**Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)**

ENGL-C1000.

Codes**TOP Code (CB 03)**

2001.00 - Psychology, General

CIP Code

42.0101 - Psychology, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-4

Learning Objectives**Learning Objectives****Learning Objective**

1. Conduct library research and critically evaluate existing research findings in terms of quality, credibility, applicability, and validity. Extract information, evaluate relevance to a specific research topic or design, and summarize appropriate research from the social and behavioral sciences.
2. Evaluate and apply appropriate ethical processes and the steps taken by social and behavioral scientists to ensure the safety and protection of human participants and animal subjects, as well as protecting the privacy and the freedom of choice of research participants.
3. Explain, describe, and analyze the basic premises and principles of scientific research methods in the social and behavioral sciences.

4. Carefully examine scientific racism, and consider the ways in which psychology and other related sciences have historically excluded, marginalized, or otherwise exploited communities of color including discussing examples of historical research studies such as The Tuskegee Syphilis Study; underrepresentation in research samples, research teams, and practitioners; bias and disparities in related academic programs and publication structures; lack of diversity and cultural competency among psychological practitioners who rely on research for their respective professions, and/or more inclusive research approaches such as Community Based Participatory Action Research.
5. Deduce the connection between the theory, the hypothesis, the research question, and the research method.
6. Describe and identify the different types of validity and reliability in research designs, research tools, and population sampling techniques.
7. Critically examine experimental and non-experimental research methods, including both qualitative and quantitative research.
8. Compare and contrast different research methods and sampling techniques, analyzing the benefits and deficits of each approach.
9. Generate research questions and their corresponding operational definitions based on sound theoretical principles
10. Develop a testable hypothesis, design, and conduct empirical research project(s), using either quantitative or qualitative research methods to test the hypothesis.
11. Analyze research data using SPSS, or other statistical software, and utilize the appropriate descriptive statistics, inferential statistics, graphs, and tables to evaluate, explore, and communicate findings.
12. Write a college level empirical paper based on the research conducted, adhering to APA editorial style and including all major sections (title page, abstract, introduction, method, results, discussion, references).
13. Develop professional research posters and/or presentations in order to share research findings consistent with APA guidelines.

Honors Objectives

Specific Honors Objectives include:

1. Develop independent research, learning, and presentation skills through advanced research on topics related to psychology.
2. Explore research opportunities in local research labs and advanced contemporary research methods that may extend beyond those covered in the normal content of the course including areas such as current genetics and neuroscience research methods, the use of technology in research, Artificial intelligence, and other related advances and approaches to research.
3. Explore various career opportunities in the field of experimental psychology and/or behavioral statistics.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will compare and contrast experimental and non-experimental research designs including an evaluation of the factors that affect the validity and reliability of each approach.
2. Students will demonstrate their understanding of, and ability to adhere to, the APA Code of Ethics in the design, data collection, data analysis, and interpretation of findings as they conduct primary empirical research.
3. Students will communicate the results of primary psychological research in a written research paper and professional research poster, adhering to APA editorial style.

Program Learning Outcomes

Learning Outcome
1. Students will produce arguments or projects that apply psychological training, while demonstrating their ability to listen to others with understanding and empathy, and think interdependently.
2. Students will illustrate healthy self awareness and metacognitive abilities, which demonstrate their commitment to persist in their current and lifelong learning pursuits.
3. Students will design projects or research studies illustrating their ability to question ideas, think critically and flexibly, and formulate sound decisions based on their analysis, while integrating appropriate psychological principles, theories, and/or methodology.
4. Students will integrate learning from psychology with their existing knowledge, and determine how they might assimilate new information into existing schemas, and/or accommodate mental structures in order to generate new mindsets or paradigms.
5. Students will generate ideas that apply social science principles, reflecting the diversity of the human experience with a sense of creativity, imagination, innovation, wonderment and awe.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Lecture Content:

1. Research Ethics
 - a. History of Ethics in Social Sciences and the Development of Ethical Guidelines
 - b. Historical review of biased, discriminatory, and/or exploitative practices in research in Psychology and other related Behavioral Sciences including examples of past research (e.g., Tuskegee Syphilis Study, Milgram Experiment, Kitty Genovese murder, etc.)
 - c. Lack of Diversity, Equity, Inclusion and Accessibility in Psychological Research and other Behavioral Sciences.
 - d. APA Code of Ethics
 - e. Institutional Review Boards
 - f. Informed Consent, Assent, Debriefing, and Confidentiality
 - g. Ethics in conducting Animal Research
 - h. Protected Groups
2. Library and Literature Research in Psychology
 - a. Locating and Analyzing Empirical Research with electronic databases.
 - b. Primary vs. Secondary Sources
 - c. Evaluation of sources
 - d. Scholarly Peer Reviewed Journals
3. Scientific Method and General Types of Research
 - a. Overview, requirements, benefits, and limitations
 - b. Basic vs. Applied Research
 - c. Qualitative vs. Quantitative Research
 - d. Non Experimental vs. Experimental Studies
 - e. Pseudo science
4. Non Experimental Research Methods including understanding the components, strengths, and limitations of each.
 - a. Field observation
 - b. Case studies
 - c. Interviews
 - d. Survey and correlational research
 - e. Archival research
 - f. Developmental research methods

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5. Experimental Research:
 - a. Definition, components, and requirements
 - b. Random Assignment
 - c. Independent and dependent variable
 - d. Experimental and Control Group
 - e. Strengths and Limitations
 6. Research Design
 - a. Between-subjects designs
 - b. Matched-subjects designs
 - c. Within-subjects designs
 - d. Mixed designs
 - e. Factorial Designs
 7. Statistics Review
 - a. Scales of measurement
 - b. Measures of central tendency
 - c. Measures of variability
 - d. Hypothesis testing
 - e. Inferential statistical tests
 - f. Statistical significance
 - g. Effect size.
 - h. Type I vs. Type II Error
 8. Assessing the Quality of Measures/Scales/Studies
 - a. Reliability
 - b. Validity
 9. Sampling Methods
 - a. Considerations prior to sampling
 - b. Sample vs. Population
 - c. Representative Samples
 - d. Random sampling
 - e. Probability and Nonprobability Sampling Techniques
 10. Bias and Control
 - a. Consequences of experimental error
 - b. Major sources of bias
 - c. Controlling bias
 - d. Balancing external, internal, and measurement validity
 11. Presenting findings in accordance with APA guidelines
 - a. Peer Review Process
 - b. APA Citations
 - c. Plagiarism
 - d. General typing instructions
 - e. APA research reports requirements
 - i. Title page
 - ii. Abstract
 - iii. Introduction
 - iv. Method
 - v. Results
 - vi. References

- vii. Figures and tables
- viii. Appendices
- f. Conference and Poster Presentations

Course Lab Content

Lab Content:

1. Locate, read, evaluate, and summarize empirical research in psychology
2. Synthesize findings from multiple sources into a cohesive literature review
3. Propose research questions and hypotheses
4. Design research studies and relevant materials to collect the data necessary to test hypotheses
5. Apply APA standards in conducting research studies including the use of an Informed Consent and Debriefing statement.
6. Input Data into SPSS and analyze the output of that data to draw conclusions about hypotheses.
7. Analyze findings and limitations of study design, materials, and sample data
8. Present findings in written and oral formats in accordance with APA guidelines.

Honors Content

The course content will be the same as that covered within the Psych 124 course, but honors students will be required to complete additional independent research projects designed to further their understanding of the research process, gain valuable primary research experience, and/or provide valuable experience that may enhance their transfer opportunities. Specifically, honors students will be expected to engage in a more in-depth research assignment on a personal topic of their choice, allowing them to develop appropriate research skills critical to understanding the scientific processes inherent in experimental psychology.

Methods of Instruction

Method

Lecture

Integration

Lectures, with supporting visual materials (Powerpoint, white board notes), will present concepts, methods, structures, and processes related to Research Methods. For example, an instructor may present a lecture on the structure and requirements of an experimental design addressing the requirement of control and manipulation for those designs, the ability to use experimental designs to test cause and effect relationships, a discussion of the Independent and Dependent Variables, and the difference between the Control and Experimental Group. Lecture may also include a discussion of the Statistical Techniques that correspond with such designs including T Tests, ANOVA, or others, as is appropriate for the research question. Relevant images, sample research studies, and practice questions should be included in order to support student learning for this complex concept.

DE Adaptations for MOI

Lectures will be posted in an electronic format within the CMS, with appropriate closed captioning and other accessibility requirements needed.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of the various topics that apply to Research Methods. Case histories and videos of historical studies and documentaries related to research processes and ethics may be presented through video. Video clips and films allow students to observe methods, processes, and other factors relevant to experimental psychology, while also observing and assessing other individual, social, cultural, and environmental influences on social science research.

DE Adaptations for MOI

Online courses will include video clips and/or films on course content. These video clips and/or films can be delivered synchronously through video conferencing software or asynchronously through the CMS. Video clips and/or film materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS. All instructor material used will meet accessibility guidelines.

Method

Discussion

Integration

Large and small group discussions will reinforce the main themes of the course content. For example, class may be broken into groups of 5-8 students, and given a published psychological research report. They would have to identify the type of research method, the population sampling technique, the variables, and develop a short analysis of the research methodology, the results, the conclusion, and the application of the results.

DE Adaptations for MOI

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. For example, student to student interactions can be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated through discussion comments, or via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to analyze and apply research methods used in Psychology and social science research.

Method

In-class Exercises

Integration

In Class Exercises can be utilized to help students practice the skills and concepts being learned and are particularly valuable to help students differentiate between different types of designs, sampling techniques, validity, ethical concerns, and other topics critical to understanding Research Methods in Social Sciences. For example they may be asked to propose a research question and design an experiment that can be used to test that question. Fellow students can then discuss those proposals and critique one another's designs.

DE Adaptations for MOI

For online classes, these in class activities can be facilitated through Discussion Forums, as Assignments, or as quizzes within the CMS. Instructors may use virtual chats available through the CMS to facilitate a peer to peer discussion board, or a discussion forum with an activity they complete individual and discuss as a group. Student to instructor discussions can be facilitated via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe critical elements of social science research methodology. All instructor posted materials must meet accessibility guidelines.

Method

Group Projects

Integration

Group projects can be used to help facilitate peer to peer learning with the use of student presentations aimed at addressing and exploring research designs, practices, and ethics. Student presentations allow students the opportunity to share their research findings using a formal report format or poster presentation, consistent with APA guidelines.

DE Adaptations for MOI

All instructions and group project presentation submissions can be facilitated through Discussion Forums within the CMS, using video and closed captioning features where appropriate. Using Discussion Forums for this type of assignment, allows students to view each other's work, which can enhance their own learning of the content, as well as inspire additional ideas about how they may consider organizing and presenting their ideas in future assignments. Discussion forums also allow them to offer valuable peer feedback through threaded comment conversations, allowing students to engage in more meaningful dialogue to critically analyze content and/or create more enduring peer connections, all of which can enhance student learning. All instructor materials, including instructional content, assignment instructions, and feedback must meet accessibility guidelines.

Method**Projects****Integration**

Large scale research projects allow students to gain critical experience analyzing and/or conducting different types of research studies and apply the standards outlined in the APA Code of Ethics. Findings for these projects can be presented in written papers, and/or through oral presentations. Peer feedback can be solicited in early submissions to allow students to learn and grow from one another. Care should be given to provide thorough Instructor feedback for students to learn and identify added opportunities for growth as a research practitioner, and writer, that can support their success with future assignments and/or classes.

DE Adaptations for MOI

Projects administered in DE format will use the CMS functions to facilitate student submissions, using any available plagiarism checks. Evaluation feedback of paper/essays will be provided for students in a timely manner using gradebook, live stream or video conferencing software, inbox messaging, or other functions available through the CMS. All instructor materials, including instructional content, assignment instructions, and feedback must meet accessibility guidelines.

Method**Projects****Integration**

Projects assigned to examine various research facilities, professions, and/or related research concepts can be utilized to help students explore the field of research in a meaningful way. Learning from such projects can be shared through oral presentations that allow the students to develop their professional presentation and public speaking skills, both of which are essential elements of research methods, as presenting research and sharing findings is a critical element of the research process. For example, a student may research the various research labs at a local university in order to understand what research is being conducted in the surrounding area, which professors may be overseeing research for which they may have personal interest, and where there may opportunity to gain research experience upon transfer.

DE Adaptations for MOI

All instructions and project presentation submissions can be facilitated through Discussion Forums within the CMS, using video and closed captioning features where appropriate. Using Discussion Forums for this type of assignment, allows students to view each other's work, which can enhance their own learning of the content, as well as inspire additional ideas about how they may consider organizing and presenting their ideas in future assignments. Discussion forums also allow them to offer valuable peer feedback through threaded comment conversations, allowing students to engage in more meaningful dialogue to critically analyze content and/or create more enduring peer connections, all of which can enhance student learning. All instructor materials, including instructional content, assignment instructions, and feedback must meet accessibility guidelines.

Additional Methods of Instruction for Honors

Professor and student meetings will occur on a regular basis but no fewer than three times over the course of the semester. Meetings can be with an individual honor student or can include group meetings with all honor students in that class. Meetings can be used to discuss the specifics of the class, such as the various required honors and course assignments. Additionally, the meetings can be used to facilitate discussions about readings and other content items and opportunities to offer continued feedback and guidance on honors projects. Finally, the meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions. Meetings can be held in person or via an online video conferencing tools if needed for online meetings.

Instructor may also consider integrating field trips for Honors students aimed at exploring exhibits, labs, or social environments where students can observe and apply theories and concepts related to Experimental Psychology, or other related issues. Field trips can be in person or facilitated via virtual tours and events for online courses as needed.

Instructor may provide instruction and guidance for Honors students in the preparation of literature reviews, and other empirical based writing assignments for experimental and nonexperimental studies that allow the students to gather, analyze, synthesize, and summarize relevant research on a given topic and potentially develop original research to expand their understanding of such topic in accordance with APA ethical standards and guidelines.

Methods of Evaluation

Method

Papers

Integration

Article summaries, research papers, and research presentations will allow students to demonstrate their ability to critically analyze research, distinguish between and evaluate experimental and non-experimental research methods that are adopted to study social science principles and topics, as well as analyzing individual, social, and cultural factors that may impact psychological functioning and behavior. Furthermore, students are evaluated on their knowledge and adherence to the APA Code of Ethics and writing style.

DE Adaptations for MOE

Group or individual papers will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the APA format in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference and the presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. It is recommended that feedback be provided within 2 weeks either through comments posted on the assignment or within an accompanying rubric. Additional time may be needed based on the depth and complexity of the assignment. All papers/essays, submissions, and feedback must meet accessibility guidelines.

Method

Exams/Tests

Integration

Examinations will determine the level of students' knowledge of the course content. Examinations may be multiple-choice, short answer, essay, or oral responses. An example short-answer question may be the following: "identify the independent and dependent variables in an experiment." "Compare and contrast the main components of qualitative and quantitative research methods."

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. This provides an equitable opportunity for all students. Exams will be submitted to the online grading system within the CMS. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within 2 weeks, via the grade book, chat, or other accessible conferencing tools. Additional time may be warranted depending on the type and complexity of the exam.

Method

Research Projects

Integration

Students conducting social sciences research as primary researchers will evaluate students' comprehension of the different research methodology learned in the course and allow students to develop critical research skills. Students would be placed in different groups whereby they will design, conduct, and present research in a written and/or oral format, and then evaluated on the basis of how well they utilized the appropriate knowledge during the research project. Final papers and/or poster presentations will determine the student's overall learning and ability to synthesize that knowledge in a cohesive project that applies knowledge and content gained from both the lecture and lab portions of the course.

DE Adaptations for MOE

Group or individual research projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will be evaluated on their research design, research ethics, writing and presentation skills, as well as their adherence to APA guidelines. Students may be required to present their research findings through the creation of a slide presentation, a written report, or a live video conference and the presentations may be made available to the entire class, with student approval, through the CMS. Feedback and grading comments by peers and/or the instructor can be facilitated through the CMS using the Discussion, grading comments, and/or

messaging features within the CMS. It is recommended that feedback be provided within 2 weeks based on the criteria outlined with the assignment or within an accompanying rubric. Additional time may be needed based on the depth and complexity of the assignment. All final research projects can be submitted directly to the CMS using plagiarism checks where appropriate. All papers/ essays, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Oral Presentation

Integration

Presentations may be delivered on empirical research conducted by the student(s) and/or other related projects. Presentations will be evaluated on accuracy and quality of the information presented, correct research methodology, adherence to APA style and code of conduct where appropriate, effective organization, style, and delivery.

DE Adaptations for MOE

Group or individual presentations will be assigned and submitted through the course management system (CMS). Students can submit presentations through the discussion boards where their peers can view their presentations. Feedback and grading comments by peers and/or the instructor can be facilitated through the CMS using the Discussion, grading comments, and/or messaging features within the CMS. It is recommended that feedback be provided within 2 weeks based on the criteria outlined with the assignment or within an accompanying rubric. Additional time may be needed based on the depth and complexity of the assignment. All submissions and feedback must meet accessibility guidelines.

Evaluation of Honors assignments

Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scope with which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality, proper use of APA formatting requirements, the synthesis and critical analysis of scholarly sources, and the cohesion of their summative presentation of their ideas in oral and/or written format. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of college level writing.

Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

This course demands a significant amount of writing following APA's style to promote students' formal writing competencies and an in-depth understanding of sound social and behavioral sciences research methodology and ethics as outlined in the course learning objectives.

Therefore, the following assignments are MANDATORY for all 124 sections:

1. Propose a research question, conduct at least one nonexperimental/correlational research study, and present those findings in a formal research paper in accordance with APA requirements and guidelines.

AND

2. Propose a research question, conduct at least one experimental study, and present those findings in a formal research paper in accordance with APA requirements and guidelines.

All papers should include a Title Page, Abstract, Introduction, Method, Results, Discussion, References, and Appendices with appropriate tables, graphs, and samples of research materials, all demonstrating proper use of APA style and formatting requirements.

Appropriate research ethics and protocols need to be maintained in accordance with the APA Code of Ethics. Additionally, you need to take steps to ensure that you have a diverse and representative sample for the study, and that you are using inclusive methods and language in your studies and papers, consistent with APA guidelines and recommended practices.

How assignment will be adapted in online format

All assignments will be assigned, submitted, and graded through the course management system (CMS), using available plagiarism checkers where appropriate. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Additional time may be warranted given the depth and complexity of the assignment. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Prepare reports and analyses of published and current research in social sciences in order to scaffold the skills necessary for the creation of a comprehensive literature review on a given topic. Identify whether the research is experimental or nonexperimental, the specific type of research method being used, the population sampling technique, the variables being examined, and the statistical techniques used to analyze the data. Then prepare a short analysis of the research methodology, the results, the conclusion and the application of the findings. Evaluate the weaknesses and strengths of the research and how that affects the validity and generalizability of the findings. The reports must follow the APA writing style.

How assignment will be adapted in online format

All assignments will be assigned, submitted, and graded through the course management system (CMS), using available plagiarism checkers where appropriate. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Additional time may be warranted given the depth and complexity of the assignment. All Instructor material and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Conduct a qualitative study that allows you to use observational or interview research techniques and prepare a written research report presenting your methods and results, in accordance with APA requirements. Students will design and conduct the study on the topic of their choosing. For example, they may interview other students to assess student perceptions of professors and course

design. Please take steps to ensure that you have a diverse and representative sample for the study, and that you are using inclusive methods and language in your study materials and paper, consistent with APA guidelines and recommended practices.

How assignment will be adapted in online format

All assignments will be assigned, submitted, and graded through the course management system (CMS), using available plagiarism checkers where appropriate. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Additional time may be warranted given the depth and complexity of the assignment. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Design and conduct a primary Non Experimental and Experimental research study to test a hypothesis on a topic related to psychology, and write an individual or a group paper presenting that research in accordance with APA writing requirements. Students will choose a topic of interest to them, conduct a literature review to examine existing knowledge and findings on the topic, develop a research question and hypothesis based on the research, design a study and appropriate materials to test that hypothesis, analyze their data, and present their findings in a written or oral format in accordance with APA guidelines.

For example, students may design a non experimental study examining factors related to voting behavior, or self esteem. Sample experimental topics may include examining differences in memory functioning between stimuli presented in random order or grouped within related categories.

Please take steps to ensure that you have a diverse and representative sample for the study, and that you are using inclusive methods and language in your study and paper, consistent with APA guidelines and recommended practices.

How assignment will be adapted in online format

All assignments will be assigned, submitted, and graded through the course management system (CMS), using available plagiarism checkers where appropriate. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Additional time may be warranted given the depth and complexity of the assignment. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Prepare a Research Poster consistent with APA requirements and participate in an individual or group presentation to share your research and findings on a given topic to the class and/or campus community, consistent with proper research conference protocols and APA guidelines.

How assignment will be adapted in online format

All assignments will be assigned, submitted, and graded through the course management system (CMS), using available plagiarism checkers where appropriate. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Additional time may be warranted given the depth and complexity of the assignment. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Evaluate historical research studies that demonstrate scientific racism, ethical violations, and/or bias toward one or more historically marginalized groups, and thoroughly analyze biases that have and continue to exist in Psychology and other sciences. Such historical studies may include the Tuskegee Syphilis Study, bias in IQ testing and other standardized testing practices, Milgram's Shock study, and others. Discuss methodologies and practices that support greater representation, inclusion, and ethical practices in psychological research moving forward.

How assignment will be adapted in online format

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Additional time may be warranted given the depth and complexity of the assignment. All Instructor material and communications must meet accessibility guidelines.

Honors Assignments**Assignment**

Honors students are expected to complete all of the assignments for the regular PSYC 124 class. Additionally, Honors students are required to complete two additional HONORS assignments for the class. The student, in consultation with the instructor, can select one assignment from either Assignment A or B, and select one assignment from either C, D or E. Modifications or adaptations to the topic or project would need to be discussed and approved by the instructor. Overall, the students should engage in at least two Honors assignments, with an additional writing expectation not to exceed 12 pages.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This requirement ensures that Honors students are meeting the minimum standard established within the program and requires these students to adhere to a higher standard of excellence to distinguish them as Honors students and better prepare them for success throughout their academic careers.

Assignment

A. Conduct a qualitative research study such as interviews, or a focus group of individuals, on a topic related to psychology or other subject matter addressed in Research Methods. Students will collaborate with their instructor to select an appropriate topic, review research protocols, develop an informed consent, propose interview questions, design scripts and/or standards for conducting the

interview, and deciding the best way to present their findings to the instructor or the class (e.g. a written paper, oral presentation, or reporting their findings to a psychological, sociological or Honors associations). Written papers shall be 8 to 10 pages, with no less than 10 primary empirical sources. Adherence to APA Code of Ethics and writing style is required for all student research, writing, and presentations.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will be conducting primary research and presenting their findings. Furthermore, students will be developing critical skills necessary to facilitate research and enhancing their leadership and communication skills by facilitating these activities.

Justify how the assignment reflects the Engagement Core Value

Students will be required to engage with the instructor, their target participants, and/or their classmates when gathering the data and presenting their findings.

Assignment

B. Review the IRB process and requirements for a university to which they are considering transferring, and prepare a research proposal for an independent research topic that includes a literature review of 10 related empirical articles and a proposal for the Research Design, Method, Materials, and Statistical Analyses needed to analyze the study consistent with the university requirements outlined. Prepare a 10 minute presentation to share their learning with the class.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment requires students to apply their knowledge and skills in research methods by developing a research proposal based on the IRB protocols established by a university of their choosing. This can also help prepare them for transfer by learning about the research processes utilized at the university level and exploring the types of research conducted by professors at that institution. Furthermore, it will allow them to cultivate university level research and writing skills.

Assignment

C. Conduct a literature review of 3 empirical studies on a chosen research topic and analyze the methodology through the lens of current diversity and inclusion requirements outlined in the APA guidelines. Prepare a 4 to 6 page paper outlining your findings. Student should analyze the research teams and question itself and assess the potential for any bias in the research, taking note of views, ideas, or approaches that could have been included in order to be inclusive in the design of the research studies. The student should further analyze the structure of the samples, sampling methods employed by the studies, incentives provided to participants, and the risks to those participants relative to the benefits of the study. Students should evaluate the diversity of the samples, and other sampling methods that could have been utilized in order to assure greater representation. They should further assess the appropriateness of incentives offered or potential for coercion with regard to incentives and risks to participants. Finally, students should analyze the materials and findings for any potential bias and evaluate whether the research collectively perpetuates scientific racism, or helps to create a more inclusive body of research that reflects the diversity and complexity of the corresponding population.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

Not only does this assignment require the student to demonstrate thorough knowledge of research methods, but it also helps them dive deeper and critically analyze the research through the lens of diversity, equity, and inclusion. This will help them gain a better understanding of the subtle ways in which bias operates in the field of research and consider more inclusive strategies that can be employed in future research they may conduct throughout their academic careers.

Justify how the assignment reflects the Inclusivity Core Value

This assignment requires students to consciously and intentionally evaluate the inclusivity, or lack thereof, of existing research and consider ways by which researchers can assure greater diversity, representation, and inclusion in research in the future.

Assignment

D. Attend a research conference hosted by a professional organization or university. Examples may include the HTCC Conference, the CSUSM Student Research Symposium, a Western Psychological Association Conference, or any other research conference where primary research is being presented. Prepare a 5 to 8 page paper, or a 15 minute oral presentation for the class, whereby they outline some of the key research findings presented at that conference, review and critique research posters, and/or analyze the strengths and weaknesses of other research presentations delivered at the conference.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Attending a research conference exposes students to the different types of research being conducted, as well as a variety of research designs, topics, and presentation styles.

Justify how the assignment reflects the Engagement Core Value

This assignment requires Honors students to engage with research conference presenters and attendees, and engage the class through sharing their learning and experience with their colleagues.

Assignment

E. Visit a local Psychology research lab at surrounding universities and attend one of their lectures on a related psychological topic. Some labs to consider include the Neuroscience labs at either UCR or UCSD, the Child Development lab at CSUSB, the Autism Lab at CSUSM, the Twin Studies Center at CSUF, or Elizabeth Loftus' Memory Research Lab at UCI. Consider the ways in which the concepts and research methods in the class are practiced within the labs. Then, prepare a 5 to 8 page report on the lab outlining your analysis of the research methods and practices observed in the visit and any additional learnings that may have inspired future research or academic pursuits.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Visiting a research lab exposes students to the different types of research being conducted, as well as a variety of research designs, topics, and presentation styles. Furthermore, they are exposed to behind the scenes protocols which offer them a broader understanding of ethical considerations when conducting research.

Justify how the assignment reflects the Engagement Core Value

This assignment requires students to engage with other researchers and students during the visit.

Course Materials

Textbooks

Crosby P. and Bates, S. (2019). Methods in behavioral research. 14th Ed. McGraw-Hill.
ISBN-13-978-126205589, ISBN-10-1260205589

Morling, B. (2020). Research methods in psychology: Evaluating a world of information. 4th Ed. W. W. Norton & Company.
ISBN-13-987-0393536263, ISBN 10-0393536262

Gravetter, F. J. & Forzano, L. A. B. (2023). Research Methods for the Behavioral Sciences, 6 edition, ISBN: 9780357657782

Other Resources

<https://www.apa.org/>

Open Educational Resources

Jhangiani R., Chiang, I. C., Cuttler C., & Leighton, D. C. (2019). Research Methods in Psychology 4th Edition. Kwantlen Polytechnic University.

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Research Methods is an applied course that allows students to conduct primary research examining individual, social, or cultural factors that may contribute to differences in experiences, perceptions, and functioning. The content itself addresses the various ways in which our field has excluded certain social groups from participating in the field, as well as the lack of representative samples that leads to biased understanding and practices in a range of fields including the medical field, criminal justice system, and education. Furthermore, they are required to learn the value of conducting research as teams with diverse identities and perspectives contributing to the design of research questions and the interpretation of those findings through a more inclusive lens. Demographics are always collected for every sample and students are expected to analyze those demographics as part of their presentation of the research. They are also able to use that data as a participant variable and explore differences between groups that may affect their outcome variable. All of these things help contribute to the development of students such that they are more likely to use inclusive practices in their own research, generate research topics that relate to diverse communities, ensure they are studying diverse and representative samples, and interpreting that data through a more culturally informed lens as part of a diverse research team.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials using both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity with research concepts and processes and confidence in analyzing literature in order to propose research questions, formulate hypotheses, and design studies to test those hypotheses, while adhere to APA Code of Ethics, all of which allow students direct experience scientifically analyzing the individual, social, and cultural factors that impact human behavior and psychological functioning. This course prioritizes student growth and learning by facilitating student participation in conducting primary research.

Additionally, the course utilizes a variety of instructional methods, assessments, and assignments in order to provide a variety of approaches that support diverse learning styles and allow students to demonstrate their learning through a variety of methods. This variation not only supports diverse learning styles but also increases accessibility and engagement for many neurodiverse students. Furthermore, the applied requirements of the course are evidenced based practices to increase success outcomes for diverse students which have been historically marginalized in higher education.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class interactive activities, discussions, and collaborative student activities and assignments in and outside of class. Students will analyze, discuss, and critique research related to psychology and other social sciences. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of to support students knowledge and skills as a primary researcher. Group activities are expected to foster community and encourage student connection with the material and one another. They also expose students to the facets of research teams and peer review processes used in the production and publication of scholarly research.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an applied lab approach to enhance knowledge and promote skill development as primary researchers. In addition to providing lectures that deliver content to students, instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content and guide lab activities that offer students more hands on opportunities to learn and apply research concepts. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold the learning of the content and development of research skills critical to their success in the field of psychology.

Furthermore, instructors will interact with individual students and groups to help provide support for the development, critique, and revisions of all materials used to conduct the study, as well as guiding students in screening, coding, and inputting data, running their data analysis within SPSS, and interpreting those findings within the body of their research.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through the practical lab activities and applied learning activities. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in an applied research lab. Student research papers will also reflect their understanding of content, clarity of thought and opinions, and highlight additional opportunities for growth as a researcher and writer.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Taking notes during readings, lectures, and lab activities will allow student-to-self interaction. This will then assess their understanding and identify areas needing added clarification. Writing assignments such as journals and thought papers will also help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions (both synchronous and asynchronous) where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, themselves, their learning process, and the diversity of experiences that contribute to their performance and overall success.

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