

PSYC 530

Design and Interpretation of Psychological Research



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Dr. Viji Sathy

#uncpsyc530
#iloveresearch 

RESOURCES

Instructor

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Davie 332

Graduate Student Research Consultant

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Howell 122

Your Peers

Your peers will be an incredible resource in this course. We'll discuss ways to connect with each other after the course meets.

Our Class Site

You will find many useful resources on our Sakai site.



COURSE OVERVIEW

This is a course-based undergraduate research experience (CURE) class in which you will learn about methodological principles underlying psychology through hands-on project work. You will team up to pose a novel question, gather and analyze data, and report findings on a topic relevant to our campus community. You can expect to gain scientific skills as well as skills in collaboration and communication.

COURSE GOALS

Along the way, it is my hope that you will demonstrate a greater understanding of the importance of collaboration, discovery, and the iterative nature of science. As a group, we will produce research that is innovative, and focus collectively on the quality of our research ideas, problem development, methodological choices, data collection, data analysis, presentation of findings, technical writing, poster quality, and oral presentations to a broader audience.

In the short term, we will improve our research acumen and scientific skills. In the long-term, it is my hope that you will explore interests in STEM-related subjects and feel well-equipped for a future in science if you choose it!

I support the thrive @Carolina initiative.

We believe students THRIVE when they:

- Take full advantage of the breadth and depth of our curriculum
- Set academic and personal goals
- Take responsibility for their education, choices, & decisions

thrive
@CAROLINA

COURSE SCHEDULE*

You can find the course schedule here:

<http://bit.ly/530schedule>



We may discover that we want to spend more time on certain topics and less time on others. I'll consider changing the schedule if such a change would benefit most students' learning in the course. I'll notify you if there are any changes to the schedule as soon as possible. The final exam date is fixed.

*The instructor reserves the right to make changes to the syllabus or schedule including due dates. These changes will be announced as early as possible.

COURSE EXPECTATIONS

The course can only fulfill these goals if you promise the following in return:

1. Attend and participate in class and your group meetings. This course will rely heavily on what you do in together. For this format to succeed, you should show up on time, prepared and ready to participate. You will receive points for engagement in this course. Furthermore, while we will rely heavily on our electronic devices (laptops & cell phones) I ask that you stay on task. Please respect your fellow classmates (and me) by viewing only class-related materials.
2. Read or view the assigned materials. In this course, I will assign a combination of readings and videos that will provide us with the common ground upon which we will base our conversations. Without that common ground, our conversations will lose their richness. To help you keep up, there will be class assignments about the material.
3. Complete the required assignments in a timely fashion. The assignments in this course provide you with both informal and formal opportunities to demonstrate your comprehension of research design and interpretation in psychology. When your work is done in time, I can evaluate it and return it in a timely manner. There is a 10% penalty that accrues daily for assignments that are turned in late. Extensions require one full day's advance approval. Excuses related to computer failures are NOT a valid excuse. Please see my recommendations on Sakai for backing up your work. Thanks for helping me help you in the course by sticking to our schedule.

UNC GRADING SCALE

The grading scale will follow a standard scale. As outlined more fully in the UNC undergraduate bulletin (www.unc.edu/ugradbulletin/procedures1.html) grades are defined as follows:

A = Mastery of course content. The A grade states clearly that a student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B = Strong performance. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C = A totally acceptable performance. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline.

D = A marginal performance. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F = An unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.

MEETING TIMES AND LOCATIONS

Our class meets on Tuesdays and Thursdays 12:30pm-1:45pm in Murray G205. Occasionally, the class will meet at an alternate location for specialized training. Please see schedule for dates.

OFFICE HOURS

There will be a variety of opportunities for us to meet outside of the classroom and they will be posted on Sakai. If you would like to meet outside of these scheduled opportunities, I ask that you make an appointment with me. You can catch me before or after class to set up a time. All students are expected to meet with me at least once during the semester. (I promise it won't be scary!)

ASSIGNMENTS & EVALUATIONS

Your grade in this course will be based on a number of components. If you'll recall from your statistics class one or two extreme scores can have a large impact, so I've designed the course to draw from a number of smaller components. This course is a 3-credit hour course. As such, it will involve work for about 6-9 hours outside of class time. My intention is to provide incentives to stay on top of your work, and continually assess mastery of material, but also to make the course as enjoyable as possible.

The following outlines the graded components of this class. A full breakdown of the components can be found on the course site. You will have 2 weeks from when a grade is issued for an assignment/exercise to discuss the grade or make up work from an excused absence. After the 2 weeks, the grade that is issued is fixed.

1. [Research Project & Associated Assignments](#) (50% of the final grade)
2. [Professionalism](#) (30% of the final grade)
3. [Guided Reflections](#) (10% of the final grade)
4. [Science Communication](#) (10% of the final grade)
5. [Extra credit](#) (5%)



TEXTS & SOFTWARE

Pre-class readings and videos will be linked on the schedule and available online or through the course site.

Articles: articles needed for the course can be accessed through the UNC library. Most articles will be accessible through the e-journals site (<http://www.lib.unc.edu>).

SPSS: you will be using the statistical software package SPSS in this course. You can access SPSS on campus at the Odum Institute (<http://its.unc.edu/labs>) as well as on your own machine through virtual lab (<https://virtuallab.unc.edu>). Details can be found on the course site.

Online software: In this course, we will learn about and use a variety of programs that are free to UNC students, such as Qualtrics, Mendeley, Adobe InDesign, etc. Instructions on accessing these programs can be found on the course site.

ACADEMIC HONESTY

I expect that all the work you produce for this course will be your own. As much of the work we do in this course is group-oriented, the line between academic honesty/dishonesty can become fuzzy. Please read my guidelines for this course (under Resources>Welcome to Psyc530). Please don't be tempted to take the "easy" way out. You are here to learn. If you find yourself in the situation where you think you may have taken on more than you can handle, please talk to me. I may be able to help you find a better solution that is in the spirit of learning.

ACCESSIBILITY RESOURCES

UNC-CH provides accommodations for any student with documented disabilities. If you believe you require accommodations, please contact the Department of Accessibility Resources at <http://accessibility.unc.edu>. Please contact me early in the semester so we can make any necessary arrangements.

PRE-REQUISITES AND REVIEW

PSYC 101, 210, and 270. You must have completed these courses prior to this course or have received course credit for it. There are no exceptions. This course picks up where statistics and research methods concluded, and you will find it very challenging if you have not completed it. If you did complete it, but are feeling rusty on the material, that's ok! We will review materials together. These topics are like riding a bike, the more you do it the more comfortable you will feel.



SEE, SAY, DO SOMETHING



We're happy you are here and eager to learn. Despite our best intentions to follow a plan, life may throw us a curve ball. If you or someone you know is experiencing some distress or you are concerned about the well-being of a student, please report it here: <https://deanofstudents.unc.edu/carereport>

It is important to support one another. If you see something, say and do something.

Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources I can.

WELCOME

Lastly, I would like to wish you a warm welcome to this course.

Research is formalized curiosity. It is poking and prying with a purpose. --Zora Neale Hurston

I look forward to seeing where our curiosity takes us in the course. Welcome to Psyc 530! Dr. S