

Miyazaki International College
Course Syllabus
Spring 2018

Course Title (Credits)	PSY 317/IDS 301 Research Methods-1: Data Collection in Psychology (3 Credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	Futoshi Kobayashi, Ph.D.
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Language Teacher	
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Course Description:

This course introduces students to research methods in psychology. The emphasis is on collecting data and recognizing the types of data gathered in psychology. Basic concepts of scientific research are also introduced.

Course Objectives:

Upon completion of this course students should be able to:

- ❖ Understand basic concepts of the scientific approach.
- ❖ Understand the importance of ethics in psychological research.
- ❖ Generate testable statements.
- ❖ Explain the concepts of reliability and validity.
- ❖ Understand and use basic psychology experimental methods.
- ❖ Understand and use basic psychology descriptive methods.
- ❖ Write a complete research proposal with appropriate referencing.

Critical thinking: In this course we practice essential critical thinking skills including interpretation, analysis, evaluation, inference, and explanation. We will practice these critical thinking skills both formally through specific research assignments and tests, as well as more informally during class discussions, presentations, question and answer sessions, and other active learning activities.

Course Schedule:		
Day	Topic	Content/Activities
1	Introduction	Discussion of Syllabus Explanation of Goals and Purpose of the Class Log-in Moodle Course Introduction of Web Dictionary for English Learners (HW) Read Chapter 1 Text
2	Chapter 1: The Science of Psychology (1)	Ch. 1 Text Questions (Handout), "Women Talk More Than Men" Study, Definition of Psychology, Empiricism, "Seven Bank" Story, "THE CHOCOLATE" by Meiji Corporation, "Clever Hans: The Math Horse" (Handout)
3	Chapter 1: The Science of Psychology (2)	Clever Hans Effect, Empiricism: No Data, No Science, Airplane to Robot (CG), UFO CG Video (Pair Work), Video: "Karl Popper, Science, and Pseudoscience", Newspaper Article: Aliens
4	Chapter 1: The Science of Psychology (3)	Group Answer for Aliens Article & Discussion, Roswell Incident Video: True or False Activity (Pair Work), Alien Video with Transcript and Vocabulary List (HW) Watch Alien Video at least 3 times at home.
5	Chapter 1: The Science of Psychology (4)	Group Answer for Summary of Alien Video & Discussion, Alien Video Questions Activity (Pair Work) (HW) Finish activity handout for the alien video.
6	Chapter 1: The Science of Psychology (5) & Chapter 2: Getting Started in Research (1)	Finish Alien Video Questions Activity James Randi Video Ch. 1 Test Preparation Guide Ch. 2 Text, Ch.2 Text Questions (Handout), Mean and Standard Deviation Activity (Group Work) (Announce) Prepare for Ch. 1 Test.
7	Chapter 2: Getting Started in Research (2)	Ch. 1 Test, Correlation Activity 1 (Scatterplot Drawing Exercise, Strength of Relationship Exercises, 3 Possible Interpretations Exercises) (HW) Watch "Correlation vs. Causation (Video, 2.5 min.)" & Correlation Coefficient (Video, 6 min.) in Chapter 2 of the Moodle.

8	Chapter 2: Getting Started in Research (3) & Chapter 3: Experimental Research (1)	Return and go over Ch. 1 Test. Watch "The danger of mixing up causality and correlation (Video, 6 min.) & Group Discussion, Correlation Activity 2 (Pair Work), Show a real correlation research article, Ch. 2 Test Preparation Guide, A Diet Pill at Amazon.com (Group Discussion) (Announce) Prepare for Ch. 2 Test.
9	Chapter 3: Experimental Research (2)	Ch. 2 Test, "Website: How to Lose Weight Using Cinnamon Powder and Honey" (Group Discussion), Ch. 3 Text, Ch. 3 Text Questions (Handout) (HW) Finish Ch. 3 Text Questions (Handout)
10	Chapter 3: Experimental Research (3)	Return and go over Ch. 2 Test, Placebo Effect Video, Ch. 3 Text Questions (Group Report & Discussion), Explain "Double-Blind Procedure" by drawings, Independent Variable and Dependent Variable Activity (Pair Work) (HW) Finish Independent Variable and Dependent Variable Activity (Pair Work)
11	Chapter 3: Experimental Research (4) & Chapter 4: Theory in Psychology (1)	Go over Independent Variable and Dependent Variable Activity, Ch. 3 Test Preparation Guide, Ch. 4 Text, Bystander Effect (Handout & Video), Serial Position Effect (Personal Experience at Website) & Report, "Information Processing Model" (Video, 5 min.) & Report (Announce) Prepare for Ch. 3 Test.
12	Chapter 4: Theory in Psychology (2)	Ch. 3 Test, Ch. 4 Text Questions (Group Report & Discussion), Replication: Stroop Effect (Individual Activity on Web), "Stroop Effect" & "Texting While Walking" Phenomena (Short Lecture)
13	Chapter 4: Theory in Psychology (3)	Return and go over Ch. 3 Test, Memory Game (Individual Activity) & Magical Number 7 ± 2 (Short Lecture), "What is Dissociative Identity Disorder (DID)?" (Short Lecture), Watch "Dissociative Identity Disorder Video (Front Screen), Sociocognitive Theory vs. Posttraumatic Theory for DID (Short Lecture)

14	Chapter 4: Theory in Psychology (4)	Phenomenon vs. Phenomena (Short Lecture), fMRI & hippocampus(Short Lecture), Watch “fMRI Study for DID” (Video, 8 min.), Video Questions (individual Activity), Ch. 4 Test Preparation Guide (Announce) Prepare for Ch. 4 Test.
15	Chapter 5: Psychological Measurement (1)	Ch. 4 Test, Ch. 5 Text, Ch. 5 Text Questions (Group Report & Discussion), Implicit Association Test (Individual Activity on Web) Homework: Read Chapter 5 Text.
16	Chapter 5: Psychological Measurement (2)	Return and go over Ch. 4 Test, Construct & Operational Definition (Short Lecture), Make “Shyness” Questions (Group Work), Conformity Scale (Individual Activity), Psychological Measurement Books Exercise (Group Work)
17	Chapter 5: Psychological Measurement (3)	Converge vs. Diverge (Short Lecture), What is Generalized Anxiety Disorder (GAD)? (Short Lecture), “Generalized Anxiety Disorder 7 Item (GAD-7)” and “Zung Self-Rating Anxiety Scale (SAS)” (Individual Activity), Levels of Measurement Exercise (Individual Activity), Reliability & Validity Exercise (Pair Work), Ch. 5 Text Check (Test-Retest Reliability, Internal Consistency, & Interrater Reliability)
18	Chapter 5: Psychological Measurement (4)	Review: Construct, Reliability, & Validity of Ch. 5 Text, Criterion and Discriminant Validity Exercise with 3 Scales (Group Work), “What is the VIA Survey?” (Short Lecture), Experience VIA Survey (Individual Activity on Web), Ch. 5 Test Preparation Guide (Announce) Prepare for Ch. 5 Test.
19	Chapter 6: Survey Research (1)	Ch. 5 Test, Ch. 6 Text, Ch. 6 Text Questions (Group Report & Discussion), Good Survey Questions Exercise (Pair Work) (HW) Finish Good Survey Questions Exercise
20	Chapter 6: Survey Research (2)	Return and go over Ch. 5 Test, Go over Good Survey Questions Exercise, Margin of Error Exercise with M&M Chocolate Packages (Group Activity), Excel Activity (Descriptive Statistics,

		Correlation Coefficient, Scatterplot, etc.)
21	Chapter 6: Survey Research (3) & Chapter 7: Correlational Research, Observational Research, and Archival Research (1)	Finish Excel Activity, Explain Excel Project (Due: Class 24), Ch. 7 Text, Ch. 7 Text Questions (Handout), Eye Blinking Rate Exercise (Pair Work) (Announce) Excel Project Due: Class 24
22	Chapter 7: Correlational Research, Observational Research, and Archival Research (2) & Chapter 8: Single-Subject Research (1)	Finish Eye Blinking Rate Exercise (Pair Work), Archival Research Exercise (Individual Activity), Content Analysis Exercise with TIME Magazines (Group Work), Ch. 6 Test Preparation Guide, Ch. 8 Text, Ch. 8 Text Questions (Handout), "How to do jumping jacks (Video, 1 min.)" (Announce) Prepare for Ch. 6 Test. "Next class, you must wear sneakers and other shoes that are appropriate for exercise. No high heels and no boots."
23	Chapter 8: Single-Subject Research (2)	Ch. 6 Test, Finish Ch. 8 Text Questions (Handout), Jumping Jacks ABAB Design Activity
24	Chapter 8: Single-Subject Research (3) & Chapter 9: Research Ethics (1)	Return and go over Ch. 6 Test, Finish Jumping Jacks ABAB Design Activity & Class Discussion, Ch. 9 Text, Ch. 9 Text Questions (Handout), Ch. 7 Test Preparation Guide (Announce) Prepare for Ch. 7 Test. "Send me your Excel Project within today."
25	Campus Library Tour	Ch. 7 Test, Return and go over Excel Project, Go to campus library and learn how to use various resources and database.
26	Chapter 9: Research Ethics (2) & Chapter 10: Learning about APA Style (1)	Return and go over Ch. 7 Test, Finish Ch. 9 Text Questions (Handout), Informed Consent Example (Short Lecture), APA-Style Referencing (Short Lecture), APA Referencing: The Basics (Video & Handout), Ch. 8 Test Preparation Guide (Announce) Prepare for Ch. 8 Test.
27	Chapter 10: Learning about APA Style (2)	Ch. 8 Test, Finish APA Referencing: The Basics (Video & Handout), Explain APA Documentation Guideline Handouts, APA Documentation Guideline Activity (Individual Work with Smartphones)

28	Chapter 10: Learning about APA Style (3) & How to Prepare Your Research Proposal (1)	Return and go over Ch. 8 Test, Ch. 9 Test Preparation Guide, Finish APA Documentation Guideline Activity (Individual Work with Smartphones), Final Exam = Research Proposal (Short Lecture with Syllabus), Explain two example research proposals, Finding Your Research Interests & Key Words Exercise (individual Activity), Planning for Research Proposal Exercise (individual Activity) (Announce) Prepare for Ch. 9 Test.
29	How to Prepare Your Research Proposal (2)	Ch. 9 Test, Individual Search for Literature Review (Classroom or Campus Library)
30	How to Prepare Your Research Proposal (3)	Return and go over Ch. 9 Test, Individual Help for Research Proposals
	Finals	Research Proposal Submission

Required Materials:

Bring a highlighter, a red pen, a pencil, an eraser, an English-English dictionary, and an A-4 binder to every class. Instead of using a standard textbook, handouts will be given in class. There are no textbooks necessary. Students are expected to keep this syllabus and all class materials organized neatly in a binder, and to bring the binder to every lesson.

Course Policies (Attendance, etc.):

You are expected to be punctual and to attend all lessons. A delay or early departure will be counted as a half (0.5) day absence. However, any absence, delay, or early departure can be excused if an official document (e.g., doctor's notes) is submitted to us within 7 days of such an occurrence. When you miss a lesson, it is your responsibility to see your instructor afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should email your instructor to explain your absence at least one day in advance.

A maximum of five and a half (5.5) absences is allowed. The sixth absence will automatically result in a withdrawal from the course.

Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

Grades and Grading Standards:

63% Tests (Each test occupies 7% X 9 times)

10% Individual Project

27% Research Proposal

The final grade will be determined as below.

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: Less than 60 points

Plagiarism

Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of 'F' or withdrawal from the course.

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.


Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objectives:

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
3. The ability to identify and solve problems
5. Proficiency in the use of information technology

Notes:

The schedule, policies, and procedures in this course are subject to change at the discretion of the instructor.

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Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					