

MAUI COMMUNITY COLLEGE
COURSE OUTLINE

1. ALPHA AND NUMBER: PSY 214
COURSE TITLE: Research Methods
NUMBER OF CREDITS: Four (4)
DATE OF OUTLINE: February 2004
2. COURSE DESCRIPTION: Surveys knowledge needed in reading, developing, and interpreting psychological research. Examines ethical issues in research, writing in APA style, and follows the scientific method using multiple research designs.
3. CONTACT HOURS PER WEEK: Lecture: Three (3) Lab: Three (3)
4. PREREQUISITES: PSY 103 and PSY 213 both with at least a C or consent
COREQUISITES: None
RECOMMENDED PREPARATION: None

APPROVED BY _____ DATE _____

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Under Amnesty Program
SLOs Updated & Linked To Content
COWIQ Grid Prepared**

5. GENERAL COURSE OBJECTIVES

To develop a working understanding of general theories, terms, and processes in the area of research psychology. Examines the use of the scientific method and its applicability to answering questions in the field of psychology. Multiple methods of design will be used as well as the APA style in writing.

This class focuses on the following five general education standards:

- 1.3 Choose language, style, and organization appropriate to particular purposes and audiences.
- 1.4 Gather information and document sources appropriately
- 1.5 Express a main idea as a thesis, hypothesis, or other appropriate statement.
- 1.6 Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.
- 2.1 Apply numeric, graphic, symbol, skills, and other forms of quantitative reasoning accurately and appropriately
- 2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
- 2.3 Communicate clearly and concisely the methods and results of quantitative problem solving.
- 2.4 Define quantitative issues and problems, gather relevant information, analyze the information, and present results.
- 3.1 Use print and electronic information technology ethically and responsibly.
- 3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval technology.
- 3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
- 5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.
- 5.3 Formulate research questions that require descriptive and explanatory analysis.
- 5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
- 5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases

6. STUDENT LEARNING OUTCOMES:

Upon completion of this course, including the lab portion, the student will be able to

- a) Debate whether psychology is a science. Explain the scientific method and the goals of research.
- b) Compare and contrast the different data-gathering methodologies useful in psychological research.
- c) Categorize the steps research psychologists use to plan, develop, and test hypotheses. Apply these steps personally.
- d) Develop a "good" questionnaire
- e) Compare and contrast qualitative and quantitative statistics. Use the computer to perform appropriate statistical tests, analyze data, and create statistical pictures of the data.
- f) Design a research project that answers a psychological question. Debate the various ethical and moral issues pursuant in conducting that research.
- g) Construct a plan for gathering psychological information. Students should also be able to appraise the accuracy of different forms of psychological resources including the Internet.
- h) Employ a literature review.
- i) Demonstrate the rules for using appropriate English grammar and APA writing style in the writing of a psychology paper.
- j) Design simple and complex experimental designs.
- k) Define psychological terms and concepts and apply them to everyday situations.
- l) Write a paper using APA style.

7. RECOMMENDED COURSE/LAB CONTENT

1 Week	Introduction/Scientific Method (a, k, l)
2 Weeks	Writing in Psychology: Research paper & Literature Reviews (f, h, i, k, l)
1 Week	Data-gathering Methodologies (b, k, l)
1 Week	Hypothesis Testing: Planning, Developing, and Testing (c, k, l)
1 Week	Information Retrieval (g, k, l)
1 Week	Questionnaire Development (d, k, l)
2 Weeks	Application: Selecting a Problem and developing the Scientific Method (a, c, f, k, l)
5 Weeks	Sampling, Generalizability, Reliability and Validity, Computer Usage (f, g, j, k, l)
2 Weeks	Evaluation (Quizzes, Papers, Presentations, and Homework)

8. RECOMMENDED COURSE/LAB REQUIREMENTS

Specific course/lab requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

Written or oral examinations
In-class and out-of-class exercises
Lab exercises
Homework assignments
Quizzes
Projects
Research (written reports and/or class presentations)
Attendance and/or class participation
Development of a Portfolio.

9. TEXT AND MATERIALS:

An appropriate text(s) and materials will be chosen at the time the course is to be offered from those currently available in the field. Examples include:

Texts: Exploring Research by Neil Salkind
Educational and Psychological Research by M. Patten
Writing Papers in Psychology by Rosnow and Rosnow
Ready, Set, Go! By T. Pavkov & K. Pierce

Materials: Handouts

Other: Study Guide; Appropriate films, videos, or Internet sites; Television programs;
Guest speakers; Other instructional aids

10. EVALUATION AND GRADING

Examinations, including lab:	20-50%
In-class/lab exercises	0-30%
Homework:	0-20%
Quizzes:	0-20%
Projects/research:	30-50%
Attendance	0-25%
Class participation:	0-30%
Portfolio	0-30%
Oral Presentation:	10-20%
Service Learning	0-20%

11. METHODS OF INSTRUCTION

Instructional methods vary considerably with instructor's teaching style and students learning style. Thus, specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to:

- Lecture, problem solving and class exercises or readings
- Class discussions or guest lecturers
- Lab demonstrations and exercises
- Audio, visual presentations
- Internet usage
- Student class presentations
- Group or individual projects
- Computer Usage
- Other contemporary learning techniques (e.g. service learning)

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PSY 214

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

Standard 1: Written Communication	PSY 214
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	1
1.2 Identify and analyze the audience and purpose for any intended communication	2
1.3 Choose language, style and organization appropriate to particular purposes and audiences	3
1.4 Gather information and document sources appropriately	3
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	3
1.6 Develop a main idea clearly and concisely with appropriate content	2
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	3
1.8 Demonstrate proficiency in revision and editing	2
1.9 Develop a personal voice in written communication	0
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	3
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	3
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	3
2.4 Formulate and test hypotheses using numerical experimentation	3
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	3
2.6 Assess the validity of statistical conclusions	3
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	2
3.3 Recognize, identify, and define an information need	2
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	1
3.5 Create, manage, organize, and communicate information through electronic media	2
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	2
4.0 Gather, evaluate, select, and organize information for the communication.	2
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	1
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	2
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
4.6 Use competent oral expression to initiate and sustain discussion.	2
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
5.3 Formulate research questions that require descriptive and explanatory analyses.	3
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
5.7 Synthesize information from various sources, drawing appropriate conclusions.	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	2
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1