

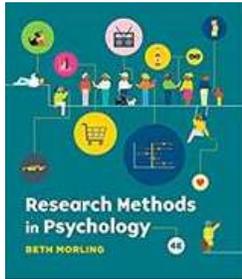
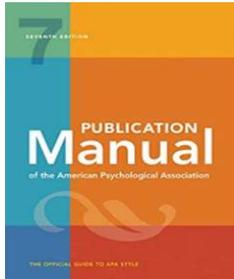
UWEC Spring 2026
 PSYC 271: Methods of Research in Psychology

COURSE BASICS

Lecture: M/W/F 9-9:50 in HHH 224; Lab: T/TH 9:00 HHH 201
 Prof: April Bleske-Rechek
 Office: Hibbard 255
 Text/Phone/FaceTime: 715-864-8000
 Email: bleskeal@uwec.edu
 Drop-in hours in HHH 255: Mon. 3-3:50; Wed. 1-1:50; Thur. 10-10:50, and by appt.

The books you need for class:

You may have already gotten these from our university bookstore. An alternative is to order them from Amazon. It is very helpful to have your own copy of these books. They are BOTH valuable resources for this class and for future courses in psychology (and other allied disciplines).

<p>Required: Morling, B. (2018). <i>Research methods in psychology</i> (4th ed.). W. W. Norton & Co.</p> 	<p>Recommended: American Psychological Association. (2020). <i>Publication manual of the APA</i> (7th ed.). Author.</p> 
---	---

COURSE GOALS

Research is the foundational piece of psychological science. In this course, we develop our skills in the broad discipline of psychological science, and we build the critical thinking skills and scientific attitude that facilitate living well in the modern world. Thus, this is a course that falls within the scope of our university’s liberal education core curriculum. I hope you will gain much from this course, whatever lies in your future (teaching, research, counseling, advising, managing, personal training, team building, etc.!) The American Psychological Association (APA) has articulated five goals that represent expectations for psychology majors’ performance at the completion of the baccalaureate degree. Below, I have listed those goals and then listed at least one objective specific to our course that falls under the umbrella of each goal.

APA/LE Goal	Psychology 271 Objective (select examples)
APA Goal 1: Knowledge Base in Psychology (This also falls under UWEC’s Liberal Education Goal K2)	<ul style="list-style-type: none"> • Identify the three rules that must be met to make a legitimate causal claim. • Distinguish causal words from non-causal words. • Define selection effects and identify two solutions to selection effects.

APA/LE Goal	Psychology 271 Objective (select examples)
APA Goal 2: Scientific Inquiry & Critical Thinking (This also falls under UWEC's Liberal Education Goals S2 and S3)	<ul style="list-style-type: none"> • Use descriptive statistics to build confidence intervals, graph comparisons of two distributions, and test hypotheses about differences between those distributions. • Differentiate three types of claims: frequency, association, and causal; for each type of claim, ask and answer appropriate questions to interrogate each of the big validities as applicable: construct validity, statistical validity, external validity, and internal validity. • Given a causal claim, interrogate its internal validity by applying the three rules: covariance, temporal precedence, and elimination of confounds.
APA Goal 3: Ethical & Social Responsibility in a Diverse World	<ul style="list-style-type: none"> • Describe and explain at least 3 reasons why people should not trust their own or others' personal experience as evidence for or against a truth claim. • Articulate some of the ways that ethical decision making requires balancing priorities, such as research risks versus benefits, rights of individual participants versus societal gains, free participation versus coercion.
APA Goal 4: Communication (This also falls under UWEC's Liberal Education Goals S1, S2, and S3)	<ul style="list-style-type: none"> • Articulate the difference between a between-subjects variable and a within-subjects variable. • Articulate the difference between a true independent (manipulated) variable and a measured (e.g., participant) variable. • Describe main effects and interaction effects in everyday words. • Interpret statistics to describe main effects and interactions; use confidence intervals to sketch out results for factorial data.
APA Goal 5: Professional Development	<ul style="list-style-type: none"> • Describe multiple benefits of being a research consumer and research producer • Apply a research design and research consumer skills to make informed decisions while simultaneously protecting oneself and others from pseudo-science and emotional reasoning.

COURSE STRUCTURE

Attendance and Class Activities

This course is challenging and sometimes the material is not intuitive. Concepts intertwine and build on one another, so missing can put you behind. Think of this course as a daily part-time job! Your active participation in class will help you understand the material. **Please come to class prepared, having already read the material for that day.** You should aim to always get to class, because missing class makes it hard for most people to keep up with the course content.

- **SPSS Labs + SPSS Practice Exam:** We have eight lab days devoted to working with data in SPSS, and because we have a final data analysis lab exam, it is important that you engage fully on lab/data analysis days. I will allot 10 points to the worksheets we work through on each of those days. Hence, if you miss an SPSS lab day, I will ask you to attempt to work through the handout on your own (and turn it in to me as evidence of your attempt) so you have some familiarity with what we did in class. I really don't want you to miss those lab days.
- **Daily Engagement:** Our daily lectures, interactions, and worksheets (on days that are not SPSS labs or quiz days) are all designed to help reinforce key concepts and ideas so that you feel prepared for the quizzes, so it will be important to attend and engage with me and your classmates. Sometimes we will complete a brief activity at some point during class and I will ask you to turn it in during class or as you leave class. Sometimes we will spend much of the class session engaged in an activity, and I might ask you to turn it in as your "exit ticket" as you leave class so that I have evidence of your attendance and engagement. Sometimes we will begin an activity in class and I might ask you to finish it before class the next day, in which case it could serve as your "entry ticket" into class the next day. Other times, I will distribute a worksheet at the end of class and ask you to work through it in preparation for class the next day; here again, I might ask you to bring that worksheet to class as your "entry ticket." Regardless of what we do in class, I generally allot 2 points each day to your class attendance and engagement to help you build a "point buffer" of sorts. You can think of these points as "extras" because I won't be grading anything you turn in on its correctness, but rather for evidence that you were in class engaging with the material. Thus, daily class engagement is low stakes because many of you are likely to

miss here or there due to various reasons such as illness or family emergency or turning off your alarm, and I cannot re-create our class session for you or constantly revise the gradebook every time someone turns in an activity after a missing some previous class. So, if you miss class and thereby miss an opportunity to add a couple of points to your buffer, that's that; if you miss a bunch, you might need to start worrying for other reasons (see below). I will always leave extra handouts outside my office door (HHH 255) and you can work through them on your own time to stay on track.

Absence Policy

I have experimented with many different absence policies over the years. It seems that the more direct I can be, the better. Therefore, below is a table to show you reasons for missing class that are considered unexcused and those that are considered excused by the university. If you anticipate needing to miss more than three days of class due to illness, I encourage you to reach out to the [Dean of Students Office](#) so that they can formally help you get the support that you need. Excess absences can make passing classes difficult, so one of the roles of the Dean of Students is to work with you to develop an appropriate plan that can be applied across all your courses.

Reason for missing class	This is considered an unexcused absence	This is considered an excused absence
Email from me telling you that class is optional or cancelled		X
Class field trip with written notice from instructor (e.g., Marching Band trip, trip to Stanley Prison)		X
Varsity or Club sporting event with written notice from coach or athletic director		X
Conference attendance or presentation, with written notice from faculty lead (this includes CERCA, NCUR, etc.)		X
UWEC organization event (such as Forensics competition, mock trial, etc.) with written notice from leader		X
University event with attendance required (e.g., meeting with the Chancellor, RA duty)		X
Court-required attendance (e.g., jury duty, court appearance)		X
Graduate school interview or job interview		X
Going to a medical/therapy appt. or ER/urgent care and having documentation from a healthcare professional		X
Being sick (flu, cold, virus, pink eye etc.) and having documentation from a healthcare professional		X
*Going to a medical/therapy appt. or ER/urgent care and <u>not</u> having documentation from a healthcare professional	X	
*Being sick (flu, cold, virus, pink eye etc.) and <u>not</u> having documentation from a healthcare professional	X	
*Taking a friend/partner to the ER, doc, airport, etc.	X	
*Taking your pet to the vet	X	
*Family event (funeral, parental or sibling care, wedding, send-off, sibling's graduation, etc.)	X	
*Sleeping through your alarm clock	X	
*Getting stuck at home because of bad weather	X	
*Car malfunction, car accident, etc.	X	
*Getting scheduled at work despite asking for the time off	X	
*Vacation, planned or unplanned	X	
*Taking a mental health day	X	
*Can't find parking	X	

*** These are all essentially "one-off" events – most students end up with just a couple of these, if any, so if you end up missing a couple of days because of one of those absences, there is no harm done.**

Everyone handles contagion and illness differently. In general, as with any illness, I suggest you do not come to class if you are too ill to learn and have an illness that requires a trip to the doctor and that you know is contagious. In such circumstances, please remember that there is only one instructor and many students; I cannot re-create class or class activities for you. Instead, please do the following:

Reach out to friends you make in the course, which you should do early on. When asked nicely, students are almost always willing to share notes, grab an extra handout, catch each other up on any key ideas or announcements, etc. In addition:

- ✓ Remember that many of your class materials (lecture slide outlines) are available on Canvas.
- ✓ You will still be expected to complete course activities, even if you cannot be in class. If you have a university-excused absence, you will be expected to complete activities once you recover (i.e., turn them in, but late).
- ✓ Send an email to me each class day you miss to alert me to your situation.

Getting ourselves to class each day, prepared and ready to work with one another and with the material, is perhaps the best way we can take advantage of the privilege we have to pursue higher education at a university full of faculty and other students who love learning. My expectation for the semester is that if you are not physically ill, you will be in class to engage with me, one another, and the concepts and learning materials.

Assessments

We will have five quizzes and a statistics/data analysis exam. The quizzes often include a combination of closed-ended and short answer questions, with a larger emphasis on closed-ended items. The quizzes include questions from the textbook as well as from what we cover in class. I try to bring many of the textbook ideas into class, but there is not enough time for all of it, so you really do need to read the textbook and monitor your learning by answering Morling's section review and chapter review questions. Quizzes focus on your ability to understand and apply concepts in addition to rote memorization. They get more difficult as we proceed, just due to the nature of the material we are covering, so be careful not to get complacent if you do well on the first couple. Your last quiz is comprehensive, although you can expect every quiz to include a touch of review from previous material. All quizzes happen in class.

NOTE: The following policies apply:

1. If you miss one of the first four quizzes, there will be no make-up option. The score (% correct) you earn on the fifth (comprehensive) quiz will serve as your score (% correct) on the missed quiz. The last quiz is difficult so you should not view this policy as a reason to intentionally skip one of the first four quizzes.

2. You cannot miss more than one of the first four quizzes. A second missed quiz will receive a 0.

Research Project

During the last weeks of the semester, we will choose, as a full class, a research topic on which to focus our energy. With a partner, you will complete various assignments relevant to the study design, such as reading relevant articles and creating a partial annotated bibliography. After reviewing a subset of literature on the topic, we will generate predictions and develop study materials. Everyone will collect and enter their data. You and your partner will analyze the data and interpret the results, and you will write it all up in a collaborative final report. You will also complete evaluations of your own and your partner's contributions to the project. Those evaluations, together with my evaluations of your effort and contribution based on my observations of your attendance and contributions in class during our research project work, have the potential to influence the percentage you obtain of the score that your team receives on its paper.

During those weeks of research project time, you will receive points each day for being in class to work with your partner on the tasks laid out for that day. I will be asking you to engage in specific activities or submit specific documents on a regular basis, to keep everyone on a similar timeline. Because you will be doing many of these tasks for the very first time, the points allotted to each task will be relatively small; the daily tasks and assignments are meant to be low stakes. Forcing you to turn things in and allotting a small number of points to each task is a way for me to give you feedback on your progress and reward you for working through each stage of the research process in a timely manner.

GRADES

Final grades will be based on a total of approximately 850 points.

Daily participation weeks 1 thru 10: about 65 points ($\approx 8\%$)

Project daily participation weeks 11 thru 14: about 40 points ($\approx 5\%$)

Project progress assignments weeks 11 thru 14: about 65 points ($\approx 8\%$)

Eight SPSS labs weeks 1 thru 10: 80 points ($\approx 9\%$)

Lab exam: 50 points ($\approx 6\%$)

Five quizzes weeks 1 thru 10: $90 \times 5 = 450$ points ($\approx 53\%$)

Final paper: 100 points ($\approx 12\%$)

All your materials and scores will be tracked in Canvas. Please keep track of your scores so that you always have an estimate of how you are performing in the course, and so that you can inquire about any apparent discrepancies between your records and those on Canvas. Please note the grading distribution below. If you earn less than 70% in the course, I encourage you to take the course again.

		B+	87.00-89.99%	C+	77.00-79.99%	D+	67.00-69.99%		
A	94.00-100%	B	84.00-86.99%	C	74.00-76.99%	D	64.00-66.99%		
A-	90.00-93.99%	B-	80.00-83.99%	C-	70.00-73.99%	D-	60.00-63.99%	F	<60.00

PLEASE NOTE:

- (1) If your course attendance is unreliable during the first 8-10 weeks of the semester, or if your performance on the quizzes and lab exam suggest poor understanding of course concepts (scores < 70%), I will likely have you complete the research project on your own. It is not fair to ask others to work with someone who has a high likelihood of not carrying their weight. Doing the project on your own is not ideal, because if you do end up completing the research project on your own for any reason, all partner assignments (including the paper) will have a 10% deduction. I must enforce these deductions because in general it is better to do these projects in small teams, and some people need incentives to engage in a team endeavor. Doing science is collaborative and requires teamwork – psychology involves doing research *about* people, *with* people.
- (2) The final research project and dissemination of it through a final paper is an important mechanism for demonstrating mastery of course content, your research skills, and other “soft” skills such as working collaboratively with others and being resourceful and conscientious. Thus, if you do not complete the final project and paper, your final grade will be a C- or lower.

OTHER POLICIES

- (1) Please keep your cell phones and electronic devices (other than those used specifically for notetaking) in your backpacks and out of sight during class. Please remove your headphones/air pods/ear buds BEFORE you come into the classroom and leave them off during class.
- (2) There are important dates to keep in mind:
- Feb. 6: last day to drop with no record
 - Mar. 16-20: Spring Break
 - April 10: last day to withdraw from a class
 - May 8: last day of class for the semester
- (3) UWEC policy combined with provisions of the Family Educational Rights and Privacy Act (FERPA) indicates that you have a right to see your records and that I cannot release any information about you to a third party without written permission from you that clearly spells out what type of information may be released. For more information, please see: <https://www.uwec.edu/tuition-financial-aid/parent-family-information/ferpa-privacy-policy/>.
- (4) If you are a student with a disability or issue that will require some form of accommodation, please contact Services for Students with Disabilities (2106 Centennial Hall, 836-5800) for requisite documentation. I will be happy to make the accommodations for you to the extent they are possible, but please plan to engage in discussion with me because *accommodations must occur within the confines of the structure of this course*. <https://www.uwec.edu/offices-services/student-success-center/services-students-disabilities>
- (5) I expect **academic honesty**. Sample violations of integrity include (a) using student homework, papers, or ideas from previous semesters, unless approved by me; (b) asking for or giving information about the content of my quizzes (e.g., studying from an unauthorized file); (c) representing work done by someone else as your own (i.e., plagiarism); (d) using AI to generate any component of your work for this class; (e) using alternate websites and resources while taking a quiz. Again, use of generative AI is not allowed in this course and is unauthorized material. Using AI in this class qualifies as academic misconduct and I will treat it as such.

If you are concerned that an activity you or someone else is considering might fall into the dishonest category, ask me about it. I consider academic misconduct in this course as a serious offense, and I will pursue the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students web site: <https://www.uwec.edu/kb/article/blugold-student-conduct-code/>.

Relatedly, I do not consent to having notes – or any materials - from my class uploaded to the internet, including commercial note-selling websites such as StudySoup. Some companies target students and solicit course material acting as if they are working in coordination with colleges and universities, but that is not true for this class. This means that you do not have the right to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Unless you are a qualified disabled student, you do not have the right to record or pass along my lectures or materials in any form. Inappropriate use of notes may be in violation of the Blugold Conduct Code and sanctions will be pursued accordingly.

(6) As a general rule, make-ups for missed in-class activities etc. will be provided only when due to an authorized absence or emergency. It is your responsibility to inform me of such situations and to provide appropriate documentation if needed. Please consult with me regarding the nature of the make-up work. Remember, when you miss low-stakes class activities because of an unexcused absence, I will not accept those activities even though it will still be useful for you to work through them on your own.

(7) I will distribute as many assignments and papers in class as possible (this is a great way to make sure you make it to class), but I might have to upload things to Canvas. I have gotten politely yelled at for using too much paper.

(8) This class is part of a larger learning community in which excellence is achieved both individually and communally. In the spirit of achieving excellence, I ask that we remain civil, respectful, open-minded, and as unbiased as possible as we work to ensure that this course is educational and challenging for every student. Related to this issue, the University of Wisconsin–Eau Claire encourages its students, faculty, staff, and administration to use non-sexist language in instances where sex is irrelevant, and to use non-gendered language in instances where gender is irrelevant. Please keep in mind, however, that because our material pertains to research on humans, sex and gender will frequently be relevant as they pertain to the content of this course. Thus, I want you to have the rationale for the words I use. As a scientist trained in evolutionary theory, I will use words in class that coincide with the following definitions (see also Geary, 2020 *Male, Female*; Kimura, 1999 *Sex and Cognition*; Soh, 2020 *The End of Gender*):

- *Biological Sex*: male or female; defined by gametes, which are mature reproductive cells. There are two types: sperm (male) and eggs/ova (female). There is no intermediate type; in many species and in all mammals, including humans, and for at least 1.2 billion years, these are the two types of cells required for sexual reproduction and the conception of a new organism. An individual's biological sex corresponds to one of two distinct types of evolved reproductive anatomy (i.e. ovaries or testes) that develop for the production of sperm or ova, regardless of their past, present, or future functionality. In humans, including transgender and non-binary individuals, this reproductive anatomy is unambiguously male or female over 99.98 percent of the time (explained in Sax, 2002: <https://pubmed.ncbi.nlm.nih.gov/12476264/>). Note: there are a variety of *intersex* conditions by which, due to genetic abnormality or atypical hormone exposure, an individual possesses reproductive or sexual anatomy that is atypical given their chromosomal combination; for example, an individual may have XX chromosomal makeup [i.e., generally ends up an egg-producer (female)], but due to abnormal levels of testosterone exposure in utero the individual may develop ambiguous genitalia; importantly, that testosterone exposure influences that individual's psychological development, as well. Intersex individuals are either (a) infertile or (b) produce either sperm or ova but not both. The bottom line is that for intersex individuals, gametes are not clearly aligned with what is observable [anatomy] or felt [psychology]. If you want to watch a video on the *definition* of sex (gametes) versus the processes of sex *determination*, watch this recent talk by evolutionary biologist Colin Wright: <https://www.youtube.com/watch?v=-4WV9xv62f4>.
- *Gender Identity*: how we feel in relation to our biological sex. In most cases, *but not all*, males identify as boys/men and females identify as girls/women. As of 2014, 6 in 1,000 (.6%) American adults identified as transgender (Arboleda et al., 2014); that number has increased substantially over the past decade for young people. In 2025, 2.7% of 18-24-year olds and 3.3% of 13-17-year olds identified as transgender.
- *Gender Expression*: Neither biological sex nor gender identity imposes requirements on gender expression, that is, the external manifestation of our gender identity, or how we express our gender, such as through clothing choices, activity

choices, toy preferences, etc. For example, I am a female, I identify as a woman, and I have for my entire life been a bit of a tomboy – expressing myself in many contexts in ways that are more typical of males than of females.

Given these definitions and terms, here is how I will try to use them:

- As noted, the majority of individuals self-identify as either boy or girl, man or woman. Thus, when I discuss research on *adults* who have self-identified their biological sex or gender identity, I will refer to comparisons of “men” and “women.” In scientific studies that we will discuss, there were probably individuals who would have reported an alternative gender identity if they had been given the response option, or who did report an alternative gender identity, but the subsamples would not have been large enough to be included in the analyses.
- If I discuss research on sex differences in *non-human* animals, I will use the terms “males” and “females.”
- Likewise, if I am discussing research on *people of varying ages*, I will use a catch-all term of “males” and “females” rather than list out all the age-specific terms (for example, “boys” and “girls” and “male-identifying teens” and “female-identifying teens” and “male elderly” and “female elderly,” etc.).

RESEARCH METHODS IN PSYCHOLOGY (BLESKE-RECHEK)

Lecture

M/W/F 9-9:50 in HHH 224

Lab

T/TH 9-9:50 HHH 201

	Topic	Before class, prepare by reading...	In class, we will focus on...
WEEK 1: Jan. 26-30			
Monday	Intros to the course and each other	-Our syllabus and schedule	-Introductions; course syllabus and schedule
Tuesday	Course structure, themes of the course		-Truth and myth in psychology
Wednesday	Themes of the course		-Truth and myth in psychology
Thursday	Psychology as a science	Morling Ch. 1	-Morling Ch. 1
Friday	Battling experience and intuition	Morling Ch. 2 pp. 23-38	-Morling Ch. 2
WEEK 2: Feb. 2-6			
Monday	Finding good research	Morling Ch. 2 pp. 39-49	-Morling Ch. 2
Tuesday	Descriptive stats review	Morling Appendix pp. 467-488	-Descriptive statistics
Wednesday	The "new" statistics: estimation thinking	Morling Appendix pp. 491-498	-Estimation thinking
Thursday	SPSS Lab: Descriptive statistics		-Lab 1: Descriptive statistics
Friday	QUIZ 1: Morling Ch. 1 & 2; Statistics		
WEEK 3: Feb. 9-13			
Monday	Types of variables	Morling Ch. 3 pp. 56-60	-Variables
Tuesday	Identifying claims	Morling Ch. 3 pp. 61-65	-Claims and validities
Wednesday	Interrogating validities	Morling Ch. 3 pp. 66-82	-Claims and validities
Thursday	SPSS Lab: Interrogating validities		-Lab 2: Claims and validities
Friday	Interrogating validities		-Claims and validities practice
WEEK 4: Feb. 16-20			
Monday	Variables & scales of measurement	Morling Ch. 5 pp. 117-124	-Scales of measurement
Tuesday	Reliability	Morling Ch. 5 pp. 125-132	-Types of reliability
Wednesday	Validity	Morling Ch. 5 pp. 133-147	-Validity, practice with reliability and validity
Thursday	SPSS Lab: Reliability and validity		-Lab 3: Reliability and validity
Friday	No class: April out of town		
WEEK 5: Feb. 23-27			
Monday	QUIZ 2: Morling Ch. 3 & 5		
Tuesday	Ways of measuring variables	Morling Ch. 6 pp. 153-165	-Measuring variables
Wednesday	Ways of measuring variables	Morling Ch. 6 pp. 166-174	-Measuring variables
Thursday	Sampling	Morling Ch. 7 pp. 179-198	-Sampling
Friday	Sampling	Morling Ch. 7 pp. 179-198	-Sampling, review of statistics, Morling 1, 3, 5-7

	Topic	Before class, prepare by reading...	In class, we will focus on...
WEEK 6: March 2-6			
Monday	Types of bivariate associations	Morling Ch. 8 pp. 203-208	-Three broad types of bivariate associations
Tuesday	SPSS Lab: Categorical associations		-Lab 4: Categorical associations
Wednesday	Types of bivariate associations	Morling Ch. 8 pp. 209-227	-Association claims
Thursday	SPSS Lab: Continuous correlations		-Lab 5: Bivariate correlational analysis
Friday	Correlation \neq causation	Morling Ch. 8 pp. 228-230	-Correlation vs causation
WEEK 7: March 9-13			
Monday	Types of bivariate associations		-Bivariate associations; prep for Lab 6
Tuesday	SPSS Lab: Comparing two means		-Lab 6: t-tests
Wednesday	QUIZ 3: Morling Ch. 6, 7, & 8		
Thursday	Simple experiments		-Experiments in action
Friday	Types of experiments	Morling Ch. 10 pp. 277-291	-Foundations of experimental designs
WEEK 8: March 23-27			
Monday	Types of experiments	Morling Ch. 10 pp. 292-312	-Types of experimental designs
Tuesday	SPSS Lab: Comparing three means		-Lab 7: Single factor ANOVA
Wednesday	Internal validity threats	Morling Ch. 11 pp. 323-334	-Wrap up Ch. 10 as needed; begin Ch. 11
Thursday	Validity threats & design confounds	Morling Ch. 11 pp. 334-341	-Morling Ch. 11; practice scenarios
Friday	Null effects	Morling Ch. 11 pp. 342-355	-Reasons for null effects
WEEK 9: Mar 30-Apr 3			
Monday	QUIZ 4: Morling Ch. 10 & 11		
Tuesday	SPSS Lab: Data analysis practice exam		-Practice with data analysis
Wednesday	Data analysis exam		
Thursday	No class: April out of town		
Friday	No class: April out of town		
WEEK 10: April 6-10			
Monday	Factorial designs and nomenclature	Morling Ch. 12 pp. 363-372	-Factorial designs and nomenclature
Tuesday	Main effects and interactions	Morling Ch. 12 pp. 373-390	-Main effects and interactions
Wednesday	Main effects and interactions		-Main effects and interactions
Thursday	Main effects and interactions		-Final practice w/ main effects and interactions
Friday	QUIZ 5: Morling Ch. 12 & REVIEW		

Next page! →

Research Project Schedule: Spring 2026

WEEK 11: April 13-17	What we will do in class:	What will be due:
Monday	Decide on our research project topic!	
Tuesday	Work with articles on the topic	IRB certification (pm)
Wednesday	Work with articles on the topic	Article summary (am)
Thursday	Work with articles on the topic	Article summary (am)
Friday	Informal review of articles; potential hypotheses/variables	Article summary (am)
WEEK 12: April 20-24		
Monday	Structured review of background articles	
Tuesday	Variables and hypotheses/research questions	
Wednesday	Variables and hypotheses/research questions; study materials	Hypotheses and research questions
Thursday	Talk about the structure of the introduction; Review draft of study materials	Introduction "hook"
Friday	Distribute data collection materials; Create data set in Excel (Data collection and data entry happening outside of class)	Dataset ready for entry
WEEK 13: April 27-May 1		
Monday	Complete data analysis plan (Data collection and data entry happening outside of class)	Data analysis plan
Tuesday	Talk about the structure of the method section (and paper as a whole) (Data collection and data entry happening outside of class)	Data (due by 8pm to April for aggregating)
Wednesday	Data analysis: Clean data, get to know the sample	Draft of method
Thursday	Data analysis: Testing hypotheses	Record of syntax log
Friday	Data interpretation: work on writing up results	Statement of results of hypotheses
WEEK 14: May 4-8		
Monday	Data interpretation: results, tables, and figures	
Tuesday	Work on results, tables, and figures	Draft of results, table(s), and figure(s)
Wednesday	Talk about the discussion section, abstract, title page	Reflection on one limitation, one implication
Thursday	Talk about and draft the abstract, discussion	
Friday	Title page; put sections together; final editing	
FINALS WEEK	Paper due Monday by 5:00 pm.	