

Basic Applied Organizational Research Methods
PSYC 5324

<u>Class Information</u>	<u>Instructor Information</u>
Term: Fall, 2009 (August 27 – December 10, 2009) Time: Mondays/Wednesdays (9:00 a.m. – 10:20 a.m.) Location: LS Building, Room 428 Credit hours: 3 Websites: www.uta.edu/faculty/scielzo ; www.scielzo.com	Shannon Scielzo, Ph.D. Office Hours: Tuesdays, 3:00-4:00 p.m., and by appointment. Email: scielzo@uta.edu Office Phone: 817-272-5464

Course Description:

According to UTA's Graduate Catalogue, "Basic aspects of organizational research methods will be covered including: research ethics, the scientific method, inductive and deductive reasoning, research questions, hypotheses, study designs, manipulation of variables, and various measures and methods used in organizational research. The history of Industrial and Organizational research will also be covered".

This course is intended to introduce students to organizational research methods, and provide students with a basic skill set enabling them to begin conducting organizational research and understand limitations inherent with various methodologies.

Course Presentation:

This is an applied course that attempts to teach the basics of organizational research methodology through hands-on projects, group collaboration, and active participation in class lectures. Thus, in order to maximize learning in this course it is important that everyone participates in class discussion, such as by contributing personal examples or ideas, and by asking questions. It is imperative that the values, questions, and comments presented by other individuals in this classroom be respected. Every individual will bring with him/her unique and diverse perspectives from which we can all benefit.

Required Texts:

- Leong, F. T. L. & Austin, J. T. (2006.) *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants Second Edition*. Thousand Oaks, CA: Sage Publications.
- Shadish, W. R., Campbell, D. T. & Cook, T. D. (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Houghton Mifflin Company.
- American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Assessment of Progress Toward Objectives

Article Critiques:

Students will be required to critically evaluate and summarize eight (8) research articles during the course of this semester. Articles will be assigned by the professor. An electronic copy must be provided on, or before, 5:00 pm on the date in which the assignment is due. Critiques which are found to have plagiarized content will result in a failing grade for the course. Critiques should be detailed, but no longer than four pages. Bullet points are NOT acceptable. A narrative style is required. No font larger than 12 pt will be accepted. Double-space the Critique. Cite the article in accordance with APA standards (for more information check the APA publication manual).

The critique should include the following: 1) A complete APA citation of the author(s), the year, the article's title, the journal title, the volume/edition of the journal, and the page numbers; 2) The purpose of the study (what is its significant contribution to the field); 3) A description of the conclusions and/or findings; 4) Limitations of the article directly stated by the author(s) and any student opinions of the article's limitations).

The critique will be evaluated on the following criteria: a) The ability to integrate newly-learned skills when evaluating articles, b) The ability to logically and coherently build an argument/case and support opinions; c) The accuracy of arguments; d) The thoroughness of the critique (cover multiple aspects of the research), and e) The use of proper grammar, spelling and punctuation.

Class Discussion and Participation:

You are expected to attend every class session, participate in class discussions and activities, and come prepared for class. Coming prepared means that you are ready to discuss the assigned readings (you may be called on at random to summarize and lead discussion on class readings) and have adequately completed any assignments that are due.

If you have missed no more than 1 class lecture/discussion, you will receive 100% (i.e., the full 20 % of your total grade) for participation. If you miss 2 lectures/discussions, your assignment and participation grade will be reduced to 75%. If you miss 3 lecture/discussion, your assignment and participation will be reduced to 50%. If you miss 4, it will drop to 25%. And, if you miss 5 or more, your discussion and participation grade will be 0%. If you must miss a class for a religious holiday/purpose, please notify me know at your earliest convenience.

Research Projects:

Each student in the class will work with others as a group on a research project to get Institutional Review Board Approval for a study, run participants through a laboratory study, analyze the data, and report the findings of the study. The Individual Research Project should be written in accordance with APA standards (for more information check the APA publication manual). Completed research projects should be electronically submitted by 5:00 pm on Nov. 25 2009

Completed projects should include the following:

- 1) An Introduction/Literature Review Section:
 - a) Grabs reader's attention
 - b) States purpose
 - c) Reveals the importance of the topic
 - d) Literature review should be divided into subsections.
 - I) Each subsection should open with an overview (when applicable)
 - II) Each subsection should discuss a particular issue
 - III) Each subsection should end in a summary of that subsection (when applicable)
 - IV) DO NOT list all of the articles that you have reviewed
 - V) The literature review should be a professional, conversational document where the authors make their points and uses the literature (citations are required) to support her/his views.
 - e) Research Question and/or Hypotheses
- 2) Methods Section:
 - a) Participants- What is the population; how was the sample be selected; APA requires gender ethnicity and age to be reported; this allows the reader to generalize about the results.
 - b) Measures- Name and define the variables in your study. Operationally define each variable in relation to the measures used.
 - c) Methods - How was the data collected?
- 3) Results Section:
 - a) You should have a correlation matrix with all relevant variables collected
 - b) Hypotheses should be tested with appropriate statistics, and relevant information provided
 - c) Any relevant additional exploratory analyses should be conducted
 - d) Additional tables/figures should also be added as needed
- 4) Discussion Section
 - a) This section should recap the initial propositions discussed in the literature section, and attempt to explain contrary findings (when applicable)
 - b) Both theoretical and applied implications should be discussed when applicable
 - c) Limitations and ideas for future research should be included

Research Project Presentation:

November 30th – December 4th has been blocked off for team research project presentations. The following lists the requirements for the presentations. Presentations should overview of the final research project document and also include the 'lessons learned' from the projects, with all team members presenting equivalent amounts of information. The presentations will be approximately an hour each. The presentations should not be read straight from the paper or a book. A fluid style of communication is desired. Ideas should be related and integrated. A level of conceptual integration is required beyond naming and listing of basic information; such integration reflects a more sophisticated level of understanding.

The Research Projects and the presentations will be evaluated on the following criteria:

- a) Accuracy of information.
- b) Demonstration of a thorough and comprehensive understanding of the material
- c) The clarity, conciseness, and organization of the presentation
- d) The quality of accompanying materials (e.g., Powerpoint slides)
- e) Use of proper grammar, spelling, and punctuation
- f) Ability to orally present and defend the research

As indicated by the grading criteria above, there are both individual and overall levels to the grading criteria. Similarly, although you will be receiving an individual grade for these presentations, a large portion of the grade variance will come from your team's general ability to relay necessary information. Thus, it is imperative that you team members come to a consensus regarding the material to be presented.

Oral Examination:

There will be one exam, which will take the format of a brief presentation to colleagues along with contributions to other peer's presentations. On the exam day, you will be randomly selected to discuss a pre-determined topic from the class. During the course of presenting your topic, you will need to integrate information from class, and respond to peer and instructor questions about the topic. You will need to *appropriately* defend your positions with your audience. And, by appropriately, I mean that you need to respond by integrating information learned from class, using logical arguments, and responding non-defensively.

Furthermore, you will also be evaluated on your ability to appropriately question your peers. You will have to contribute (e.g., ask questions, provide support, or contradiction) to every one of your peers' presentations. These presentations will last approximately 15-20 minutes. Topics may cover readings, presentations, critiques, and any other core-related content. You will not be permitted to read any class materials (e.g., texts, articles, Internet material) during the course of these presentations. Oral exam presentations will be graded based upon the accuracy, clarity, and comprehensiveness of the response.

Criteria for Grade:

Grades for the course will be computed as follows:

Article Critiques	20 Points
Class Discussion and Participation	20 Points
Research Project:	
Research Proposal	10 Points
IRB Protocol	10 Points
Completed Research Project	10 Points
Research Project Presentation	10 Points
Oral Examination	20 Points

Overall Course Evaluation:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

Course Prerequisites:

Graduate standing or permission of instructor. However, it is recommended that students entering this class have a basic understanding of statistics and be well-versed in psychological concepts/principles.

Student Code of Conduct:

Students who engage in any activities that lead to classroom disruption may be directed to leave the class, may be withdrawn from the class, receive a disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

"Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If one or more words in sequence are taken from a source those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>"

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Drop for Non-payment of Tuition:

If you are dropped from this class for non-payment of tuition, you may secure an Enrollment Loan through the Bursar's Office. You may not continue to attend class until your Enrollment Loan has been applied to outstanding tuition fees.

Withdrawal Deadline:

The last day to drop this class without academic penalty is October 30th.

Syllabus Changes:

I reserve the right to make changes to this syllabus or course schedule according to the learning needs of the class.

Your Success!

As a final note, it is very important to me that you succeed in this course. I hope that you enjoy this course, successfully complete it, and benefit from the concepts that you learn from it in the future. Please contact me with any concerns or problems that you may have.

Tentative Course Schedule

Note: From August 27 until September 28, this class was instructed by Dr. Mark Frame. Special thanks to Dr. Frame in his contributions to this syllabus.

Tentative Schedule of Topics

Date	<i>Topic and Assignment due</i>	Readings
		LA = Leong, F. T. L. & Austin, J. T. (2006) SCC = Shadish, W. R., Campbell, D. T. & Cook, T. D. (2002)
24-Aug	Getting Started	Syllabus and assignments Cascio, W. F. & Aguinis, H. (2008) <i>Research in Industrial and Organizational Psychology From 1963 to 2007: Changes, Choices, and Trends</i> . Journal of Applied Psychology, Vol. 93, No. 5, 1062–1081
26-Aug	Thinking about research (and how it can be “fun”)	LA-1. Research as a script Karremans, J. C., Verwijmeren, T., Pronk, T. M. & Reitsma, M. (2009) Interacting with women can impair men's cognitive functioning. Journal of Experimental Social Psychology 45(4), 1041-1044
28-Aug	<i>Integration and Discussion</i>	Liu, C. (2008). The perceptions of waiters and customers on restaurant tipping. Journal of Services Marketing, 22(2/3), 95-103. Harris, M. (1995). Waiters, customers, and service: Some tips about tipping. Journal of Applied Social Psychology, 25(8), 725-744.
31-Aug	Selecting a Research Topic	LA-2. Finding a research topic LA-12. Applying for approval to conduct research with human participants
2-Sep	<i>First Draft of Research Proposal Due @ 5:00 pm CST</i>	LA-3. Bibliographic research LA-4. Reviewing and evaluating a research article
4-Sep	<i>Article Critiques Due</i>	
7-Sep	Labor day	
9-Sep	Design Your Study	LA-6. Designing a research study SCC-1. Experiments and Generalized Causal Inference
11-Sep	<i>Final Draft of Research Proposal Due @ 5:00 pm CST</i>	SCC-2. Statistical Conclusion Validity and Internal Validity SCC-3. Construct Validity and External Validity
14-Sep	Quasi-Experimental Designs	SCC-4. Quasi-Experimental Designs That Either Lack a Control Group or Lack Pretest Observations on the Outcome
16-Sep	<i>IRB Form 1 and Additional Protocol Information Due to Dr. Frame @ 5:00 pm CST</i>	SCC-5. Quasi-Experimental Designs That Use Both Control Groups and Pretests
18-Sep	<i>Article Critiques Due</i>	

***Tentative Schedule
of Topics
(continued)***

21-Sep	Developing and Choosing Scales	LA-7. Evaluating and selecting psychological measures for research purposes LA-8. Designing surveys and questionnaires for research
23-Sep		LA-9. Scale development
25-Sep	<i>Article Critiques Due</i>	
28-Sep	Sampling Procedure	LA-10. Applying sampling procedures SCC-8. Randomized Experiments: Rationale, Designs, and Conditions Conducive to Doing Them
30-Sep		LA-11. Statistical power
2-Oct	<i>Article Critiques Due</i>	
5-Oct	Additional Confounds to Internal Validity Discuss IRB Protocols	SCC-10. Practical Problems 2: Treatment Implementation and Attrition
7-Oct	Sampling Procedures	The SIOP Principles for the Validation and Use of Selection Procedures LA-13. Conducting mail & Internet surveys LA-14. Conducting telephone surveys LA-15. Collecting data in groups
9-Oct	<i>Article Critiques Due</i>	
12-Oct	Basic Data Analysis	LA-16. Cleaning up data and running preliminary analyses
14-Oct		LA-18. A Basic guide to Statistical research and discovery: Planning and selecting statistical analyses LA-22. Archival data sets: Revisiting issues and considerations
16-Oct	<i>Article Critiques Due</i>	
19-Oct	Project Workday	SCC-11. Generalized causal inference: A grounded theory
21-Oct	Project Workday	SCC-11. Generalized causal inference: A grounded theory (contd)
26-Oct	Examining Causation	SCC-12. Generalized causal inference: Methods for single studies
	<i>IRB Submissions</i>	
28-Oct		SCC-12. Generalized causal inference: Methods for single studies (contd)
2-Nov	Running and Funding a Research Laboratory	LA-27. Coordinating a research team: Maintaining & developing a good working laboratory
4-Nov		LA-30. Applying for research grants

***Tentative Schedule
of Topics
(continued)***

9-Nov	Meta-analysis	LA-21. Conducting a meta-analysis
11-Nov		SCC-13. Generalized Causal Inference: Methods for Multiple Studies
13-Nov	<i>Article Critiques Due</i>	
16-Nov	Special Topics	LA-32. Applying theories to research: The interplay of theory and research in science
18-Nov	Building a Program of research	LA-33. The research script: One researcher's view SCC-14. A critical assessment of our assumptions.
23-Nov	Special Topics	
25-Nov	<i>Research Project due @ 5:00 pm CST</i>	
30-Nov	<i>Research Presentations</i>	
2-Dec	<i>Research Presentations</i>	
4-Dec	<i>Article Critiques Due</i>	
7-Dec	<i>Oral examinations</i>	<i>All class material.</i>